

## Topic 14: Observation of Weather Condition

<b>Key Concept</b>	Different clothes are needed for different weather condition.
<b>Learning Objectives</b>	
<b>General Objectives</b>	To know the clothes those have to be worn according to weather condition and the condition of blowing of wind.
<b>Specific Objectives</b>	Children are able (1) to describe the utensils and the clothes that have to be worn on sunny day, rainy day and cool day (2) to tell how the blowing of wind can be known (3) to tell the direction in which the wind blows (4) to tell differently the breeze and forceful wind (4) to study and describe that weather conditions are subject to change.
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- discussion with the whole class (question and answer)</li> <li>- observation</li> <li>- doing practical individually</li> <li>- reciting poem</li> <li>- doing practical in groups</li> <li>- discussion within groups</li> </ul>
<b>Teaching/Learning Materials</b>	<ul style="list-style-type: none"> <li>- Clothes and utensils</li> <li>- the flag from a mast</li> <li>- leaves, trees</li> <li>- vinyl bags</li> <li>- threads</li> <li>- tissues and cards of the same size</li> <li>- waste papers</li> </ul>
<b>Teaching Periods</b>	6 periods (180 minutes)

### Before Getting Started

<b>Background Information for Teachers</b>	Sunny, rainy, blowing of wind, cloudiness, hot and cold etc are weather conditions. The weather condition changes and is different from place to place and from time to time even in day. It is necessary for the grade one children to be able to observe the weather conditions in a day. It is also necessary to select, wear and use the clothes and utensils in harmony with the weather condition. The blowing of wind can sail a boat. We can use air pressure to turn the propellar blades of windmill for pumping water and making electricity.
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However, heavy rains and cyclones may cause natural disasters such as falling down of trees, inundation and deterioration of houses.

## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	Be able to describe the clothes and utensils that have to be worn and used on a sunny day, rainy day and cool day.	Be able to tell how the blowing of wind can be known.	Be able to tell the direction in which the wind blows.
<b>Introduction (Evocation)</b>	Discussion with the whole class. What clothes do you wear today?	Asking questions. - Is it hot or cold on a sunny day? - How do you feel when the sun is very hot? - What will you do to cool yourself when it is hot?	Grouping children.
<b>Development (Reflection)</b>	Discussion with the whole class.	Observing outside the classroom.	Have the children put tissues or pieces of paper on the table and fan. Let them see the direction of movement of the pieces of paper.
<b>Conclusion (Realization)</b>	Remembering the clothes and utensils required according to weather condition.	Knowing the blowing of wind by seeing the movement of objects.	Knowing by guessing the direction of wind.

	<u>Period Four</u>	<u>Period Five</u>	<u>Period Six</u>
<b>Specific Objectives</b>	Be able to tell the direction where the wind blows.	Be able to tell differently the breeze and forceful wind.	Be able to study and describe that weather changes.
<b>Introduction (Evocation)</b>	Asking questions. - Let's go and see practically outside in which direction the wind blows today.	Explaining the activity.	Explaining the activity.
<b>Development (Reflection)</b>	Let the children see the direction of movement of vinyl bags by holding them up outside the classroom.	Let the children blow individually and in groups the same sized tissue and cards hung by a thread.	Keeping the records of weather condition for a week.
<b>Conclusion (Realization)</b>	Knowing and being able to tell the direction where the	Knowing the breeze and forceful wind.	Knowing that weather condition is different

	wind blows.		from day to day and different in a day.
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## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Discussion with the whole class. It will introduce by asking the following questions. - Children, what clothes do you wear today? - Are the clothes you wear thin or thick? - Why did you wear this thin (or) thick clothe?	5 min.	The clothes that children wear and the utensils such as umbrella and caps.	Beginning with the weather condition of the day on which this lesson is taught ask questions to get the condition and utensils of rainy day, sunny day and cool day.
Children will be asked to see the weather condition outside the classroom.	5 min.		
- Is it sunny or rainy outside now (if it is a rainy day) ? What can you see in the sky? or What is falling from the sky?	10 min.		
- What is the color of clouds? - What will happen to the whole environment if it rains? - What do you have to take if you go outside on a rainy day? - If you get soaked with rain what can happen, children?	10 min.		
Likewise, the questions will be asked and discussed on what to wear and what to use on a sunny day and cool day.			

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
The following questions will be asked. - Is it hot or cold on a sunny day? - How do you feel when the sun is	5 min.		

<p>very hot?</p> <ul style="list-style-type: none"> <li>- What do you have to do to cool yourself when it is hot?</li> <li>- What do you get when you fan?</li> </ul>			
<p>Have the children study outside the classroom.</p> <p>They will be asked to observe the branches and leaves from the trees, the flag from a mast, dried leaves on the ground, leaves and small plants.</p> <p>Discussion with the whole class.</p> <ul style="list-style-type: none"> <li>- What happens to the plants? Why does it happen like this?</li> <li>- What happens to the leaves? Are they moving slowly or strongly? Why?</li> <li>- What happens to the dried leaves on the ground? Do they move a little or far? Why?</li> <li>- What happens to the flag on the mast? Why?</li> </ul>	<p>15 min.</p> <p>10 min.</p>	<p>Small plants leaves, dried leaves, flag.</p>	<p>Teacher expresses the things that want them to see.</p> <p>It will make them know that the movement of objects such as the trees leaves and flag is due to the blowing of wind.</p>

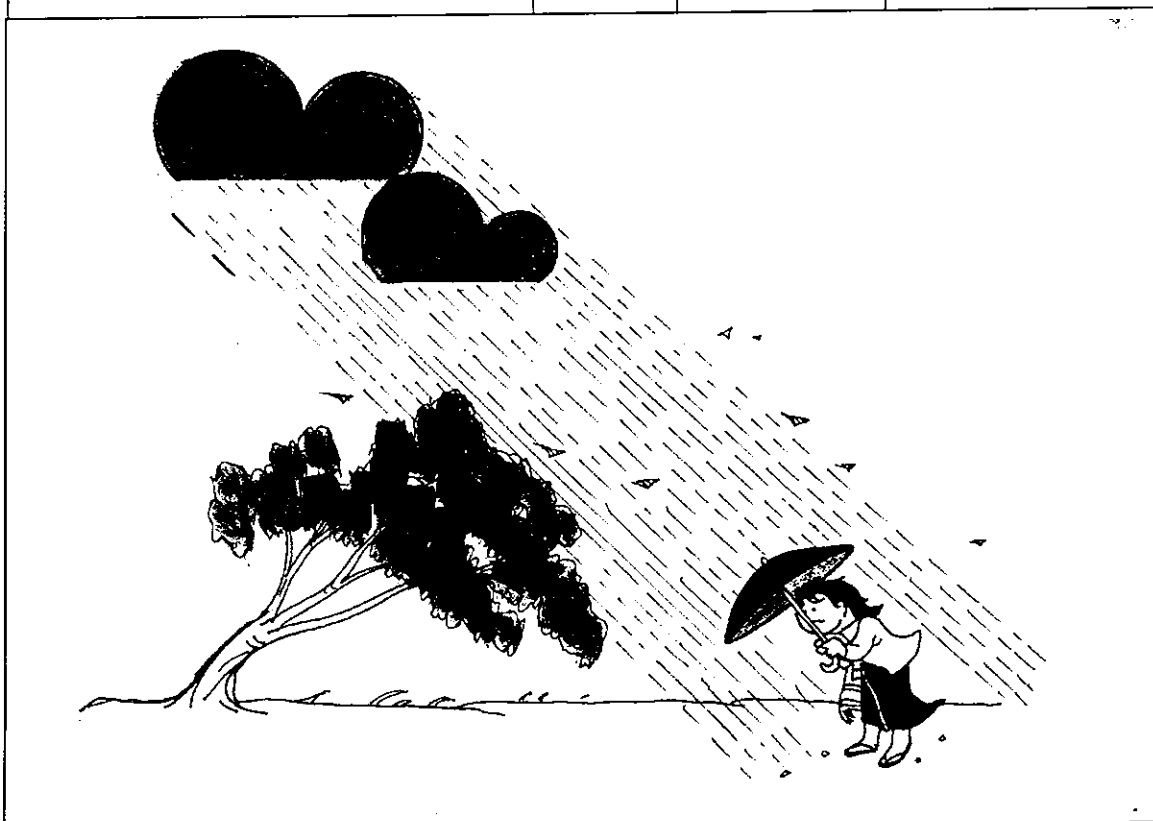
### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Children will be organized into groups.</p> <ul style="list-style-type: none"> <li>- Let each children group tear the tissues (or) waste papers and pile them up on the table in the center.</li> <li>- Organize children groups again into two and let them stand up face to face on each side of the table.</li> <li>- Ask children from one side of the table to fan the pieces of paper and mark the direction where the pieces of paper move.</li> <li>- Ask children from the other side of the table to fan the pieces of paper again and mark the direction where the pieces of paper move.</li> </ul> <p>Discussion with the whole class.</p> <ul style="list-style-type: none"> <li>- What happen to the pieces of paper when they are fanned?</li> <li>- To which side are the pieces of paper move if you fan from this side?</li> </ul>	<p>10 min.</p> <p>10 min.</p> <p>5 min.</p>	<p>Tissues (or) waste papers, fan (or) exercise book.</p>	<p>Teacher shows and example on how to fan the pieces of paper. Tell not to fan from above.</p> <p>After the practical let them keep the pieces of paper systematically.</p> <p>Let them notice the direction of wind and the direction where the pieces of paper move.</p>

- To which side are the pieces of paper move if you fan from that side?			
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**Period Four**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>- You have known the direction of wind and the direction where the objects move. Let us go and see practically outside today from which direction the wind is blowing. Doing practical individually. Each vinyl bag will be distributed to children.</p> <p>Let them go out into the school compound and let them raise the hands, which hold the vinyl bags and note down the direction where the vinyl bags move.</p> <ul style="list-style-type: none"> <li>- What happen to the vinyl bags? Why?</li> <li>- To which direction do the vinyl bags move?</li> <li>- From which direction is the wind blowing? Why?</li> <li>- How will you cover the umbrella to wet less on a rainy and windy day?</li> </ul>	<p>5 min.</p> <p>15 min.</p>	<p>Vinyl bags</p>	<p>It will make them notice the direction of wind and the direction where the objects move.</p> <p>It will make them know the direction of wind.</p>

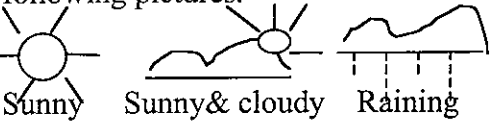
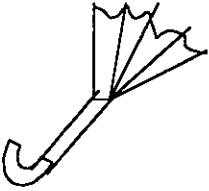


<p>Reciting poem.</p> <ul style="list-style-type: none"> <li>- Teacher recites the poem with gesture first.</li> <li>- Then recite together with children.</li> </ul> <p><i>When the wind is still the large tree is still</i>  <i>What happen when the strong wind blows</i>  <i>(It happened like this)<sup>2</sup></i>  <i>When blows from the east (sways)<sup>2</sup> towards the west</i>  <i>When blows from the west (sways)<sup>2</sup> towards the east.</i>  <i>When the wind is still the large tree is still still.</i></p>	10 min.	Pictures.	Teach children with gesture and recite together with children.
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### Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>The same sized tissues and thick cards are hold with threads and hang on a straightened rope.</p> <ul style="list-style-type: none"> <li>- Each child will be asked to blow the tissue and thick cards alternately.</li> <li>- What happens to the tissue and thick cards when they are blown individually?</li> <li>- In blowing piece of tissue and piece of card, which has to exert more force?</li> </ul>	10 min.	Same sized tissue or thin papers, thick cards, thread, straightened rope, fan.	It will make them know that force is exerted more to move the pieces of card than pieces of tissue.
<p>Children will be formed into groups.</p> <ul style="list-style-type: none"> <li>- Children groups will be asked to blow the pieces of tissues and pieces of cards alternately.</li> </ul> <p>What happen to the pieces of tissue and pieces of cards when groups blow them?</p> <ul style="list-style-type: none"> <li>- Out of the individual blowing and group blowing, which one makes the pieces of tissue and pieces of card move more? Why?</li> </ul> <p>Let them think within groups and ask group representative to tell.</p>	10 min.		It will make them notice the breeze and forceful wind.

**Period Six**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>- Is today rainy or sunny?                      - Was yesterday sunny or rainy?                      - Let each student have records of weather for this week.                      Su. Mo. Tu. We. Th. Fr. Sa.</p> <p>Morning                      Afternoon                      Evening</p> <p>Children findings will be asked to describe by representing with the following pictures.</p>  	10 min.	Books to make records.	Take notice that the picture represented must be easy for the children to draw.
<p>Group discussion.</p> <p>- Let the group members see one another what they have noted down.                      - Is weather condition the same day after day?</p>	10 min.		Make them notice that weather conditions are different day after day and that it is different even in a day.
<p>- Is weather condition the same in the morning, afternoon and evening of a day?                      - Let one from the group to tell.</p>	10 min.		

**Assessment**

1. (a) Should the rain coat be worn on a rainy day? Why?
- (b) What utensils have to be taken if you go out on a rainy day?
- (c) What clothes have to be worn on a sunny day? Why?
- (d) Should warm clothes be worn on a cool day? Why?
- (e) How will you cover the umbrella to wet less on a rainy and windy day?
- (f) What can happen if there is heavy rain and cyclone?

2. Assess the children's participation.

- If the children participate or not, happy or not, in questioning and answering.
- If the children participate personally or not.
- If the children observe or not.
- If the children participate in reciting poem or not.

## Reference

Every region has clothes suitable for one's weather. Those who live in extreme hot and cold desert region wear white long flowing robes woven with wool and cooler cotton. These loose fitting clothes prevent heat by allowing air to circulate around the body and the clothes. The head is covered with a long dangling head cloth. The ends of these head cloth are wrapped around the neck to prevent the stress of cold in very cold nights and wrapped around the face to prevent sand on windy days. People who live in the cold regions wear clothes made with animal fur and leathers to prevent the adverse effect of cold. The head, neck and ears are covered not to have direct contact with the cold wind.



## Topic 15: Observing the Characteristics of Water Based on its Source

<b>Key Concept</b>	The characteristics of water based on its source, and comparing clean and unclean water and the use of water
<b>Learning Objectives</b>	Children are able to know the characteristics of water based on its source
<b>General Objectives</b>	
<b>Specific Objectives</b>	At the end of the lesson, children are able (1) to describe the characteristics of water based on its source (2) to distinguish between clean and unclean water (3) to use water based on its source
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- story telling</li> <li>- doing practical work</li> <li>- observing</li> <li>- singing</li> <li>- group work</li> <li>- class discussion</li> <li>- playing a game</li> <li>- field trip</li> </ul>
<b>Teaching/Learning Materials</b>	<ul style="list-style-type: none"> <li>- Pictures</li> <li>- Bottles of pipe water, water mixed with indigo, water mixed with kerosene (paraffin), lake water mixed with slime, clean water, sugar and salt</li> <li>- A chart/pictures of paper for playing snake and ladder game</li> </ul>
<b>Teaching Periods</b>	5 periods (150 minutes)

### Before Getting Started

<b>Background Information for Teachers</b>	When the lesson "How we get the water we use at home" is taught to KG class, the sources of water are given as the background information for the lesson. In Grade I, the children are to learn the characteristics of water based on those sources. This lesson is intended to make the children aware of the difference between the clean and unclean water and the use of water according to the degree of cleanliness.
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## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific objective</b>	To describe the characteristics of water based on its source	To distinguish clean and unclean water	To use water based on its source
<b>Introduction (Evocation)</b>	Where do we get water?	What is clean water? What is unclean water?	How do we use water?
<b>Development (Reflection)</b>	Listen to a story "The Problem of Twee and Chwee Chwee"	Do practical work "Test I" Observation of "Test II"	Singing a song of "If it rains"
<b>Conclusion (Realization)</b>	There are lake water, stream water, river water, drain water and well water. If you are thirsty, which water will you drink? Why?	Which water is called clean water?	Who use water? How and where?
<b>Assessment points</b>	By observing the children's interest, performance and realization and by asking some oral questions.		

	<u>Period Four</u>	<u>Period Five</u>
<b>Specific objective</b>	To use water based on its source	To use water based on its source
<b>Introduction (Evocation)</b>	Let's go field trip in our school compound.	Let's play the "snake and ladder" game.
<b>Development (Reflection)</b>	Go field trip in the school compound and observe the places where water is (kept).	Play the game of snake and ladder and say the kind of water and its use.
<b>Conclusion (Realization)</b>	Where did you find water? Can you drink that water? Why?	Which water can we drink?
<b>Assessment points</b>	By observing the children's interest, performance and realization and by asking some oral questions.	

## Teaching/Learning Procedure

### Period One

Learning activity	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Introduce the lesson by asking the following questions.                      Class, where do we get water?                      Today, I'm going to tell you a story.                      Listen carefully.</p>	30 min.		
<p><b><i>"The Problem of Twee-twee and Chwee Chwee"</i></b></p> <p><i>Once, there were three friends, Twee-twee, Chwee-chwee and Pee-pee.</i>  <i>One day, Twee-twee said, "You see, in the world we live in, there is more space for water than land".</i>  <i>"Really?" asked Chwee-chwee.</i>  <i>"That's not all. Most of the water is salty. Compared to the salty water, the drinking water is very little".</i>  <i>"Ha-ha ha ha", laughed Pee-pee and Chwee-chwee.</i></p>			
<p>"Class, why did they laugh?"                      "Do you believe what Twee-twee said? Why?"</p>			
<p><i>"If you don't believe me, let's go and see to decide who is correct", said Twee-twee.</i>  <i>So saying, they flew in the sky and started their journey.</i>  <i>The first place they arrived was a lake full of rain water. They were happy to see much water. At the very moment, a herd of cattle came to the lake.</i>  <i>They drank water and some buffalos soaked in water.</i>  <i>"Oh no!" Twee-twee cried.</i>  <i>"Look! Those people are coming to the lake to wash their dirty clothes", said Pee-pee in a loud voice.</i></p>			
<p>"Class, if they washed on the bank of the lake, what would flow into the lake water?"</p>			

*The three birds were very disappointed to see these things.  
 "Let's go", said one of them.  
 They continued their journey.  
 "Look down! There's a stream. The water looks clean and clear",  
 said Chwee-chwee.  
 So they went along with the stream. But when the stream reached  
 the town, people threw the rubbish and waste things into the  
 stream.*

"Class, will you drink that water?  
 Why?"

*"Oh, no clean water is left then".  
 "Let's go and see the river".  
 But when the river flowed beside the factory, all the waste  
 products flowed into the river.  
 "Oh my", said Pee-pee.*

"Class, is river water clean enough to  
 drink?"

*The three birds flew on and on and they saw the ocean.  
 "Now, you see water covers much of the land", Twee-twee said.  
 "Let's check how large it is", suggested Pee-pee.  
 The three birds flew and flew and their wings ached.  
 "Let's go back, I can't fly anymore", said Chwee-chwee.  
 So they flew to the nearest island. At the beach, they were very  
 tired and thirsty.  
 "The water looks very clean. I'll drink it", said Chwee-chwee.  
 No sooner did he drink the ocean water than, he threw it up.  
 "What happened?", asked the other two.  
 "It's very salty, I can't drink it. Twee-twee, you are right. Most of  
 the water in the world is salty", said Chwee-chwee.  
 They started their journey home. On the way they saw a well  
 among the coconut trees.*

"Class, will the birds drink the well  
 water? Why?  
 Do you think Twee-twee was right?  
 Why?"  
 Here are lake water, stream water,  
 rain water, river water and well water.  
 Which water will you drink if you are  
 thirsty?

The source of clean water for  
 drinking depends on the region.

There are various methods to purify water. For example, filtering, using alum in the pot, boiling water among other methods. Teacher can show a purifying method commonly used in each area concerned.			
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## Period Two

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Introduce the lesson by asking the following questions.</p> <ul style="list-style-type: none"> <li>- What is clean water?</li> <li>- What is unclean water?</li> </ul>	5 min.		This activity is a warming up activity to brainstorm the students. So, the teacher will accept any answer and will not justify their answers. So the teacher will accept any answer and will not justify their answers.
<p><b>Practical work</b> <b>Observation I</b></p> <p>Class, I have given 5 bottles to each group. Each bottle is numbered. Observe the bottles carefully and smell the water.</p> <p>Now, look at No. 1 bottle. Does the water in the bottle have any colour? Smell it. Does it have any smell? The children will do the practical work and answer the questions orally.</p> <p>Now, who will tell me about the water in bottle 2? In this way, the teacher will ask the students to talk about the water in every bottle. The water that has no colour and smell is the clean water. Which bottle can have clean water?</p>	15 min.	(5) bottles of water mixed with indigo. (5) bottles of water mixed with mud (5) bottles, mixed with kerosene (5) bottles, mixed with nothing (5) bottles of lake water mixed with lime	<p>Encourage every child to observe the bottles.</p> <p>The expected answer is, it has colour but no smell, etc.</p>
<p><b>Observation II</b> <b>Three (3) glasses filled with clean water</b></p> <p>Put one tea spoon of sugar in one glass and one tea spoon of salt in the other. Stir the glasses until no more lumps are left. Then move the places</p>	10 min.		

<p>of the glasses.          Now class, can you tell me which glass contains liquid sugar, which contains ordinary water and which contains liquid salt.          The teacher picks up one glass of liquid and asks the class, "Is the liquid in this glass water or liquid sugar or liquid salt?"          Are you sure of the correct answer? Why?          Yes, you can't because we can't sometimes see the chemicals that dissolve in water.          Although the water is clear, we cannot say that it is clean.          So, what is clean water?</p>			<p>The expected answer is the water which has no colour and smell and chemicals dissolved in it is clean water</p>
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### Period Three

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Introduce the lesson by asking the following question.            How do we use water?            Today we are going to sing a song.</p> <p><i>"If it rains"</i></p> <p><i>If it rains, will have a shower            Happily in the rain and drink            and drink and drink the rain water            in our home and school.</i></p> <p><i>But if there is no rain water            there'll be no streams and lakes            Water water water is useful            and essential.</i></p> <p><i>If the water is clean and clear,            it is harmless. We use water for            cooking and planting and in the            factory.</i></p> <p><i>Sons and daughters            birds, chickens and ducks drink            water.</i></p> <p>Class, who use water?            Where do we use water?</p>	<p>30 min.</p>		<p>Have the children tell freely.</p>

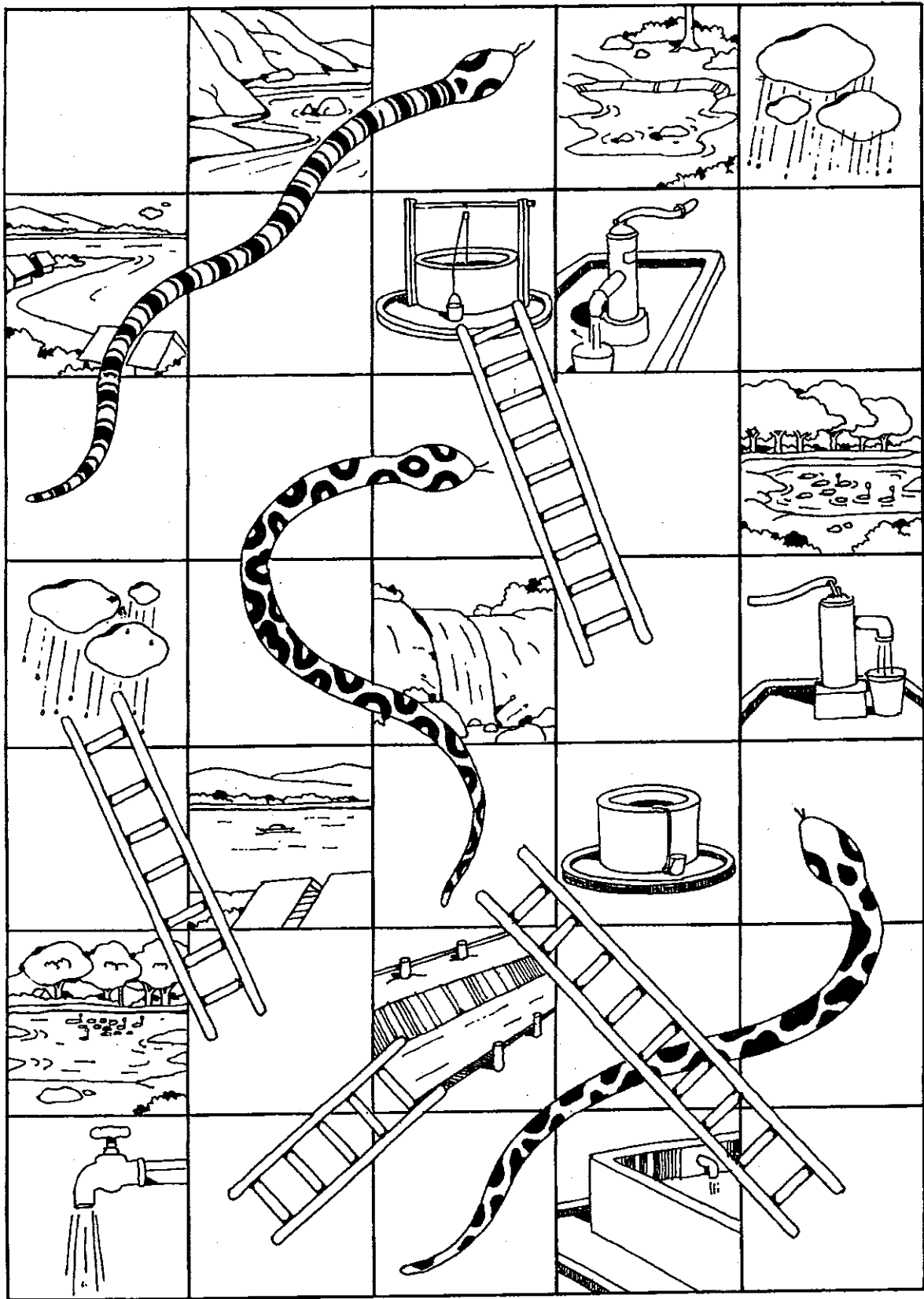
How do we use water at home?			
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#### Period Four

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Class, we are going on a field trip today.</p> <p>You will observe the places where you can find water in our school compound.</p> <p>When you find some water, your group will discuss and decide if you can use that water or not and how you will use that water.</p> <p>When the children have come back, the teacher will ask the following questions.</p>	20 min.		When the groups are going round the compound, the teacher needs to help and guide them if necessary.
<p>Where did you find water group A?</p> <p>Will you drink that water? Why?</p> <p>In this way all the groups will be asked questions.</p>	10 min.		

#### Period Five

Learning activity	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>Class, have you ever played the "Snake and Ladder" game?</p> <p>How do you play?</p> <p>Now, we will not use a dice. Instead of using a dice, we will use rolls of paper which have numbers on it. The one, who takes a roll, will unroll and read the number and roll the slip of paper and put it into the cup again. Then he will move his marker according to the number. If you reach a ladder, you will climb up. If you reach a snake's head you will be swallowed by the snake. So go down to the snake's tail. If you reach a picture, you will tell the name of the water, its characteristics (whether it is clean or not so clean or dirty) and its use. You have to give three answers. If one answer is wrong, you step back one number, two wrong answers will</p>	30 min.	<ul style="list-style-type: none"> <li>- 5 sheets for snake and ladder game</li> <li>- rolls of slips</li> <li>- children can use their own eraser, ball pen cover side, etc. as their markers</li> </ul>	The teacher has to explain how to play the game well. While the children are playing, the teacher will go round the groups and help them if necessary.





<p>go back two numbers and three wrong answers, three back numbers. You will take the roll in turn. If you can't decide the answer, ask the teacher.</p> <p>After playing the game the teacher will summarize the lesson by asking the following questions.</p> <p>Are you happy to play this game?</p> <p>Now do you know the sources of water? What kind of water should we drink? Why?</p>			
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**Assessment**

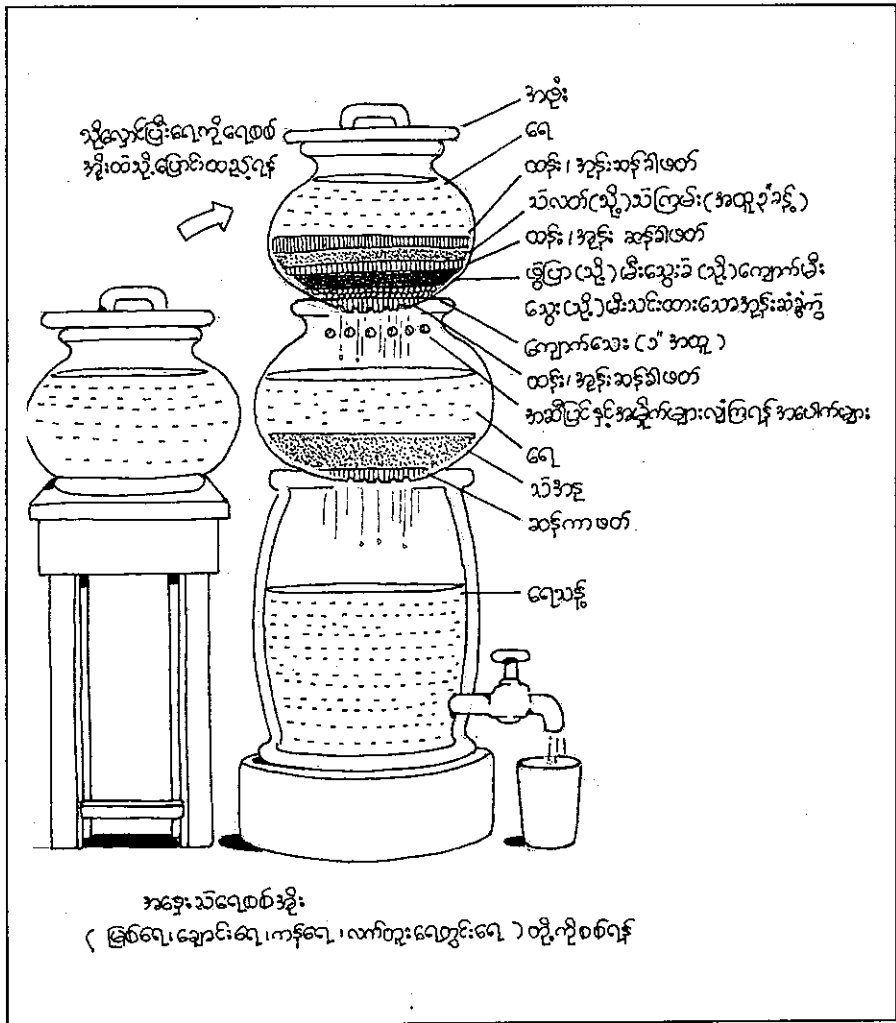
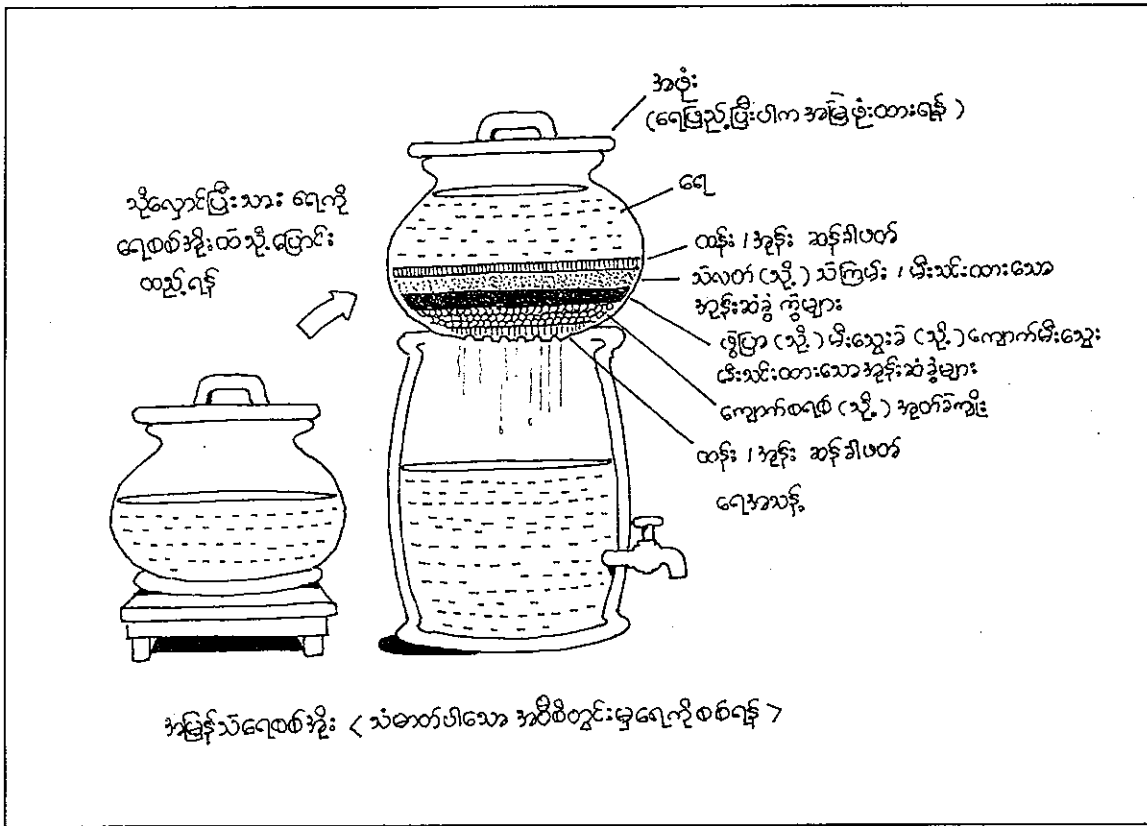
The teacher will observe if the children can describe the characteristics of water based on its source and how they use water. The teacher will also observe their performance in playing the game and in answering the questions orally.

**Reference**

Water is necessary for our life. Most persons drink a quart of water each day. The water content of food supplies the rest. On the average, each person requires more than 50 gallons of water a day for personal and household uses. These include drinking, washing, preparing meals and removing waste.

Although water is helpful to our survival, it can sometimes be destructive and harmful through heavy rains, floods and snow. And impure water including chemicals and germs can be harmful to men, animals and living things. So getting pure water and using it is important for us.

Based on the sources of water, the content of impurities can vary. Rain water and underground water are clean. But other sources of water in urban areas can contain germs, chemicals and sediment. Pure water is free from those and has no taste and smell. We can treat water to get rid of these impurities in many ways. The quickest way is to boil it. Another way is to filter it. There are two ways of filtering.



## Topic 16: Observing the Color and Texture of Soil in Different Locations

<b>Key Concept</b>	Different kinds of soils in different locations and their different usage
<b>Learning Objectives</b>	
<b>General Objectives</b>	To know the color and texture of soil and its use
<b>Specific Objectives</b>	Children are able (1) to observe the different kinds of soil (2) to describe the characteristics of soil (3) to observe the amount of water that each kind of soil holds (4) to tell the usefulness of soil
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- field trip</li><li>- displaying different kinds of soil</li><li>- practical work</li><li>- filling in the grid</li><li>- making things out of clay</li></ul>
<b>Teaching/Learning Materials</b>	Clear plastic bags, strips of paper for labeling, things made of clay, sandpaper, 3 bowls of water for each group, lumps of clay
<b>Teaching Periods</b>	5 periods (150 minutes)

### Before Getting Started

#### Background Information for Teachers

Soil is our most valuable natural resource. The objectives of this lesson is to make the children aware of the different kinds of soil, especially clay and sand, in the environment and how it is useful for us. In this lesson we can also introduce the loam which is very common to find under trees. Loam is good quality soil and it helps trees and plants grow well. Whenever possible the teacher should explore some locations in the neighborhood outside school to collect different kinds of soil beforehand.

## Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	To observe the different kinds of soil	To describe the characteristics of soil	To observe the amount of water that each kind of soil holds
<b>Introduction (Evocation)</b>	What do we need to survive?	Do different kinds of soil have the same colour?	Let's check how quickly water can flow through the soil you collected the other day
<b>Development (Reflection)</b>	Go on a field trip in the school compound and collect three different kinds of soil	Observing sand, clay and loam. Then write their colour, smell and texture in the grid	Practical work by pouring water into the bags of sand, clay and loam
<b>Conclusion (Realization)</b>	Label the soil and display	Does sand has the same smell as clay?	Which kind of soil holds water longer?
<b>Assessment points</b>	Observing their performance and checking understanding by asking questions orally		

	<u>Period Four</u>	<u>Period Five</u>
<b>Specific Objectives</b>	To tell the usefulness of soil	To tell the usefulness of soil
<b>Introduction (Evocation)</b>	What do plants and trees need to grow well?	What are these toys made of? What is this sand paper made of?
<b>Development (Reflection)</b>	Going round the school compound and observe the soil on which trees and plants grow	Make things out of clay and display them
<b>Conclusion (Realization)</b>	What kind of soil is in the flower pot? What is important for the plants to grow well	What other things can we make from clay?
<b>Assessment points</b>	Observing their performance and checking understanding by asking questions orally	

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/	Points to be noticed
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		<b>Learning Materials</b>	
Teacher asks children and let the children respond as they like. “What do we need to survive?”	5 min.		The expected answers are water, air, soil and food.
The teacher takes children to the site where he/she had identified earlier, which is suitable to collect sand. Then to the place for clay and to the place of loam.	15 min.	3 plastic bags for each group	Teacher goes round with the children and guide and help if necessary.
After coming back from the field trip, the teacher distributes 3 strips of paper to each group. Now, write the name of the soil on the strips and label your soil. Display your bags of soil on your table.	10 min.	Strips of paper	Let the children go round the class and observe the soil bags of other groups.

### Period Two

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>																
“Now look at the bags of soil that you collected yesterday.” “Do different kinds of soils have the same colour?”	5 min.																		
Observation  The children observe the bags of soil and smell them, touch the soil and feel it and fill in the grid.  Presentation of their findings to the class.	20 min.	<table border="1"> <thead> <tr> <th>Soil</th> <th>Colour</th> <th>Smell</th> <th>Texture</th> </tr> </thead> <tbody> <tr> <td>Sand</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Clay</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Loam</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Soil	Colour	Smell	Texture	Sand				Clay				Loam				The teacher goes round the groups so that everyone has a chance to participate in the activity.
Soil	Colour	Smell	Texture																
Sand																			
Clay																			
Loam																			
Does sand has the smell as clay? Does sand has different colours? Does clay has different colours? Can you put your fist/finger easily in the soil? Which soil? Can you hold it tight in your hand? Which soil? Describe the texture in your own words. (smooth? soft? rough?)	5 min.																		

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Ask children whether different kinds of soil have the same texture or not. Let them describe how they are different. “Which soil does the water penetrate faster?” Today, let's check how quickly water can flow through the soil you collected the other day.	5 min.		
Distribute 3 bowls of water to each group. 3 children from each group will pour the water in each bag slowly and the rest of the groups observe the flow of water. Which kind of soil holds water longer? Through which soil does water go quickly? In which soil does the water flow neither too slow nor too fast?	20 min.	3 bowls of water for each group	Make pin holes at the foot of the bag. Make sure that their soil will be in half of the bag and to pour the water in each bag at the same time so that they can compare the flow of water each soil.
Let children tell to the whole class the result of pouring water into three bags.	5 min.		

### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Ask children the following questions. “What do plants and trees need to grow well?” “What is good soil for plants?”	5 min.		The expected answers are water, soil, sunshine and fertilizer.
Going round the school compound and observe the soil on which trees and plants grow.	20 min.		If it is possible, the teacher can take the children to the surrounding fields. Or visit farmers and ask them questions.

After coming back from the field trip, the teacher will ask the following questions. “What is important for the plants to grow well?” “What kind of soil is in the flower pot?” “What is good soil for plants?” “What makes soil suitable for the plants?”	5 min.		
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### Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Teacher asks children bring the clay toys. “Now! Look at these toys. What are they made of? What is this sandpaper made of?”	5 min.	Toys made from clay Sandpaper	
Let's make some toys out of clay. Children make toys and display them.	20 min.	Lumps of clay	If necessary the teacher can help or show how to make toys
Now here are toys but what other things can we make from clay?	5 min.		

### Assessment

- Observe the children's performance.
- Check understanding of the lesson by asking questions orally.

### Reference

Soil is our most valuable possession. Without soil, plants could not grow and plant-eating animals could not live. Moreover, if there were no plant-eating animals, meat-

eating animals would perish. Soil, like water and air, is necessary to all lives on land. But soil differs from water and air in one important aspect. The earth is plenty of water and air, but the supply of usable soil is extremely limited.

Usable soil is the layer of loose surface material called topsoil which contains plant food. Plant life depends on the topsoil. The material in soil and its formation affects its texture – its coarseness for fineness and the way it breaks up. Texture in turns affects plant life because root hairs work through the pore space between particles and this space depends on texture. A fine-textured surface holds water better. So, sand dries out rapidly while clay holds water well.



# SECTION 2

## MORALS & CIVICS





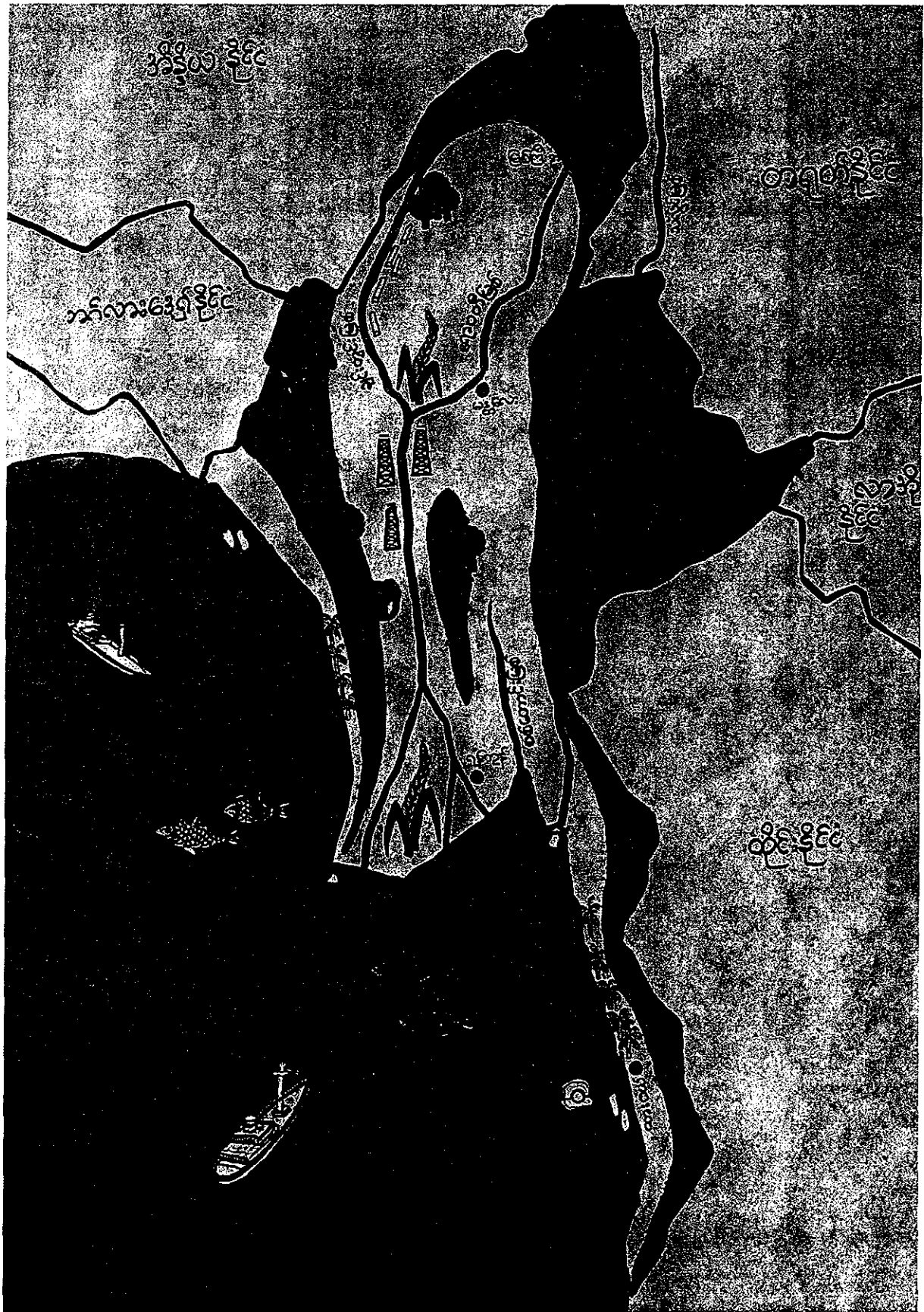
## Topic 17: Extraordinary Country

<b>Key Concept</b>	To know the significance of Myanmar state
<b>Learning Objectives</b>	
<b>General Objectives</b>	To have the spirit of loving and cherishing one's country
<b>Specific Objectives</b>	Children are able (1) Be able to see the map of Myanmar (2) Be able to know and tell the most useful 4 rivers and 4 mountain ranges of Myanmar (3) Be able to know and tell the significances of Myanmar state.
<b>Activities involved</b>	<ul style="list-style-type: none"><li>- Discussion with the whole class</li><li>- Selecting picture charts</li><li>- Having to observe in groups.</li><li>- Explaining by showing world map.</li><li>- Finding Myanmar map from Asia map</li><li>- Having to observe Myanmar map</li><li>- Jigsaw playing</li></ul>
<b>Teaching/Learning Materials</b>	<ul style="list-style-type: none"><li>- Picture charts</li><li>- Cards of Myanmar map</li><li>- Map showing 4 mountain ranges, 4 rivers and the region where mineral resources are produced.</li><li>- World map.</li></ul>
<b>Teaching period</b>	7 periods (210 min.)

### Before Getting Started

#### Background Information for Teachers

The teacher has to make pre-arrangements before teaching this lesson. Since they are grade one students it should only acknowledge them with the significant facts of Myanmar such as the four mountain ranges and the four rivers. In giving such knowledge map is very important. In this case, it does not have to draw precisely with the curved lines. The teacher should draw the type of map, which makes the children know the facts they should know only upon seeing. In order for the teachers to study, Myanmar map and Asia map are included as samples.



## Lesson Planner

	<u>Period One</u>	<u>Period Two Three</u>	<u>Period Four Five</u>
<b>Specific Objectives</b>	Be able to observe Myanmar map	To know and tell the most useful 4 rivers and 4 mountain ranges of Myanmar.	Be able to love and cherish one's country
<b>Introduction (Evocation)</b>	Discussion with the whole class - Children, what national are you? - What is the country where you live?	Explaining by showing world map.	Discussion with the whole class. - What do you eat daily? - What is your country's name? - Do you love your country?
<b>Development (Reflection)</b>	Selecting picture charts.	Finding Myanmar map from Asia map Let the children observe Myanmar map.	Let the children observe Myanmar map. Discussion with the whole class.
<b>Conclusion (Realization)</b>	Having to observe in groups	Asking questions to the whole class Playing jigsaw.	Reciting poem.

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Discussion with the whole class. Teacher introduces by asking the following questions. - What nationality are you? - What is the country that you live in? - Have you ever seen that country's picture?	5 min.		Give children time to think.
Selecting picture charts. - Let a child select the Myanmar map from the pictures arranged beforehand by the teacher. - Ask him to show the whole class to see. - Ask each person from each group to select again. - Ask him to raise and show for the	5 min.	Picture charts	Let the one who knows to come out in front of the class to select.

whole class to see. Having to observe group-wise. Teacher gives each group each map of Myanmar cards. - Let the children observe in turns.	20 min.	Map of Myanmar cards	Teacher has to draw the map of Myanmar on the cards or on cover of books, cut with scissors. It is extremely necessary to give children time to observe.
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### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Showing world map to observe. - Teacher by showing the world map and says - the world has many countries - among the many countries Myanmar is also included as a country - neighboring countries of Myanmar are China, Thailand, Laos, India and Bangladesh. - Tell by pointing a finger on the map that Myanmar is situated on this side of the map - Let the children find practically and see Myanmar map from the Asia map in groups.	10 min.	World map	Teacher shows world map for the children to see and explains.
Showing Myanmar map to observe Before showing the map asks the following questions. - What nationalities live in Myanmar? - With what can we go from one place to another? - Where does the plane go? - Where does the car go? - Where does the train go? - Where does the ship go? By showing Myanmar map, Teacher has to tell that there are many rivers where ships can sail and that there are 4 most useful rivers. Point on the map.	5 min.	Myanmar map	Write children's answers on the blackboard.  The rivers are drawn on the map and the names have been described.

<p><u>Having to observe practically Myanmar map in groups.</u></p> <ul style="list-style-type: none"> <li>- Let the children observe the map in groups in front of the class.</li> <li>- point out where the 4 rivers are situated</li> <li>- see the names and read them out.</li> </ul> <p><u>Ask the whole class question.</u></p> <p>What are the most useful rivers of Myanmar?</p>	15 min.		Teacher has to give enough time for each child to study.
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### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Showing Myanmar map to observe</p> <ul style="list-style-type: none"> <li>- Teacher shows Myanmar map and say;</li> <li>- these countries are neighboring countries of Myanmar (by pointing a finger)</li> <li>- that the lines that drawn Myanmar map are not existed in real.</li> <li>- that these lines are drawn to know the area of Myanmar.</li> </ul>	10 min.	Myanmar map	<p>Teacher has to show the map for the children to see.</p> <p>It should show the map containing neighboring countries.</p>
<p>Teacher has to say;</p> <ul style="list-style-type: none"> <li>- that in reality, the countries are demarcated by land, sea and mountain ranges.</li> <li>- that there are mountain ranges between neighboring countries and Myanmar</li> <li>- Let the children observe in groups alternately the mountain ranges pointed by the teacher.</li> </ul>	10 min.		<p>The map should contain mountain ranges.</p> <p>Give enough time for each child to observe.</p> <p>Teacher has to hang and show the map on the blackboard.</p>
<p>Jigsaw playing</p> <p>Teacher cuts the Myanmar map shown into three parts and gives each group each part to connect.</p>	10 min.	Cards of Myanmar map	Cut the map simply and easily.

ကျွန်ုပ်တို့၏အသက်မွေးဝမ်းကျောင်းအသုံးအဆောင်များကို (၃) နည်း၊ (၃) နည်း၊ (၃) နည်း ဖြစ်ပါသည်။



**Period Four**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
Discussion with the whole class - What do eat daily? - What are tables and chairs made up of? - Where do we get wood? - What do you and your parents wear besides new clothes when you go to alms-giving ceremony? - What is filled to drive cars? - Explain that the above materials are produced in Myanmar.	5 min.		Teacher has to write children's answers on the blackboard. Teacher has to supplement if necessary.
Showing Myanmar map to observe. Teacher shows the region where wood, oil, mineral resources and rice are produced. - Let the children come and observe in groups. Ask questions to the whole class. What are the products of Myanmar?	10 min.	Myanmar map	Give enough time for each child to study.



<p>Explanation by the teacher</p> <ul style="list-style-type: none"> <li>- Because other countries wanted these materials, they fought and governed our country once.</li> <li>- Do you like if other countries govern Myanmar, children?</li> <li>- There has been Myanmar heroes fought who did not like other country governed.</li> <li>- Do you know children? Tell.</li> <li>- If you do not know, you will know by reciting this poem.</li> </ul>	5 min.		
<p>Reciting poem</p> <p>Be a brave martyrdom</p>	10 min.		Give children time to think.

### Period Five

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>- What are the most useful rivers in Myanmar?</li> <li>- Do you know the name of mountain ranges? Tell.</li> <li>- What materials are produced in Myanmar?</li> </ul>	5 min.		Let the children answer singly.
<p>Reciting poem</p> <p>Extraordinary country.</p>	10 min.		Recite the poem with melody. It can recite with gesture.
<p>Discussion with the whole class</p> <ul style="list-style-type: none"> <li>- What is the name of the country where you live?</li> <li>- Do you love your country? Why?</li> <li>- If you love your country you should not forget the independence day for the steadfastness of independence.</li> </ul>	5 min.		Give children time to think. Let them answer in terms.
<p>Reciting poem</p> <p>Independence day</p>	10 min.		

## Assessment

- (a) Observation:                      The ability to do what the teacher instructs.  
   The ability to do collectively

The ability to recite the poem happily

The ability to answer the main facts

Facts that should be taken into consideration:

The question for children must be - simple

- with understandable words

The questions should be changed in asking to reach one's aims.

It is only to make the children know and memorize the map of Myanmar.

(b) Asking question.

1. Tell the 4 most useful rivers in Myanmar.
2. What is Myanmar shielded with?
3. Tell the 3 products of Myanmar.

## Reference

In extraordinary country lesson, Myanmar is adjacent with the neighbouring countries in the north and north east with People's Republic of China, in the east with Laos and Thailand and in the west with India and Bangladesh.

In Myanmar, the most significant river is the Ayerwady River. Other famous rivers are Thanlwin, Chindwin and Sittaung rivers. As for inland waterways, Ayerwady and Chindwin rivers are the most significant river ways.

The natural forests grow extensively in Myanmar. The valuable forest products such as teak and ironwood are available from these forests. Oil, ruby, sapphire, jade, pearl and other mineral resources can also be extracted from the territories of Myanmar.

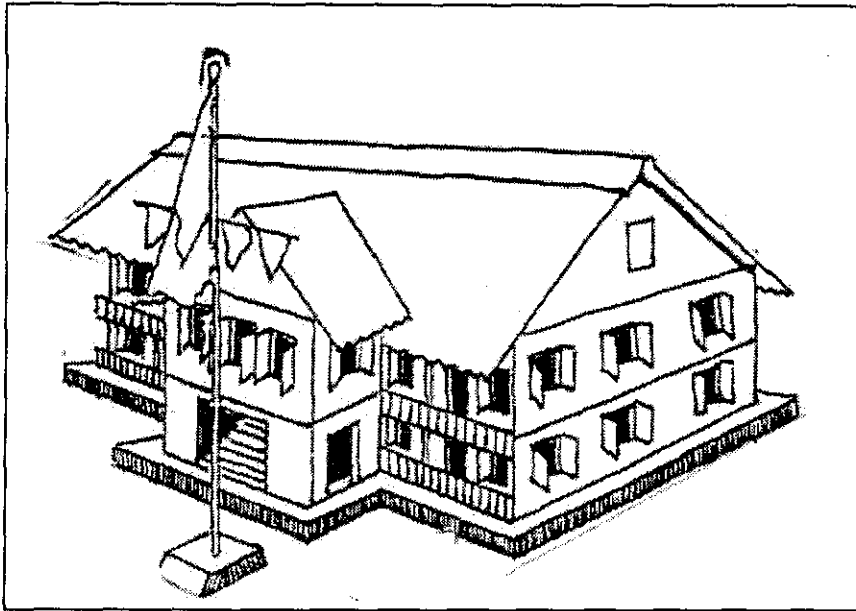
## Topic 18: Politeness at School

<b>Key Concept</b>	To get the polite behaviors those have to be practiced at school
<b>Learning Objectives</b>	
<b>    General Objectives</b>	To know the polite behaviors those have to be practiced at school
<b>    Specific Objectives</b>	<p>Children are able</p> <ol style="list-style-type: none"> <li>(1) to know and do the behaviors of students of classes.</li> <li>(2) to tell some disciplines that should follow at school.</li> <li>(3) to tell some disciplines that should follow in the classroom.</li> <li>(4) to use systematically one s own materials and school owned materials.</li> <li>(5) to differentiate practically the advantages of preserving discipline by each and everyone.</li> </ol>
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- Discussion with the whole class</li> <li>- Studying inside the classroom.</li> <li>- Studying inside the school.</li> <li>- Group-wise observation.</li> <li>- Having to do practical</li> <li>- Discussion with the whole class by showing picture.</li> <li>- Playing by hanging pictures</li> <li>- Reciting poem.</li> </ul>
<b>Teaching/Learning Materials</b>	- Picture charts, flag, book, stationeries
<b>Teaching Periods</b>	7 periods (210 min.)

### Before Getting Started

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

In teaching the lesson on Politeness at School contained in the general studies subject of grade one, it should not teach by ordering do it, don't do it, as they are the children of the lower primary level. It should train children to get the good practices of living appropriately in relation with the practical life. As there is a saying, national school begins from school the teacher should train children to be able to live with the good practices themselves. Children remember in their mind what the teacher says and what the teacher asks them to remember. Therefore, the teacher is the main character. Teacher should take heed in himself always. (For example if the children come to school after



Teacher should train children to get the good practices of valuing from one's own material to the materials of home, classroom, school and on the road. Teacher should supplement the children's answer whenever necessary.

### Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	to know and do the behaviors of students of classes.	to tell some disciplines that should follow at school.	to tell some disciplines that should follow in the classroom.
<b>Introduction (Evocation)</b>	Discussion with the whole class - Why do you come to school - What do you do in the classroom before the school begins.	Discussion with the whole class. - At what time does the school begin - What do you have to do as soon as the school bell rings?	Discussion with the whole class. - What do you see on the walls of the classroom? - Who do you think did it?
<b>Development (Reflection)</b>	Reciting poem Discussion with the whole class	Observing inside the school. Giving activity according to group Reciting poem	Having to observe inside the classroom Giving activity according to group.
<b>Conclusion (Realization)</b>	Giving activity according to group	Asking question Giving homework	Having to do practical

	<u>Period Four</u>	<u>Period Five</u>	<u>Period Six</u>
<b>Specific Objectives</b>	Be able to use systematically one's own materials and school owned materials.		Be able to differentiate practically the advantages

		of preserving discipline by each and everyone.
<b>Introduction</b> <b>(Evocation)</b>	Discussion with the whole class Tell one's own materials used at school Let the students observe one's table, inside the table, benches and ask them questions.	Discussion with the whole class. What did you do for the teacher? How do you stay when the teacher is teaching?
<b>Development</b> <b>(Reflection)</b>	Giving activity according to group	Giving activity according to group Playing
<b>Conclusion</b> <b>(Realization)</b>	Having to do practical Asking question	Reciting poem

### Teaching/Learning Procedure

#### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Discussion with the whole class</b> Teacher makes an introduction by asking children the following questions.</p> <ol style="list-style-type: none"> <li>1. Why did you come to school, children?</li> <li>2. What did you do in the classroom before the school begins?</li> <li>3. How did you help the teacher?</li> <li>4. Why did you help him?</li> </ol> <p><b>Reciting poem</b> Do you remember the Etiquette of pupil poem taught in KG?</p> <p style="text-align: center;"><b>'Etiquette of pupil'</b></p> <p><i>To rise up when the teacher approaches</i> <i>To attend upon him</i> <i>To obey him attentively</i> <i>To give him personal service</i> <i>To receive instruction respectfully</i> <i>These are five etiquettes, which pupils have to abide by.</i></p>	10 min.		<p>It is important that teacher give children the opportunity to think freely.</p> <p>Reciting poem makes children to remember the known facts.</p>

<p><b>Discussion with the whole class</b></p> <ol style="list-style-type: none"> <li>1. What will you do when the teacher comes into the class?</li> <li>2. If you find the teacher outside the school what will you do.</li> <li>3. What will you do if the teacher teaches lesson?</li> <li>4. What will you do if the teacher asks you to think and read?</li> </ol> <p>After asking the questions, teacher asks which is good and which is bad. Then asks, Would you like to become a good child or a bad child?</p>	10 min.		Teacher must give children the opportunity to think freely.
<p><b>Giving activity according to groups</b></p> <p>Each group will be given the following questions and let them think. If you are a good pupil..</p> <ol style="list-style-type: none"> <li>1. What will you do if you see the teacher comes into the classroom?</li> <li>2. What will you do if you find the teacher on the road, carrying materials?</li> <li>3. What will you do if the teacher is teaching?</li> <li>4. How will you stay if the teacher is not in the classroom?</li> <li>5. What did you do for the teacher?</li> </ol> <p>Teacher has to tell the answers received from each group.</p>	10 min.		Teacher must give children the opportunity to think freely.

**Period Two**

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class</p> <p>Teacher asks children the following questions.</p> <ol style="list-style-type: none"> <li>1. What time does the school begin?</li> <li>2. What do you have to do when the school bell rings?</li> <li>3. Is it good to come to school always at a time when national anthem is sung?</li> <li>4. If you come late to school and enter into the class what will you say?</li> </ol>	5 min.		Children must be given the opportunity to think freely.
<p><b>Studying inside the school</b></p> <p>First, go and study the flag mast in</p>	15 min.		Teacher must give the opportunity to

<p>front of the school.          Ask to give salute to the flag which you give salute when you always attend school.          Ask to sing national anthem.          Teacher supplements if necessary          Giving activity according to group.          1. Give each group a flag and study.          2. Teacher asks the following questions          - Tell the colors that contain in the flag.          - Tell the pictures that contain in the flag.          - How many stars are there?</p>			<p>see freely. Teacher motivates the whole class to participate.</p>
<p>Reciting a poem  <i>"The Flag"</i></p> <p><i>Flying in the sky          the national flag          the red background is bravery and perseverance          the star is always white and clean          On the left corner is colored blue,          intends to be peaceful          Fourteen stars, which represent the states and divisions          The real character of industry presence is the cog wheel          The branch of a golden paddy, agriculturally developed country.          Be awed and rise in dignity          In the middle of the world.          Shining with pride          Flying in the wind.</i></p> <p>Teacher asks question.          - Where have you ever seen the flag besides school? (Teacher notes down who can tell and assesses)          Teacher gives homework.          Ask them to observe the classrooms, school walls and the school compound before attending school tomorrow morning.</p>	<p>10 min.</p>		<p>The facts that make children remember can be got from reciting poem.</p>

**Period Three**

Learning Activities	Duration (Min.)	Teaching/ Learning	Points to be noticed
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		Materials	
<p><b>Discussion with the whole class</b> Teacher asks children the following questions.</p> <ol style="list-style-type: none"> <li>1. What did you find on the walls of classroom?</li> <li>2. Who do you think did it?</li> <li>3. What did you find in some places of the school compound?</li> <li>4. Who do you think did it?</li> <li>5. Where do you throw away the garbage?</li> </ol>	5 min.		Children must be given the opportunity to think freely.
<p><b>Studying inside the classroom</b> Let them study from the materials of one's classroom to the wall of school. Giving activity according to groups. Give each group the following questions to think.</p> <ul style="list-style-type: none"> <li>- What did you find on the walls of classroom?</li> <li>- What did you find on the table and on the desks?</li> <li>- What did you find on the floor of the classroom?</li> <li>- What did you find on the windows and doors of the classroom?</li> <li>- What did you find on the cover of drinking water pot and cup?</li> </ul> <ol style="list-style-type: none"> <li>2. Who do you think did it?</li> <li>3. What should you do if you know now?</li> </ol> <p>Let them think and tell group-wise.</p>	10 min		Teacher must give the opportunity to see freely. Teacher motivates the whole class to participate
<p>Giving activity group-wise and having to do practically. Let them do practically the facts found according to groups. Then the teacher asks questions.</p> <ul style="list-style-type: none"> <li>- What happened to the whole classroom now?</li> <li>- What can you do for the classroom to become like this always?</li> </ul> <p>Teacher has to assess at tomorrow's teaching period.</p> <ul style="list-style-type: none"> <li>- Who did it?</li> <li>- Why did you do it?</li> <li>- If all the classrooms are like this type, what do you think the whole school will happen?</li> </ul>	15 min.		Doing by children themselves makes them remember firmly always. Therefore, teacher has to give time to do personally.



## Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>Discussion with the whole class</p> <p>1. Let them tell in groups one's own materials used at school.</p> <ul style="list-style-type: none"> <li>- Teacher asks them to think on how to use and handle those materials not to lose and destroy.</li> <li>- Let them answer the facts thought in groups.</li> </ul> <p>Then, teacher shows by biting a pencil with the mouth.</p> <ul style="list-style-type: none"> <li>- Ask, 'is it good?'</li> <li>- Why?</li> </ul> <p>Do you also bite the pencil with a mouth? Why?</p> <ul style="list-style-type: none"> <li>- Teacher breaks off the ruler with his hands and shows it by holding, and beats with a table.</li> <li>- Let the children see and ask, is it good. Why?</li> <li>- Have you ever handled the ruler by breaking off? Why?</li> </ul>	10 min.		Teacher must give children time to observe thoroughly and time to think.
<p><b>Giving activity according to group</b></p> <p>1. Let them choose a clean and tidy book from one's sling bag according to groups.</p> <p>Let them choose the cleanest book from the group.</p> <p>Let the one whose book is chosen as the cleanest book from each group tell on how to handle and use.</p> <p>Then, the teacher shows not to turn the leaves of the book by soaking it with saliva, to turn it from the corner of the leaf. Not to mark by folding the leaf, to mark by placing a blank paper in between the leaves and ask children if it is good or not. Ask them to do it in practical.</p>	10 min.		Explain if necessary. Children must be given the opportunity to think freely.
<p><b>Giving activity according to group</b></p> <ul style="list-style-type: none"> <li>- Ask them to choose the one who wears the clean school uniform according to groups.</li> <li>- Let the one who has been chosen according to groups tell on how to</li> </ul>	10 min.		Give children time to observe thoroughly and time to think.

<p>wear cleanly.  Teacher explains if the school uniform is old and torn, to wear it cleanly by washing, not to dirty and tear the school uniform worn.  Teacher asks questions.  - Out of the clean and dirty school uniform, which one do you wear?  - Why?  - How will you stay and play for your school uniform to be cleaned?  - Teacher if necessary shows on how to do.  Ask them to do practically.  For example, clean the dirty bench or place before sitting and sit. Practice to wipe off dust in sitting.  Practice to roll on the long-sleeve shirt and long pants in playing.</p>			<p>This lesson should be taught at the period after lunchtime when the school begins again.</p>
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**Period Five**

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
<p><b>Discussion with the whole class</b>  Let them study one's tables and chairs.  1. Are the table and chairs in unison? Do they look good?  2. If they are not in unison, let them do practically group-wise.  3. What did you find in the table?  3. Which type is good the former or now? Why?</p>	15 min.		<p>Teacher must give children time to observe thoroughly and time to do practically.</p>
<p><b>Having to do practical</b>  Place the things inside the classroom such as the vase and cups from the altar, water pot, water cups, and broom on the teacher's table and beside it.  Ask questions.  - Where will you put each thing?  - Let them do practical according to group.  - Teacher and all the members of the class look what the groups have done and teacher supplements as necessary.  - Do we have to do these works only today?</p>	15 min.		<p>Let them know by doing practically the good practices of using systematically the things inside the classroom</p>

<ul style="list-style-type: none"> <li>- Do you think it should be done daily?</li> <li>- Why?</li> </ul> <p>Teacher can assess if these works are done tomorrow and who did them.</p>			
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### Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Discussion with the whole class</b> Teacher asks questions.</p> <ul style="list-style-type: none"> <li>- What did you do for the teacher?</li> <li>- How do you stay if the teacher is teaching?</li> <li>- Do you come to school before the national anthem is sung or after it is sung? Why?</li> </ul> <p>What do you say if you enter late into the classroom. What will you do to become a clean classroom?</p>	10 min.		Children must be given the opportunity to think freely.
<p><b>Playing</b></p> <ul style="list-style-type: none"> <li>- Hang the pictures of a clean school and dirty school on the blackboard.</li> <li>- Let each child from each group hang the right cards.</li> <li>- By showing the clean school and dirty school;</li> <li>- Why is this school clean?</li> <li>- Why is this school dirty?</li> <li>- Which school do you like?</li> </ul> <p>Why?</p> <ul style="list-style-type: none"> <li>- What can you do to make the dirty school clean?</li> </ul>	15 min.		It could get the spirit of taking one's responsibilities by playing.
<p><b>Recitation of a poem</b> <i>"The four resolutions"</i></p> <ul style="list-style-type: none"> <li>- <i>I will try to make myself good.</i></li> <li>- <i>I will try to make my class good.</i></li> <li>- <i>I will try to make my school good.</i></li> <li>- <i>I will try to make my nation good.</i></li> </ul>	5 min.		The effectiveness can be seen practically from being able to take the responsibility individually.

### Period Seven

Learning Activities	Duration (Min.)	Teaching/ Learning	Points to be noticed
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		Materials	
Reciting poem makes children remember the known facts. Let them do collectively and happily.	15 min.		Children must be given the opportunity to think freely.
It can make the ideas to come out. - It is to motivate children to be able to do collectively in groups and to believe in oneself. - Children can get the facts that want them to remember by reciting poem. Therefore, the teacher has to tell all children to follow the recital of poem. Recite it with intonation.	15 min.		It could get the spirit of taking one's responsibilities by playing.

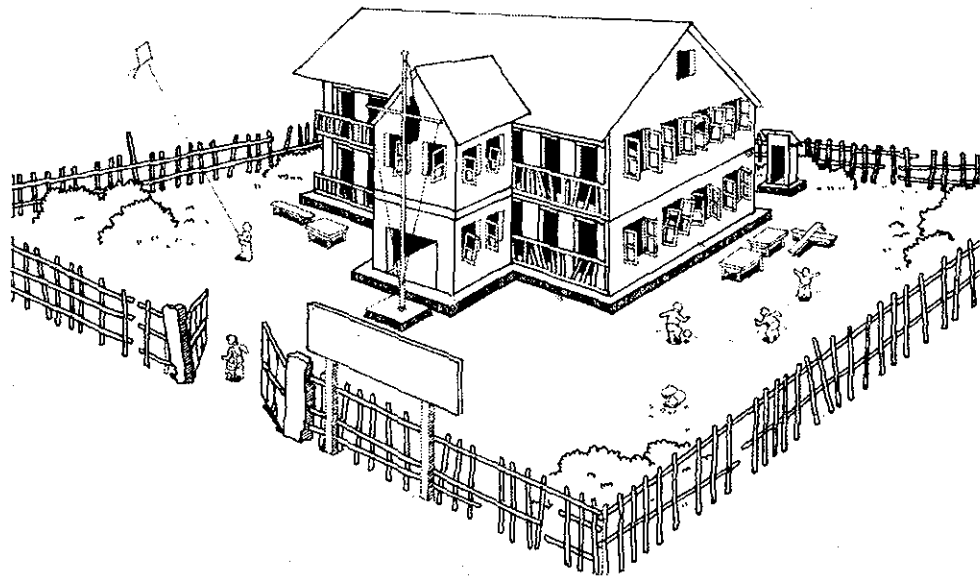
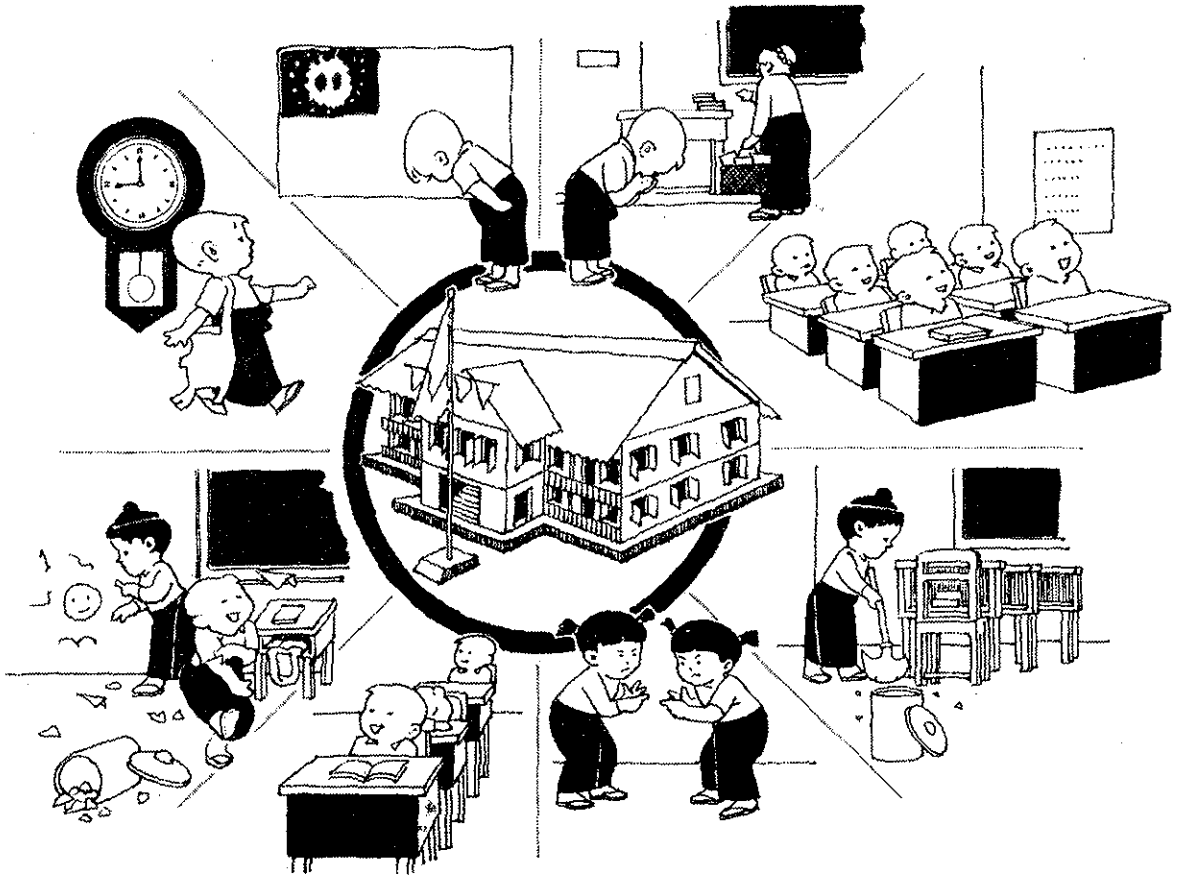
### Assessment

- (a) Observation of children  
 Understanding of instructions  
 The ability to do activities  
 Participation in collective activities  
 The desire to do actively
- (b) Asking questions.  
 The ability to answer the main facts (E.g. one should take responsibility of one's classroom.)  
 The ability to bring out one's ideas  
 (E.g. What can you do to make the classroom clean?)  
 I will sweep.  
 I will put the benches in a row.  
 The ability to tell appropriately  
 (e.g. It can get the cleaning of one's school always by cleaning one's classroom daily.)

### References

- It should not teach like teaching lessons.
- Children have the habit to say and do what the environment does and says. Therefore, the teacher should behave ideally.
- Give the children opportunity to do personally. Teacher has to give help. Praise them whenever the followings and good behaviors are found.

- The practice should be the one, which enables one to control oneself, understand, and accept by children.



## Topic 19: Sports, the Collective Activity

<b>Key Concept</b>	To get the spirit to do activities collectively
<b>Learning Objectives</b>	
<b>General Objectives</b>	To be able to conduct activities collectively
<b>Specific Objectives</b>	Children are able (1) to watch and carry out the exercises (2) to tell why exercises should be carried out (3) to do exercises practically
<b>Activities Involved</b>	<ul style="list-style-type: none"> <li>- Doing collective exercises</li> <li>- Whole class discussion</li> <li>- Playing</li> <li>- Discussion by group</li> <li>- Recitation of poem</li> </ul>
<b>Teaching/Learning Materials</b>	<ul style="list-style-type: none"> <li>- ball</li> <li>- rope</li> <li>- basket</li> <li>- empty can</li> </ul>
<b>Teaching Periods</b>	7 periods (210 min.)

### Before Getting Started

<b>Background Information for Teachers</b>	Health is an important role for every person. It is especially necessary for the health of every person to play sports and games that make body movement besides food, clothing and shelter. Therefore, it should have the good habits of doing exercises for the health since childhood. It has to be noticed not to teach the lessons on the sports and games like the teaching style of other lessons. It is a lesson that the children are able to learn happily without noticing they are being taught.
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### Lesson Planner

	<b>Period One</b>	<b>Period Two</b>	<b>Period Three</b>
<b>Specific Objectives</b>	<ul style="list-style-type: none"> <li>-Be able to watch and do exercises.</li> <li>- Be able to tell the</li> </ul>	-Be able to show how to do exercises individually.	<ul style="list-style-type: none"> <li>- Be able to show how to do exercises by group.</li> <li>- Be able to express the</li> </ul>

	reasons of doing exercises		feelings of doing exercises by group.
<b>Introduction (Evocation)</b>	- Whole class discussion 1. Have you ever seen doing body exercises? 2. Where have you seen it?	Giving task to the whole class - Have the whole class do the exercises learned in the previous lesson again.	Organizing groups
<b>Key Activities</b>	Have the children do the exercises individually in front of the class	Doing exercises by group	Competition by group
<b>Reinforcement</b>	Whole class discussion	Giving homework	Questioning

	<b>Period Four</b>	<b>Period Five</b>	<b>Period Six &amp; Seven</b>
<b>Specific Objectives</b>	Be able to play games individually	Be able to play games collectively	Competition in playing games and be able to express the feelings
<b>Introduction (Evocation)</b>	Whole class discussion Have you ever played games alone? What have you played?	Whole class discussion Will you play games alone or with friends?	Whole class discussion - Which game will you play? Will you play with or without competition by group?
<b>Key Activities</b>	Individual telling and doing in front of the class - Let children play game what they like alone	Whole class playing games outside the classroom	Playing games by group out side the classroom
<b>Reinforcement</b>	Questioning	Questioning	Recitation of 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>
<b>Whole class discussion</b> Teacher introduces the lesson with asking the following questions. (1) Have you ever seen doing body exercises? (2) Where have you seen it?	5 min.		Teacher has to give children the opportunity to think freely of the answer.
Making individual student do exercises in front of the class Teacher lets one child who is able to do to come out in front of the class and demonstrate how to do exercises. (Have the children watch and remember) Teacher and all children have to do	15 min.		Have the children observe the calisthenics of a friend

together as the demonstration of the child. Teacher has to correct the children who cannot follow.			
<b>Whole class discussion</b> While taking exercises, ask the following questions. (a) Have you ever taken exercises? (b) How do you feel? (c) What do you think will happen in case exercises are taken regularly daily?	10 min.		Let the children think why exercise is to be done.

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<b>Whole class activity</b> 1. Have the whole class do the exercises learned in the previous lesson again. 2. Teacher has to correct the children who need. 3. Have each child lead in turn the whole class to do exercises altogether.	15 min.		Give sufficient time to carry out exercise collectively. To stimulate until the children get self-confidence. Teacher has to assist if necessary.
<b>Group work</b> 1. Form groups of (5) or (7) children in each group. 2. Teacher tells the groups to select one leader for each group. 3. Group leader leads the group members to practice in doing the exercises correctly and uniformly. 4. Teacher supplements the performances by groups if necessary. 5. Teacher has to give homework to practice at home and tells they will have to compete by group in the next period.	15 min.		Tell the children to observe if the performance of a friend from their group is good or bad

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<b>Competition by group</b> 1. Have 2 or 3 groups do the exercises under the leadership of group leader. (The remaining group have to watch and evaluate)	15 min.		Tell the children to observe if the performance of the groups is good or not.
<b>2. Asking questions</b>	10 min.		Ask one question after



<p>(a) Ask the watching children which group is the best.</p> <p>(b) Ask the children from the groups that take part in competition.</p> <p>(1) Which one do you enjoy doing exercises individually or competing in doing exercises by group? Why?</p> <p>(2) What do you want to be while taking part in competition?</p>			<p>another. Give time to think.</p> <p>To stimulate the whole class to engage in the discussions.</p>
<p>(c) Teacher has to ask all children.</p> <p>(1) In which grade are you learning?</p> <p>(2) Who is your teacher?</p> <p>Teacher has to explain that the students who are learning together in the same class are friends and neither win nor loss is the major, and they were able to do happily, friendly and collectively through competition.</p>	5min.		<p>Let the children think what to do and what to refrain.</p> <p>Teacher has to explain again what the children say.</p>

#### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Whole class discussion</b></p> <p>Teacher asks the children the following questions.</p> <p>1. Have you ever played alone?</p> <p>2. Which things did you play with?</p>	5 min.		<p>Teacher has to give children the opportunity to think freely of the answer</p>
<p><b>Making individuals come out in front of the class and play</b></p> <p>1. Teacher asks the children who want to tell and play in turns. (Have the remaining children watch him/her)</p> <p>2. Teacher lets the children play the game that one likes alone.</p>	15 min.		<p>Give children the opportunity to play freely. But, teacher has to see the condition of one's classroom and make known.</p>
<p>3. After playing, teacher has to ask the following questions</p> <p>- Are you happy to play alone?</p> <p>- Do you want to play alone tomorrow?</p> <p>- Do you think you will be happy if you play together with friends?</p> <p>Why?</p>	15 min.		<p>Let the children think which is better out of playing individually and playing in groups.</p>

## Period Five

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Whole class discussion</b> Teacher has to ask the children the following questions.</p> <ol style="list-style-type: none"> <li>1. Do you want to play alone?</li> <li>2. Do you want to play with friends?</li> </ol>	5 min.		Children must be given the opportunity to think the answer freely.
<p><b>Let the whole class play outside the classroom</b></p> <ol style="list-style-type: none"> <li>1. Have the children who want to play alone play.</li> <li>2. Let the children who want to play together with friends play by grouping.</li> <li>3. By choosing the game which teacher himself can take part in, teacher has to play together with the children.</li> </ol>	15 min.		Give children the opportunity to play freely. It is necessary that the teacher has to participate.
<p>4. After playing, teacher asks the following questions.</p> <ul style="list-style-type: none"> <li>- Are you happy to play together with friends?</li> <li>- Which one is more enjoyable playing alone or collective playing together with friends?</li> <li>- Tell the children that they will have to take part in competition of collective playing games with friends tomorrow. Have the children think what kind of games will be played.</li> </ul>			Give children the opportunity to think the answer freely

## Period Six

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Whole class discussion</b> Ask the following questions.</p> <ol style="list-style-type: none"> <li>1. What games will you play?</li> <li>2. Will you play ordinarily?</li> <li>3. Will you play competing among groups?</li> </ol>	5 min.		- Children must be given the opportunity to think the answer freely

<p><b>Have the whole class play outside the classroom</b></p> <ol style="list-style-type: none"> <li>1. Teacher forms the children into groups.</li> <li>2. Grouping the children who want to play ordinarily and let them play, as they like.</li> <li>3. Have the groups that want to compete by group carry out the competition in turns.</li> </ol> <p>- Have the remaining groups watch the playing.</p>	15 min.		- Give children sufficient time.
<p>- Ask the question to the children who will take part in competition. What do you want to be while competing by group?</p> <p>- After the competition, teacher has to ask as follows; From which grade are the children from the groups who take part in competition? From which school are the children? Who is their teacher? Then, teacher has to explain that the children who are learning in the same class and in the same school are friends; win or defeat is not the major; only the habit of doing collectively is the good habit.</p>	10 min.		- Ask one question after another. Give time to think. Stimulate the whole class to engage in the discussions.

**Period Seven**

<b>Learning Activities</b>	<b>Duration (Min.)</b>	<b>Teaching/ Learning Materials</b>	<b>Points to be noticed</b>
Recitation of poem (Individually)	15 min.		
Recitation of poem (Collectively)	15 min.		

<p><b>Sports</b>  Kyansithar and Bandoos  Playing football  No matter Bandoos wins or  Kyansithar wins  Competing is the main, playing  friendly.  Kyansithar wins a goal  The sound of applause comes out  aloud.  Not to say win or lose  Playing is the main.</p>			<p>- It is to stimulate to get  self-confidence of oneself  and be able to do  collectively in groups.  - The fact that makes  children remember  could be got from  reciting poem.  Therefore, teacher has  to tell all children to  repeat after the poem.  Recite the poem with  intonation.</p>
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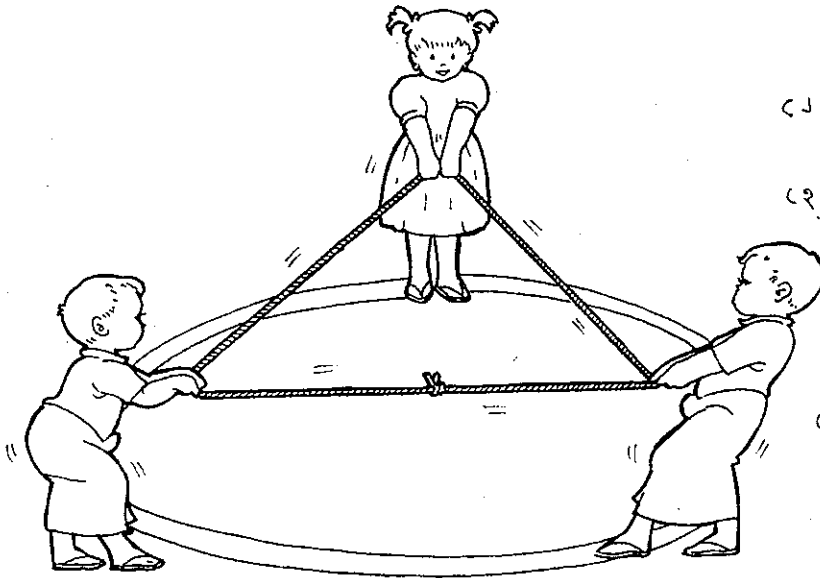
**Assessment**

1. Asking about the contents in the lesson
  - (a) Which way of playing is more enjoyable between single playing and playing by group?
  - (b) Should the body exercises be done temporarily or permanently?
  - (c) What do you think will happen if body exercises are done?
  
2. Assessment on the participation of the children.  
Make a list if the children themselves take part in the playing or not; if the children take part in the questioning and answering or not; if the children participate in recitation of poem or not.

**Reference**

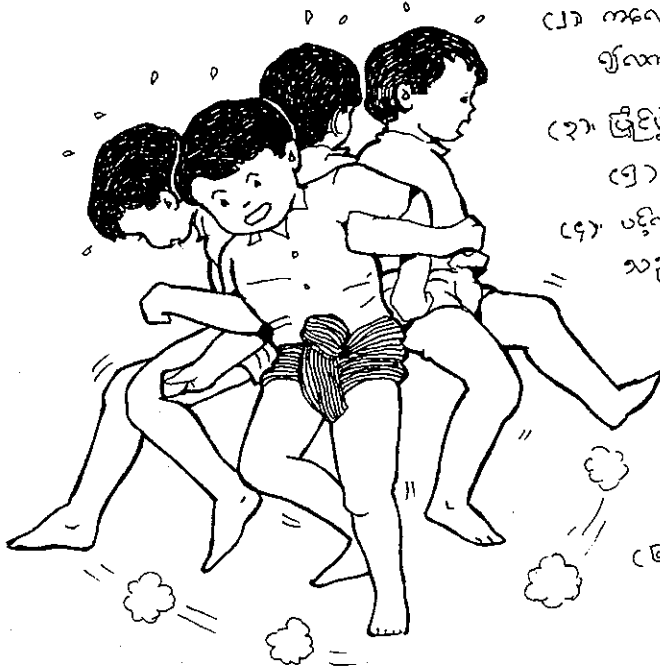
When the body exercises regarding sports are done, only the exercises suitable for the children in the exercise volume (1) and (2) should be done. When playing games, the games that are appropriate for one's environment can be played. The picture of steps has been described as samples for the teachers to study.

“ ပုံဖော်တမ်းကစားနည်း ”



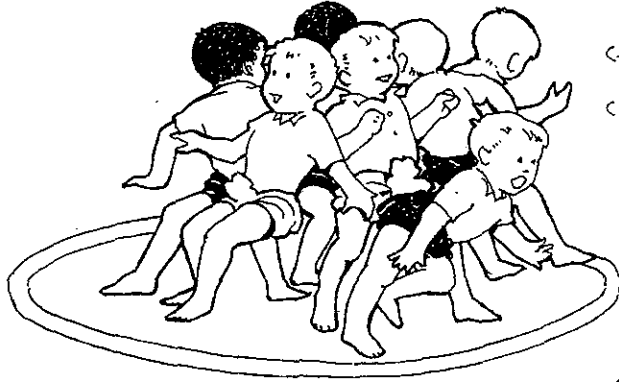
- (၁) ကလေးများကို အုပ်စုဖွဲ့ပါ။  
တစ်ဖွဲ့လျှင် (၅) ဦးမှ (၁၀) ဦး  
အထိရှိပါစေ။
- (၂) အုပ်စုတစ်စုလျှင် ငြိမ်သပ်စွာ  
တစ်ကြိမ်ပေးထားပါ။
- (၃) ဆရာမ ငြိမ်ကို ခြိတ်ပုံလုပ်ပါ။
  - စက်ဝိုင်းပုံလုပ်ပါ။
  - လေးထောင့်ပုံလုပ်ပါ။
  - စသည်ဖြင့် ပြောပါ။
- (၄) မကစားမီ ဆရာမ ပုံဖော်၍  
လက်တွေ့ရှင်းပြပါ။

“ ပင့်ကူလမ်းလျှောက်ကစားနည်း ”



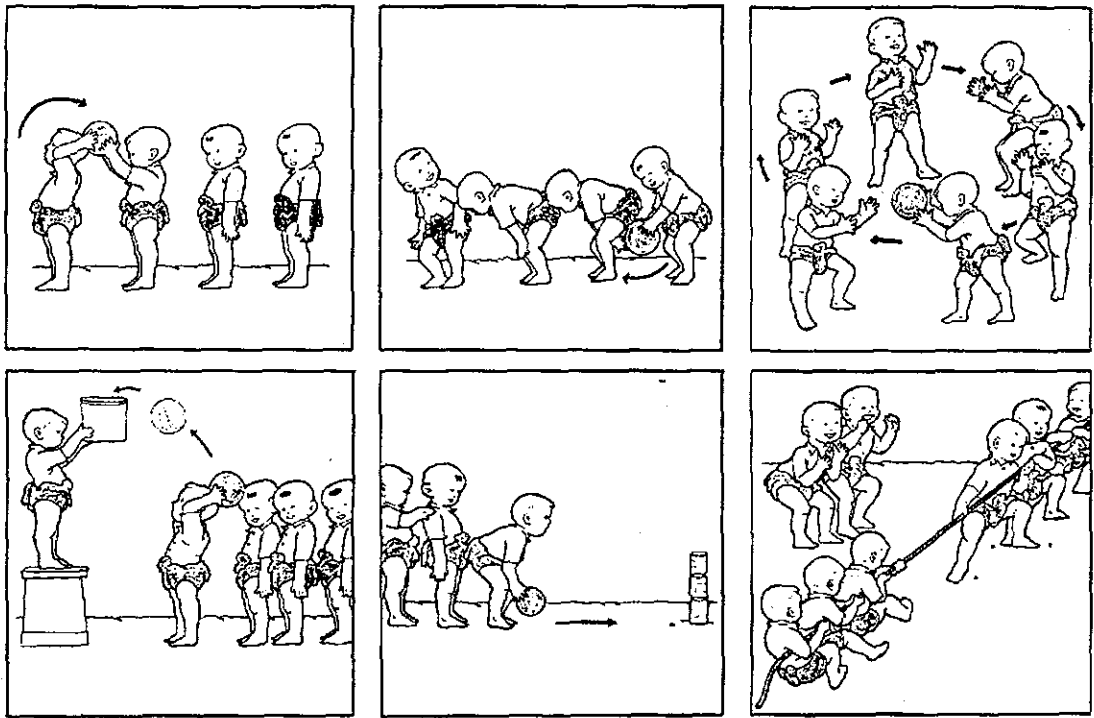
- (၁) အုပ်စုတစ်စုလျှင် (၅) ဦးပါဝင်မည်။
- (၂) ကလေး (၅) ဦးကို ပုံပါအတိုင်း ကျောပေး  
၍ လက်များကို ခိုင်မြဲစွာ ချိတ်ထားပါစေ။
- (၃) ငြိမ်ပုံတစ်ခုလျှင် အုပ်စု (၄) စုမှ  
(၅) စုအထိ ပါဝင်နိုင်သည်။
- (၄) ပင့်ကူ ကလေးများကို ပန်းစိုင်ရောက်  
သည်အထိ လမ်းလျှောက်ပါစေ။
- (၅) အုပ်စုတစ်စုစီမှ ကလေး  
များ ညီညွတ်မှုရှိမှု ပင့်ကူကလေး၊  
ပန်းစိုင် သို့အရင်ရောက်နိုင်မှု  
ဖြစ်ကြောင်း ဆရာမရှင်းပြပါ။
- (၆) ဆရာမ ကလေးများ ပင့်ကူ  
ကလေးလုပ်တတ်ရန် သေချာစွာ  
ရှင်းလင်းပြပါ။

ကောက်ညှင်းထုပ်တမ်းကစားနည်း။"



- (၁) ကလေးများကို အုပ်စု ဖွဲ့ပါ။  
တစ်ဖွဲ့လျှင် (၇) ဦးမှ (၁၀) ဦး အထိ ခွဲပါ။
- (၂) မြေပြင်တွင် စည်းဝိုင်းထားပါ။
- (၃) စည်းဝိုင်း တစ်ဝိုင်းတွင် အုပ်စုတစ်စု ထိုင်၍ ကောက်ပါကမ္ဘာကို ရွတ်ဆို ပါ။  
ကောက်ညှင်းထုပ်လေး တို့တစ်တွေ အမြို့စုစည်းနေ၊  
ဘယ်သူ ခွဲခွဲ တို့မကွဲ  
တို့တစ်တွေ စုစည်းမြဲ။
- (၄) ကလေးများ တစ်ဦးနှင့်တစ်ဦး ကိုယ်လုံး အချင်းချင်း တိုင်းဝှေ့ပါ။ စည်းဝိုင်း အပြင် မထွက်ပါစေနှင့်။ ဆရာမှ ကလေးများ လိမ်သွား ဖေရဲဒ် အထူး သတိပေးပါ။
- (၅) ကလေး တစ်ဦး ထွက်သွားလျှင် ကောက်ညှင်းထုပ်လေး မြေသွားပြီဟု အော်ခေါ်ပါ။ ဝင်အချိန်တွင် ဖွဲ့ပြီး ဆုံးဖြတ်ပေးပါ။

Sport



## Topic 20: Our Duty

<b>Key Concept</b>	To know that it is necessary to do cleaning and agriculture in the environment where one lives and be able to do
<b>Learning Objectives</b> <b>General Objectives</b>	To get the practice of doing cleaning and agricultural activities in one's environment.
<b>Specific Objectives</b>	Children are able (1) to tell that it is necessary to do cleaning everyday. (2) to do cleaning at home and in the surroundings of school. (3) to do practically the agricultural activity.
<b>Activities Involved</b>	<ul style="list-style-type: none"><li>- Doing question and answer.</li><li>- Role playing.</li><li>- Story telling.</li><li>- Playing.</li><li>- Doing practical</li><li>- Reciting poem.</li></ul>
<b>Teaching/Learning Materials</b>	- Story book, Jigsaw, word cards, beans (or) seedlings
<b>Teaching Periods</b>	6 periods (180 minutes)

### Before Getting Started

#### Background Information for Teachers

In doing question and answer activity with children, it should ask the question that would like to ask first. By waiting for a moment after questioning makes time to think for the answer. Ask for the answer by motivating to say 'if finish, which group will tell, who will tell'. The opportunity to bring out one's knowledge and receiving the acknowledgement of teachers make children to be able in speech and performance and get self-confidence when they grow up. Praising with applause after a child's speech and activity by other children and teacher makes a child not only happy but also makes him to get bravery and confidence. Therefore, it is one of the necessary activities to carry out.

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>1. Story telling Teacher tells the story, Shin Shin. Then, ask the following questions.</p> <ul style="list-style-type: none"> <li>- What do we do in cleaning</li> <li>- What will happen if cleaning is not done</li> <li>- What creatures usually come to unclean and dirty place</li> <li>- What will happen if the food on which cockroach (or) rat rests is eaten</li> </ul> <p>2. Have children repeat about the story alternately among the group.</p> <p>3. Group-wise playing of jigsaw with the picture of a child washing dishes.</p>	<p>10 min.</p> <p>10 min.</p> <p>10 min.</p>	<p>Story book</p>	<p>Use the given sample questions during story telling or after story telling as necessary. Other questions that encourage a child's thinking can also be used. In relation with the creatures that come to dirty place, a child's answer may contain ants, cockroach, rats, flies, dogs and crows. Teacher motivates the child to be able to think.</p>

### Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p>1. Making to choose and making to write. Make words cards with some words from the story (or) write on the blackboard.</p> <ul style="list-style-type: none"> <li>- According to the given word, take the place of the activity as the child likes (or) choose and mark.</li> </ul> <p>Let a child write the word of the activity that he has chosen.</p> <p>2. Reciting poem.</p> <ul style="list-style-type: none"> <li>- Teacher reads out as an example</li> <li>- Teacher recites with intonation.</li> <li>- Practise the children to be able to recite.</li> </ul> <p style="padding-left: 40px;">To be healthy to be clean. We live in our house, we live in our school Let's clean Free from disease due to cleanliness</p>	<p>15 min.</p> <p>15 min.</p>	<p>Word cards.</p>	<p>For word cards, words such as sweeping, wiping dusts, washing dishes, washing drinking cup can be used. If word cards are made, distribute them and ask children to take place If written on the blackboard let them choose with their mind.</p>



Clean collectively the garbage Do not be lazy while cleaning garbage Let s be dutiful Doing daily Makes us healthy			
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### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
1. Studying in the field. Form children into (4) groups Give activity to two student groups inside the classroom and the remaining two groups inside the school compound to observe the place where there is garbage and the place where there is no gabage	15 min.		Form children into pairs. Ask children to be able to see the clean place without garbage and dirty place with garbage and the places where urination is done. Discuss with questions.
2. Collect what the children say under the heading clean place and dirty place	10 min.		According to the condition of school if there is an opportunity do the cleaning practically.
3. Ask the following questions and discuss. Out of these two places, which one do you like? Take place where the children like. What should we do to make the dirty place clean?	5 min.		

### Period Four

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
1. Doing question and answer. - What do you do for cleaning at home by yourself? - Form groups with the same activity - Let them tell each other in the group how they did at which place. - Role play alternately to the class in groups.	30 min.		Let them tell individually. Teacher records the child s name together with his activity.
2. Playing Playing jigsaw with the picture of a child sweeping.			

### Period Five

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed
<p>1. Doing practical</p> <p>- Describing that they have gone to the field. (in groups).</p> <p>- Group-wise (or) individual planting of the seedlings brought.</p> <p>2. Reciting poem.</p> <p style="text-align: center;">Let s plant a tree.</p> <p>Take the seed and put into the soil It is happy to pour water with a bucket The sprout appears after two or three days It is happy to be learning along with planting. I am happy.</p>	<p>20 min.</p> <p>10 min.</p>		<p>Wishing to get the opportunity to do agricultural activity together with the teacher by using furrow (or) pots depending on the condition of school and child.</p> <p>Teacher recites as an example.</p> <p>Teacher leads in recital for a child to be able to recite.</p> <p>Let them recite in groups. It is to practise them as such.</p>

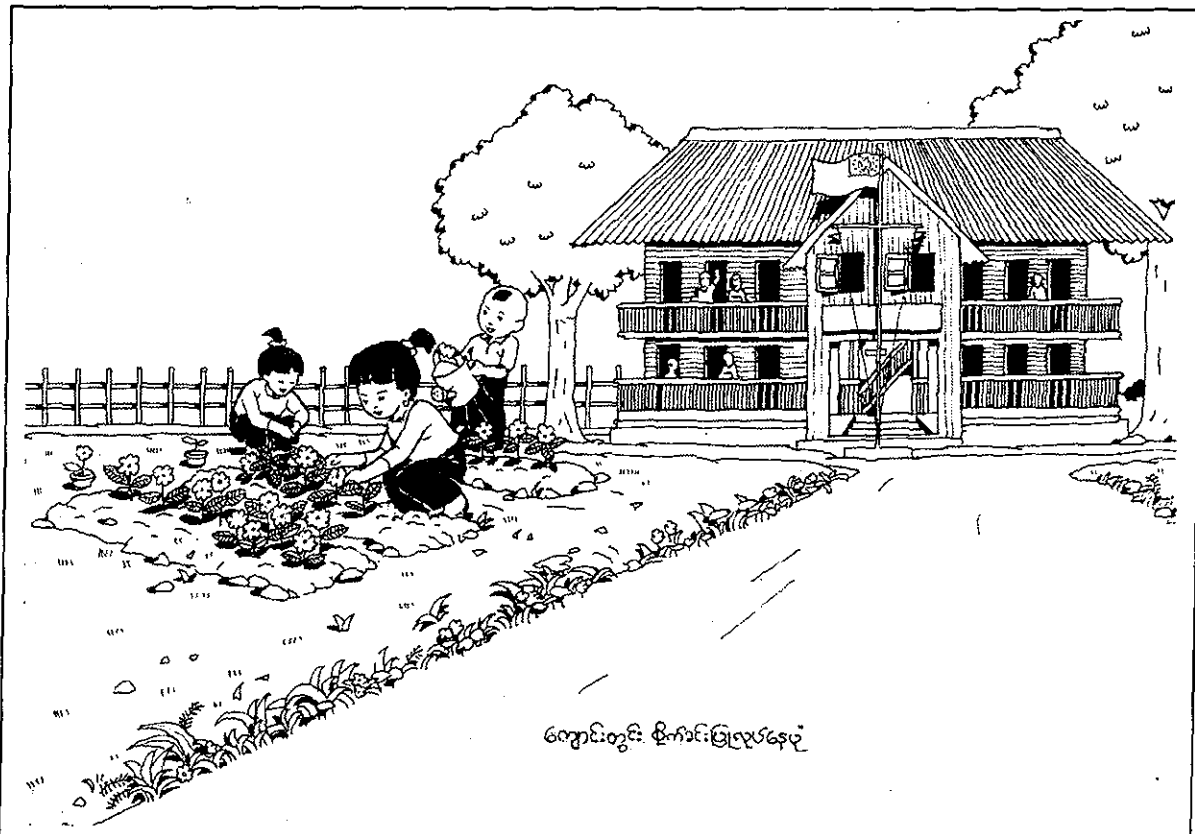
### Period Six

Learning Activities	Duration (Min.)	Teaching/Learning Materials	Points to be noticed								
<p>1. Making records.</p> <p>Each child has to fill in the following table in relation with his tree.</p> <p>The name of the person who plants _____</p> <p>The name of the tree .. _____</p> <p>The date of planting ... _____</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 12.5%;">Date</th> <th style="width: 12.5%;">Watering</th> <th style="width: 12.5%;">Reform</th> <th style="width: 12.5%;">Changes</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>2. Discussion with the whole class.</p> <p>Children, do you have trees planted at home. What trees? Who planted it? What do you do personally for that tree?</p> <p>How do you feel if a tree planted personally is fresh and thriving?</p> <p>3. Reciting poem.</p> <p style="text-align: center;"><i>Our duty</i></p> <p><i>Clean the garbage collectively For the house and school to be free of disease Do not lazy and be dutiful</i></p>	Date	Watering	Reform	Changes					<p>10 min.</p> <p>10 min.</p>	<p>Seed (or) seedlings, shovel, water bucket.</p>	<p>To be able to fill in the table it is necessary for the teacher to show an example. For eg.. If the date is written and waters show the sign and if not waters, show the sign .</p> <p>In reform, place the stones in a row or cleaning. In changes appearance of sprout and leaves etc should be able to record.</p> <p>In teaching the poem, it is to teach with the known teaching method by reciting an example,</p>
Date	Watering	Reform	Changes								

<p><i>Do it daily</i>  <i>Dug the ditches and also do</i>  <i>agriculture</i>  <i>Learn while you are working healthily</i>  <i>and happily</i>  <i>Let's try</i>  <i>For the peacefulness of the</i>  <i>environment, ward and village.</i></p>			<p>reciting together, and by  having groups to recite.</p>
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**Assessment**

While making teaching and learning activities it is to assess by observing the child's individual participation, cooperation in groups, way in reciting poem and movements.



## Topic 21: A Well Bred Son

<b>Key Concept</b>	To look after the parents respectfully
<b>Learning Objectives</b>	
<b>General Objectives</b>	Knowing the parent's gratitude and repay by looking after them
<b>Specific Objectives</b>	Children are able (1) to tell that people who look after the parents are free from danger (2) to tell how benefits are gained from looking after the parents.
<b>Activities Involved</b>	- Story telling - Question and answer - Reciting poem
<b>Teaching/Learning Materials</b>	three stories to be told
<b>Teaching Periods</b>	3 periods (90 minutes)

### Lesson Planner

	<u>Period One</u>	<u>Period Two</u>	<u>Period Three</u>
<b>Specific Objectives</b>	to tell that to be filial to one's parents helps yourself	to tell that looking after one's parents respectfully can help other people	to tell what to do to repay the parents
<b>Introduction (Evocation)</b>	Story telling "The One Who Knows Mother's Gratitude"	Story telling "A Well Bred Son"	Story telling "Thuwunnatharma Story"
<b>Development (Realization)</b>	whole class discussion on the story and the parents	whole class discussion on the story and the parents	question and answers on the story
<b>Conclusion (Reflection)</b>	Recitation of a poem	discussion on the filial duty of children for their parents	Recitation of a poem

## Teaching/Learning Procedure

### Period One

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Story telling</b>            Teacher tells the story 'The one who knows the mother's gratitude'. Ask the following questions after the second paragraph has been told.            How did the farmer make a request to the thief?            Upon hearing the request the thief was surprised and shocked. Why?            How did the thief think in his mind?            Ask every child the opinion of second question.</p>	15 min.		
<p><i>"The one who knows mother's gratitude"</i>            Once upon a time, there lived a little farmer caring for his mother widow in a village. He did not feel disappointed although he did the filial duties of his mother and his farming, and he worked happily adopting to be grateful to his mother. He earned the money moderately due to working hard. One night, a thief holding sword entered the house while the two, he and his mother slept soundly. The little farmer woke starting up and stood up but he could not. The thief tied round the whole body of the farmer with a rope and enables to move around. He only gazed at the thief and without calling the help loudly because he was worried that the thief endangers his mother's life.            The thief laid out a blanket and piled up the properties on it. Finally, he took a bronze pot on the stove. The little farmer did not say anything while the thief took other properties. But when the thief took the bronze pot, he said, "Oh- friend, please do not take the bronze pot. Take all the rest of things. The bronze pot is the pot for boiling the rice for my mother. My mother will be extremely unpleased because she will be hungry if she will not have the porridge rice when she wakes up. I do apologize and please do not take it by sympathizing the mother."            When the thief heard the word of the farmer, he was extremely astonished trembly and terrifiedly and he muttered that if took the properties of the noble son who knew the</p>			

<i>gratitude of mother, I would be in great trouble and suffering. Then, the thief left saying that "Little brother, you are the noble one who knows the mother's gratitude and I don't take anything and please, forgive me."</i>			
<p><b>Discussion with the whole class</b>          After telling the story, ask question, "Why didn't the thief take the little farmer's property?"          Who will you look after when you grow up children?          Do you help your parents now by doing the work you can do?          Let them tell what kind of works.          After that the teacher explains how the parents look after and fulfill from the new born age at a time when the sole of feet and shoulder are two fingers breadth up to now.</p>	15 min.		It is only the appropriate fact that children can understand.
<p><b>Reciting poem</b>          Teacher recites as a sample.          A delicate infant with the sole of feet and shoulder about two finger's breadth          Breast feed and give loving kindness          Hug, fondle and look after          Schooling to get education          The gratitude of father and mother          Is like the apex of Mount Myintmoh</p>			Explain that the size of the sole of feet and shoulder of a new born infant is only about the size of two finger of an adult.

## Period Two

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Story telling</b>            Introduce the lesson by asking and discussing how parents look after and it should repay from the first period. Then tell the story of 'A well bred son'. Ask the following question while telling the story.            Why is the name 'a well bred son' being called?            What kind of person has to pray to asseverate the truth?            Do you think the sand rain will stop when prayed?</p>	15 min.		
<b>Discussion with the whole class</b>	15 min.		

<p>Why do you think the sand rain stopped after the well bred son prayed?  Do you think the sand rain will stop if any other person prays? Why?  Why did the well bred son get a lot of materials? (Ask and discuss until the word, 'because of looking after the parents respectfully' is obtained).  Then tell that good benefits such as getting wealth, free from danger can be obtained by looking after the parents respectfully.</p>			
<p><i>"A well bred son"</i>  Once upon a time there was a lad in the country Baryarnathi. He loved his father and mother very much and looked after them respectfully. Therefore that lad was known as the well bred son.  One day that lad who wanted to keep his parents in wealth took risk to join the ship to get money. That ship reached an island. At that time there was an incessant sand rain on that island so that people were in trouble. Many paddy fields and plantations were destroyed.  The king who governed that island summoned educated ministers and asked what to do to be free from the sand rain. And the educated ministers said, "Your majesty it will be free from sand rain if you have the one who look after the parents respectfully pray to asseverate the truth." The ministers proclaimed by striking a gong to find that person but they found it difficult since they couldn't find not even one in the whole country.  At last, when the well bred son heard that news he said "Dear friends I am the one who look after the parents respectfully'. At that time the king said, "Take that person and have him pray to asseverate the truth". Then, the well bred son said, "It is true that I am the one who knows the gratitude of parents and look after them respectfully". "With this truth, let the sand rain be stopped immediately", prayed to asseverate the truth by the well bred son. The sand rain stopped after the well bred son had prayed and all were safe.  Then the people together with the king offered many materials to the well bred son as a reward. The well bred son put those materials on five ships and returned home. When he arrived at home he told his parents about the events and made a devotional offering with the materials obtained.</p>			

### Period Three

Learning Activities	Duration (Min.)	Teaching/ Learning Materials	Points to be noticed
<p><b>Telling a story</b>            Discuss again the contents of the previous lesson. For example, 'What good benefits are obtained for the people who know the gratitude of parents and look after them? Then tell a brief account of "Thuwunnatharma story"</p> <p><i>Once upon a time there was a son who looked after the blind parents respectfully and compassionately. He was called Thuwunnatharma.</i></p> <p><i>One day he went to fetch water for his parents to drink he was shot by an arrow and suffered almost to death because of the arrow's poison. About two thirds of the arrow's poison had gone when his parents prayed to asseverate the truth that their son was a good and noble son who looked after the parents. When the angel who was the mother of Thuwunnatharma in the past life also prayed to asseverate the truth that it was true that he was a good and noble son who looked after his parents, the entire arrow's poison had gone and saved his life.</i></p>	5 min.		
<p>Questioning and answering.</p> <p>Why did the arrow's poison that can cause death had all gone and Thuwunnatharma was alive in the end of the story?</p> <p>Let it contain the fact that, 'because he looked after the parents respectfully and compassionately.'</p> <p>In the well bred son story, 'Why did the well bred son get a lot of materials?'</p> <p>Why did the thief dare not take the little farmer's properties in the story 'the one who knows mother's gratitude'</p> <p>In that case, 'what should everyone do to repay the parents?'</p> <p>By relating with the student's answers tell them that there is a poem in which the Buddha said, parents gratitude should be repaid and let them recite the Mingalar poem.</p>	10 min.		



<p>Reciting poem. Teacher has to recite with intonation and gesture.</p> <p style="text-align: center;"><i>Mingalar poem (4)</i></p> <p><i>Repay in full the debt owed to parents That is as great as the golden Mount Myintmo Sow the seeds for new debt; Cherish and be dutiful to wife and offspring Do not be deficient in your duties; Live a blameless life; These three modes of conduct bring wealth: - This is the way of the Buddha This is the conduct for the world.</i></p>	15 min.		<p>It is not to learn by heart. Mount Myintmo is a very high mountain where man cannot reach.</p>
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**Assessment**

Let children express freely their impression on the stories, based on the questions mentioned below.

- (1) Why the thief left without taking anything but asked for a pardon from the little farmer in the story “The One Who Knows Mother’s Gratitude”?
- (2) How was the people in the island helped from the sand rain in the story “A Well Bred Son”?
- (3) How was the son saved from the poison in the story of “Thuwunnatharma story”?
- (4) What can you do to repay to your parents?