

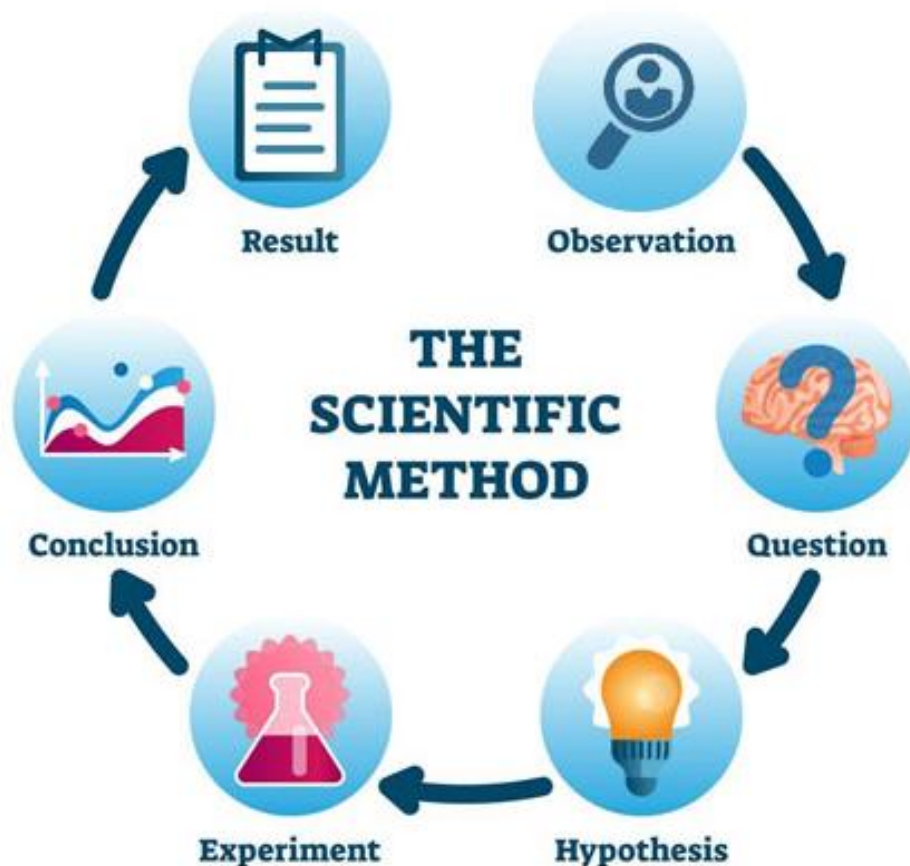


EDUCATIONAL RESEARCH INSTITUTE

Explore Your World

Science Book I

Teachers Guide



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Important Notes for Users

Dear Teachers,

Explore Your World - Science Book I Guide is in your hands. We suggest you to keep in mind the following points before/ while using it:

- a. This Guide aims to provide guidance to teachers of Science Book I – Explore Your World
- b. It includes suggested hands on activities, quizzes and worksheets. You are advised to use them, keeping in view your time and resource limitations.
- c. Suggested video links have also been shared. We would strictly advise you to watch the suggested video in full before showing it to the class and download on your system.

Playing a video directly from YouTube is not advised. It brings in a host of other suggestions, distracting students.
- d. Kindly note that at the end of each lesson, Reflections need to be jotted down, to understand the shortcomings of the lesson conducted and challenges faced. This helps a great deal for the next lesson.
- e. Reinforcement Sheets must be prepared for each Unit, covering all important learning points from the Unit.
- f. A project that helps students show what they understood can also serve as Reinforcement.
- g. Soft boards should also display important concepts and vocabulary from each Unit.

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Unit 01: Living Things and Non-Living Things

SNC Learning Outcomes for Unit 01

All the students should be able to:

- gather evidence to arrive at the characteristics of living things.
- develop a criterion to decide whether something is living or non-living.
- identify and classify living and non-living things around them using the developed criteria (7 check Test)
- classify a group of things into living and non-living things.
identify and explain the difference between the movement of living and non-living

Lesson 1: Living things and Non-Living Things Week 1 Day 1

Estimated Time Required: 90 minutes (3 periods)

Lesson Objectives: By the end of this lesson, students will be able to:

- Identify the living things and non-livings things.
- Comprehend few characteristics of living things and non-living things through realia.

Skills in Focus:

- ♦ Observation
- ♦ Classification
- ♦ Reasoning
- ♦ Vocabulary development

Teacher's Resources:

- Softboard display
- Explore Your World – Science Book I
- A chair and a cat (if possible)
- Photocopied task sheet

Islamic Integration: (5 minutes)

Allah SWT is the creator of everything. This whole universe and its creatures are created by Allah SWT. He made living and non-living things so that humans benefit from each and everything

Do you not see that Allah has subjected to you whatever is on the earth and the ships which run through the sea by His command? And He restrains the sky from falling upon the earth, unless by His permission. Indeed Allah, to the people, is Kind and Merciful." (Quran 22:65)

Explanation:

This verse mentions things like ships and the sky, which are non-living objects that Allah has subjected for human use.

Instructional Stages:

Motivational Activity: (10 minutes)

The teacher will place a toy cat and a chair in front of the students.

How a chair is different from a cat?

Oral Task 1: (10 minutes)

- Does a cat move?
- What are the things that a cat can do but a chair cannot?

Discuss different qualities of a living things. The cat eats, breathes, moves around, removes waste and eats food, and grows bigger. But the chair can't eat, breathe or move.

- Is a chair a living thing or a non-living thing? (Explain your answer/ Give reason)
- How the kitten grows bigger? After discussion students will do the 7 Check Test in the pasted task sheet in their notebooks.

Written Task 1: (10 minutes)

The following worksheet will be given to the students and they will paste in their notebooks.

7 Check Test

	Activity	Cat	Chair
1.	Feeds and Eats	Yes	No
2.	Moves	Yes	No
3.	Breathes	Yes	No
4.	Remove waste	Yes	No
5.	Grows	Yes	No
6.	Feels	Yes	No
7.	Can have babies	Yes	No

Oral Task 2: (10 minutes)

Introduce new vocabulary related to the lesson from the book, using the softboard for visual support.

Loud Reading and Discussion: (15 minutes)

Teacher do modelled reading of p. 2. After reading engage students in a brief discussion of key points after reading.

Written Task 2: (15 minutes)

Students answer Question 2 (STOP AND ASK YOURSELF) on p. 6 in their notebooks, allowing them to reflect on their understanding of living and non-living things.

STOP AND ASK YOURSELF

Q 2. Sort out the following:

LIVING	NON-LIVING
sparrow	car
butterfly	my school bag
man	my shadow

Key Vocabulary

removes

waste

breathe

grows

changes

nails

chest

Home Work: (5 minutes)

Assign the given homework task.

Read p. 1 and 2. Draw and label 3 living and 3 non-living things in notebook that you see at home.

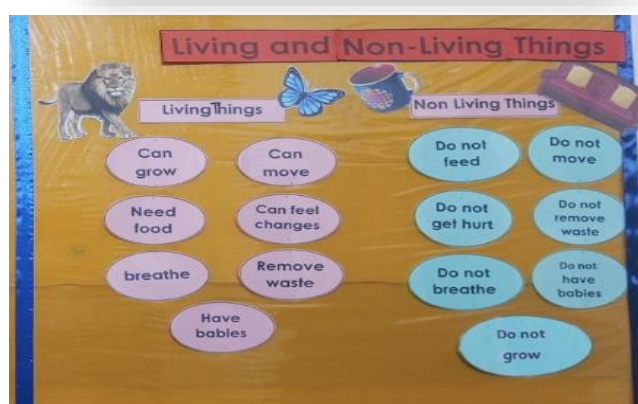
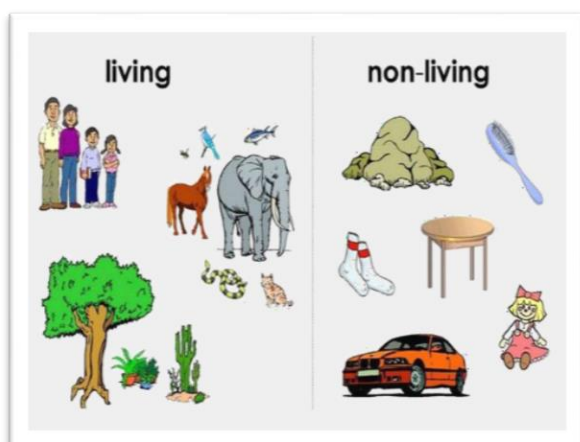
Review and Recap with Q&A (5 minutes)

Review the key concepts learned and encourage questions.

Wrap-Up (5 minutes)

Use the softboard display to reinforce vocabulary and concepts as a final wrap-up of the lesson.

Suggested Softboard Display:



Lesson 1: Living things and Non-Living Things Week 1 Day 2

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Identify the key qualities that distinguish living things from non-living things.
2. Explain why food, movement, and other needs are essential for all living organisms.
3. Observe and describe the feeding and movement behaviors of different animals and plants.
4. Recognise Allah's creation in living things and understand the diversity in the way they grow, move, and require food.

Skills in Focus:

- Observation and comparison
- Classification and reasoning
- Vocabulary building
- Recording and organizing **information**

Teacher Resources:

- ☐ Softboard display with pictures/labels (Living vs. Non-Living)
- ☐ Explore *Your World – Science Book I*
- ☐ A toy cat and a chair (or real, if feasible)
- ☐ Photocopied task sheets for the **7 Check Test**

Feedback Activity: (5 minutes)

The teacher will ask ss how a chair and a cat is different from one another. The teacher will make T-chart on the board.

Instructional Stages:**Motivational Activity: (5 minutes)****Thumbs up/ down Activity:**

The teacher will show the pictures/ say names of some living and non-living things. Students will thumb up if the thing is living and thumbs down if it is non-living thing.

Material: a bird in a cage and a toy bird

The teacher will take students to the ground and ask them to compare the qualities of flying birds and toy birds.

Oral Task 1: (5 minutes)

- What is the difference between a flying bird and a toy bird?
- What things can a flying bird do but a toy bird cannot?

Motivational Activity: (10 minutes)

Introduction to the new concept through real-life observation. Students will feed the bird and observe that living things need food.

Written Task 1: (15 minutes)

Do Q 3 from p. 5 (STOP AND ASK YOURSELF) in notebook.

Q3. Write the differences between living and non-living things using a T-chart.

LIVING	NON-LIVING
They need food.	They do not need food.
They can move.	They cannot move on their own.
They can breathe.	They do not breathe.
They remove waste from their bodies.	They do not remove waste from their bodies.
They grow.	They do not grow.
They can feel the changes around them	They cannot feel the changes around them.
They have babies.	They do not have babies

Oral Task 2: (5 minutes)

Teacher will ask students to look around the class and name some non-living things.

Written Task 2: (15 minutes)

The students will do the following tasks in notebooks.

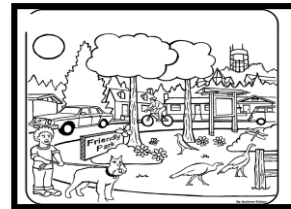
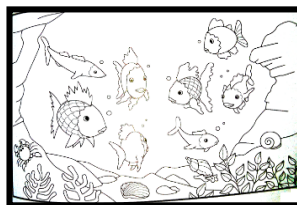
Make a list of 5 non-living things that you see in the classroom. The teacher will monitor the task.

Feedback will be taken.

Homework:

Do Q 3 on p. 10 and Activity 1 on p.11 in book.

Q3. Circle the living things and make a box around the non-living things in the following picture.



Activity 1. Colour only the living things in the following picture.

Lesson 1: Living things and Non-Living Things Week 2 Day 3

Estimated Time Required: 90 minutes (3 periods)

Feedback Activity: (5 minutes)

The teacher will discuss the difference between living things and non-living things

Pre-Teach Vocabulary:

The teacher will pre teach the vocabulary and then refer it in the chapter.

Reading: (10 minutes)

The teacher will model read p. 3 and 4 and will discuss the qualities with the students. The teacher will make the web on the board and will write the students responses on it.

Written Task 1: (15-20 minutes)

The students will make the web on an interleaf p. in their notebook.

Key Vocabulary

ill

chasing

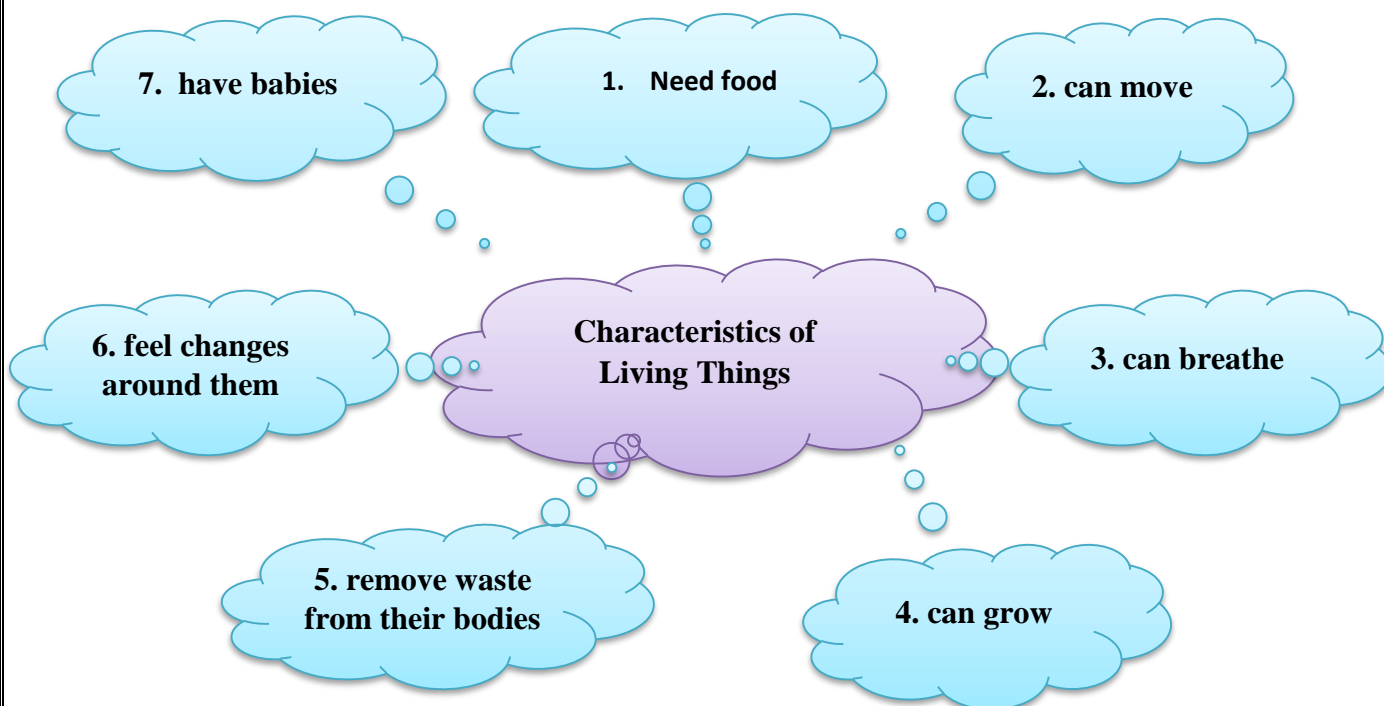
feed

burnt

parents

alive

hurt



Oral discussion: (10 minutes)

The teacher will discuss the first two qualities of living things.

Suggested Activity: (5 minutes)

Plant and Animal Feeding Observation

Instructions: Set up two small stations one with a potted plant and one with a small animal (e.g a fish in a jar). Let students observe as you water the plant and feed the animal, explaining that both need food to survive and grow.

Written Task 2: (15 minutes)

The students will do the following questions in notebooks. (The questions are not from book.)

Q1: What do these animals eat?

monkey, cat, fish, lion, duck, giraffe, birds (Make two columns in the notebook.)

Animal	Food
monkey	fruits, leaves
cat	meat, fish, milk
fish	small insects and grains
lion	meat
duck	grains, plants, insects
giraffe	leaves, twigs
birds	seeds, insects

Q2: Why does every living thing need food?

Every living thing needs food to live, grow, and stay healthy.

Suggested Activity: (10 minutes)**Animal Movement Game**

Instructions: Let students imitate the movements of various animals (jumping like a frog, flying like a bird, crawling like a worm). You could even take them outside and let them move freely, reminding them that most living things can move to find food or escape danger. The teacher will discuss the movement of living things especially animals. All the animals move in different ways as a snake slithers, birds fly, fish swims, turtle crawls, rabbit hops, and lion runs. The teacher will show a video to the students about the movement of animals and then the students will do the task sheet related to the video.

Suggested Video: (20 minutes)

The teacher will arrange the setup for video watching which is about movements of animals. The teacher will pause and discuss during the video.

<https://youtu.be/c0qOYZXPIac>



After watching the video the teacher will take the oral feedback for the given table.

Movement of Animals					
can fly	can jump	can hop	can walk	slither/crawl	can swim

Homework:

The teacher will assign the following tasks as a homework.

Do Q1 (STOP AND ASK YOURSELF) from p.5 In notebook and do Q6 of p. 11 in book.

1.What are the seven qualities of living things?

A. The seven qualities of living things are:

- 1.They need food.
- 2.They can move.
- 3.They breathe.
- 4.They remove waste from their bodies.
- 5.They grow.
- 6.They feel the changes around them.
- 7.They have babies.

Q6. Make a list of living things in the following table. (p. 11)

Living things that			
can fly	can swim	are small than your finger	are very big
birds	fish	ants	elephant
butterflies, bees	whales	frogs	blue whales
bats	dolphins	flies	giraffes

Suggested Soft board Display:



Lesson 1: Living things and Non-Living Things

Week 2 Day 4

Estimated Time Required: 60 minutes

Lesson Objectives:

By the end of the lesson, students will be able to:

1. Identify characteristics of living things, focusing on growth and reproduction.
2. Describe how different animals move.
3. Recognise that living things have babies and can grow as they age.
4. Match animal babies with their corresponding adult animals.
5. Draw and label animals with their babies.

Skills in Focus:

- ☐ Observation and classification
- ☐ Drawing and labeling
- ☐ Comparison and matching
- ☐ Reading comprehension
- ☐ Understanding **cause and effect**

Teachers Resources:

- ☐ Flashcards or printed pictures of adult animals and their babies
- ☐ Paper cutouts/images for plant and animal waste sorting activity
- ☐ Science textbook (p. 3 & 4 references)
- ☐ Drawing sheets, pencils, crayons/colours for labeling activity
- ☐ Small cups, soil, seeds (e.g. mung beans or mustard seeds) for plant growth activity
- ☐ Project video link: https://youtu.be/fyYO97eydDY?si=4V14b_cDfHAI24lB
- ☐ Chart paper for movement classification (for homework review)
- ☐ Whiteboard and markers for teacher explanations

Feedback: (5 minutes)

The teacher will take the feedback of the three qualities of the living things and how much they are important to a living thing.

Oral Task: (5 minutes)

The teacher will ask the following question to assess students' prior knowledge.

- How does our body get rid of waste?
- Would it be alright if we didn't use the restroom all day?

Discussion (5 minutes)

The teacher will discuss that the living things remove waste.

Suggested Activity: (5 minutes)

Waste Sorting from Plants and Animals

Instructions:

Prepare a simple sorting game where students identify types of waste (such as fallen leaves for plants and leftover food for animals). Use paper cutouts or images and have students sort them, helping

them understand that even plants produce waste, like old leaves. After discussion Ss will do **Written Task 1**.

Written Task 1 (5 minutes)

Students will do the following question in their notebooks.

Q. What would happen if humans and animals will not remove waste products from their bodies?

If humans and animal do not remove waste from their bodies, they will become ill.

Reading: (10 minutes)

Teacher will discuss living things grow from p. 3. Teacher will discuss that living things also have babies from (p. 4). Teacher will discuss the babies of different animals. e.g. loin, sheep, cat, duck, cow, hen. After reading Ss will do **Written Task 2**.

Written Task 2 (15 minutes)

Q1. Which body parts keep on growing?

Ear and nose.

Q2. What will they become when they grow old?

Babies	Animals
calf	cow
kitten	cat
chick	chicken
fawn	deer
foal	horse
joey	kangaroo
cub	lion
duckling	duck
puppy	dog

Draw the labeled pictures of 2 animals and their babies.

Suggested Activity:

Plant Growth Observation

Instructions: Let students plant seeds in small cups. Over the weeks, have them observe the plant's growth and discuss how, like people, animals and plants grow over time. This will also reinforce the need for food and water as part of growth.

Homework: (5 minutes)

Make two columns and write the movement of the following things, frog, snake, whole, man, turtle, cheetah.

Project:

Send the video to parents and they will help their child to make the project.

https://youtu.be/fyYO97eydDY?si=4V14b_cDfHAI24IB

Lesson 1: Living things and Non-Living Things

Week 3 Day 5

Estimated Time Required: 90 minutes (3 periods)

Lesson Objectives:

By the end of this lesson, students will be able to:

1. Identify and describe the main qualities of living things, including growth, responsiveness to changes, and sensory perception.
2. Experience and discuss sensory reactions to temperature changes.
3. Create a web diagram of changes humans can feel in their environment.
4. Differentiate between living and non-living things by watching a video and participating in discussions.
5. Complete written tasks to reinforce understanding of living things' characteristics.

Skills in Focus:

- Observation and Sensory Awareness
- Critical Thinking and Classification
- Collaboration and Communication.
- Creative Thinking and Visual Organization
- Listening and Comprehension.
- Written Expression

Teacher Resources:

- Soft board with a display of living things' qualities
- Various objects for hot and cold sensory game (small bowls with warm and cool water)
- Chart paper and markers for creating a web diagram
- Video: [Living and Non-Living Things](#)
- Printed worksheet (WS 1) for Written Task 2
- Word search activity (Answer key for teacher reference)

Suggested Activity: (10 minutes)

Hot and Cold Sensory Game

Instructions: Place a few objects in water (some warm, some cool). Let students feel the temperature changes and discuss how living things (like us) react to temperature changes, like putting on a jacket when it's cold.

Note: Before the lesson starts ask the students to bring one baby photograph and one recent photograph.

Group Activity: (15 minutes)

Students will do Activity 2 p. 12

Written task 1 (15 minutes)

Living things can feel changes around them. Teacher will ask students that what changes do you notice around you? After discussing, students will work in pairs to create a list in their notebooks.

I can feel happiness.

I can feel pain. etc

Reading:

Read and discuss p. 5. Do guess what it is in book p. 5.

Video Watching: 30 minutes

Watch the video about living and non living things.

<https://youtu.be/HGJvRZ2-DVo>

Teacher will reinforce the main qualities of living things, engaging students in identifying these qualities in various examples and will do **Written task 2**

Written task 2: (10 minutes)

Do WS 1 in notebook

Suggested Softboard Display



Class 1 Science Unit 1 Living And Non Living Things WS 1

Drag and drop the pictures to classify living and non-living things

Living Things	Non-Living Things

tree, fish, pie, book, snowman, backpack, frog, kid, ball, plant

HOMEWORK:

Read p. 1 and 2 of Unit 1 and do the given word search.

Word Search: Find the following living things in the maze.

tiger, tree, earthworm, fish, baby, men, cat, boy, rat, elephant, horse, plants, duck, crow cockroach, sparrow, mosquito, sunflower, turtle, monkey

Answer Key

g	s	e	m	t	d	f	j	w	u	o
i	m	o	s	q	u	i	t	o	r	s
e	c	u	k	m	c	w	r	g	k	p
a	o	j	t	o	k	r	y	y	m	a
r	c	s	u	n	f	l	o	w	e	r
t	k	i	r	k	a	b	h	w	n	r
h	r	w	t	e	o	h	a	p	m	o
w	o	e	l	y	g	f	p	b	k	w
o	a	m	e	v	f	i	i	e	y	o
r	c	s	r	d	y	s	t	u	l	m
m	h	j	e	g	a	h	o	r	s	e

g	s	e	m	t	d	f	j	w	u	o
i	m	o	s	q	u	i	t	o	r	s
e	c	u	k	m	c	w	r	g	k	p
a	o	j	t	o	k	r	y	y	m	a
r	c	s	u	n	f	l	o	w	e	r
t	k	i	r	k	a	b	h	w	n	r
h	r	w	t	e	o	h	a	p	m	o
w	o	e	l	y	g	f	p	b	k	w
o	a	m	e	v	f	i	i	e	y	o
r	c	s	r	d	y	s	t	u	l	m
m	h	j	e	g	a	h	o	r	s	e

Lesson 2: Living things and Non-Living Things Around Us

Are Plants

Week 3 Day 6

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives:

By the end of this lesson, students will be able to:

1. Understand that plants are living things.
2. Explain how plants grow from small to large.
3. Describe how plants make their own food.
4. Recognise the role of seeds in plant growth and identify that some plants can grow without seeds.
5. Classify and natural and manmade non-living things.

Skills in Focus:

- ◆ Observation and Inquiry –
- ◆ Classification –
- ◆ Scientific Understanding
- ◆ Critical Thinking –
- ◆ Moral and Spiritual Awareness

Teacher Resources:

- Chart paper or a whiteboard with markers
- Visual aids: pictures of small and big plants, plant parts, and examples of seeds
- Magnifying glasses (if available) for observing leaves
- A sample seed (e.g., a bean) and a small seedling for demonstration
- Printed worksheets for reinforcing content

Instructional Stages:

Motivational Activity: (5 minutes)

Show images of a small plant and a big plant, explaining that plants also grow over time. Begin with a discussion on living things and ask if plants are living things. Emphasise that, like animals, plants grow and need food to survive.

Islamic Integration: (5 minutes)

Begin by sharing the verse:

“And the earth - We have spread it and cast therein firmly set mountains and caused to grow therein [something] of every well-balanced thing.” (Surah Al-Hijr, 15:19).

Explain that Allah created everything on earth, including plants, for our benefit.

Discussion: Ask students to reflect on how plants are a sign of Allah’s creation and blessings, providing us with food, shade, and beauty.

Reading: (10 minutes)

Read the p. 6 aloud with the class, highlighting key points about plant growth and food production. Explain that plants do not eat like animals; they make their food from sunlight, air, and water, which is called photosynthesis. Use a diagram of a leaf and point out the tiny holes (stomata) where air enters.

Suggested Activity: (5 minutes)

Show a seed (like a bean) and explain that many plants grow from seeds. Describe how, when planted in soil, seeds grow into baby plants.

Oral Discussion: (5 minutes)

Briefly mention that some plants, like ferns, grow without seeds, using spores instead. The teacher will also discuss the difference between non-living things natural and man-made. Like rock, water, mud these are natural non-living thing and fan, paper chair are man made non-living things.

Written Task 1: (15-20 minutes)

Students will do Q1 p. 9 in their notebooks.

Q1. Do the plants need food? Where do they get their food?

Ans: Yes! Plants need food. They make their own food inside their bodies from sunlight and water.

Q2. Write and draw three natural and three man-made non-living things.**Written Task 2: (10 minutes)**

The teacher will ask the students to do the given worksheet and paste in their notebook.





Name: _____



How to Plant Seeds



Directions: Using the words in the box, fill in the blanks below.



sun
water
pot
soil



seeds
hole
finger
plant



Place some  into a .


Make a  with your .

Drop some  into the .

Cover the  with .

Pour  into the .

Give your  lots of .

Wait for your new  to grow!

Review: (5 minutes)

Ask students to name one thing that plants need to make food.

Homework:

Draw and color a picture of a plant and label the parts: root, stem, leaves, seed.

Lesson 2: Dead or alive

Week 4 Day 7

Estimated Time Required: 90 minutes (3 periods)

Lesson Objectives: Introduction to the new concept from lesson 2 Dead or Alive.

The students will be able to learn the difference between dead or alive by the end of this lesson, students will be able to:

1. Differentiate between living, non-living, and dead things.
2. Identify that dead things were once alive but are no longer capable of movement, growth, or response.
3. Recognise that Allah is the Creator and Sustainer of all living things and that only Allah has the power to give and take life.
4. Apply understanding by categorising objects as living, dead, or non-living.

Skills in Focus:

- ☐ Observation and Critical Thinking
- ☐ Classification
- ☐ Comprehension and Reasoning –
- ☐ Listening and Speaking
- ☐ Moral and Spiritual Awareness

Teacher Resources:

- ☐ Textbook (pp. 8–10)
- ☐ Video: [Dead or Alive – SciShow Kids](#)
- ☐ Images for classification activity
- ☐ Whiteboard/Chart paper and markers
- ☐ Student notebooks

Instructional Stages:

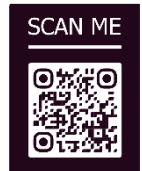
Motivational Activity: (5 minutes):

Begin by explaining that today we will learn about the difference between things that are alive, dead, or have never been alive. Discuss how only Allah, the Creator, has the power to create life.

Suggested Videos: (20 minutes)

Teacher will show the following video and discuss how living things become dead. The students will watch the video about dead or alive things:

<https://www.youtube.com/watch?v=CVASSAbOvu4>



Written Task 1 (10 minutes)

After watching videos Ss will do 7 check list on p. 8.

7 Check Test

p. No 8

What is the difference between the fishes in the two pictures?

Activity	A	B
Feed	YES	NO
Breathe	YES	NO
Move	YES	NO
Remove Waste	YES	NO
Grow	YES	NO
Feel	YES	NO
Have babies	YES	NO

The fishes in the picture B do not have a “yes” in the 7 Check Test because they are dead. They were once alive but now they are dead.

Written Task 2: (15 minutes) Look at the following pictures:



Tree (A)



Logs (B)

Which of the pictures show something alive?

The tree picture shows something alive because trees are alive. They grow, make more trees, and change with the weather and where they live.

Which of the pictures show something dead? Why?

The picture of logs shows something that used to be part of a living tree but isn't alive anymore. When a tree is cut down or falls, it stops growing and slowly breaks down over time.

Reading: (15 minutes)

The teacher will read aloud p. 9 and discuss that dead things are non- living things that were once

alive. When they become dead, they stop breathing, they stop eating, moving, and growing. We cannot make them alive again. Only Allah SWT can make things alive. Briefly narrate how Allah created Hazrat Adam (AS) and gave him life, showing Allah's power to create living beings.

Islamic Integration: (5 minutes)

Mention the verse, "It is Allah who created you and will cause you to die; then He will assemble you for the Day of Resurrection, about which there is no doubt." (Surah Al-Jathiya, 45:26) to reinforce that Allah gives and takes life.

Written Task 2 (20 minutes)

Do Q2 and Q3 from p. 9 STOP AND ASK YOURSELF in notebook.

Q2. What are the non-living things called which were once alive?

Non-living things that were once alive are called "dead."

Q3. Which of these were once alive?

Things which were once alive	Reasons
an apple	It was taken from a plant which is a living thing
a bat	Bat is made from wood which comes from plants which are living things
a pencil	Pencil is made out of wood which comes from trees which are living things
mutton	Mutton comes from goat which is a living thing
baked fish	Fish was a living thing when it was alive
mashed potatoes	Potatoes are vegetables which are parts of plants which are living things

Homework: (5 minutes)

Do Q1, 2 and 5 p. 10 in book.

1. Fill in the blanks:

- Living things can grow from small to big.
- Plants are living things.
- Things which were once alive are called dead.
- Tree is a living thing but its cut stem is a non-living thing.

2. TRUE OR FALSE:

- A chair grows and eats. FALSE
- All animals are living things. TRUE
- Non-living things cannot move on their own. TRUE
- Plants are non-living things. FALSE
- the orange in the fruit basket is living thing. FALSE

5. This mouse is dead. Choose all the statements which are correct.

- | | |
|---|-----------|
| a. It cannot breathe. | correct |
| b. It cannot eat or drink. | correct |
| c. It will run away if a cat comes near it. | incorrect |
| d. It cannot remove waste from its body | correct |

Week 4 Day 8

Living Things And Non Living Things Around Us

The teacher can provide the following worksheets for review, allowing students to practice and revise the material. Meanwhile, the teacher can assess the students based on the key concepts discussed at the beginning of the guide.

Living Things

water shelter sunlight food air

All living things need to breathe _____

All living things need to _____ drink

All living things need to eat _____

All plants require _____ to grow

All living things require _____ to live in









List 6 living things:

Directions: A. Use the words to complete the sentences.

alive living non-living food

- People, plants and animals are _____ things.
- Non-living things are not _____.
- All living things need air, water, shelter and _____.
- A _____ thing cannot breathe and grow.

Directions: B. Is it living or non-living? Select the correct answer.

	living	non-living		living	non-living
	living	non-living		living	non-living
	living	non-living		living	non-living
	living	non-living		living	non-living

Basic needs of living things

Choose all the things that living things need.









Fill in the blanks with the **correct word** from the word bank below.

Food toys bed water love shelter air

- Living things need _____ to help them breathe.
- Living things need _____ to eat.
- Living things need _____ to drink.
- Living things need _____ to keep them safe and warm.

Living and Non-living

Living things can be plants or animals that are alive. They need food, air, and water to live. Living things eat, move, breathe, grow, and reproduce. **Non-living things** are not alive. They do not move, eat, or grow.

Complete the sentences using words from the box.

living non-living food grow water

- All living things need air, water, and _____.
- You are a _____ thing.
- A _____ thing does not move or grow.
- A puppy is a living thing. It can move and _____.
- A plant needs _____ in order to survive.

Write **l** for living and **n** for non-living in the box.

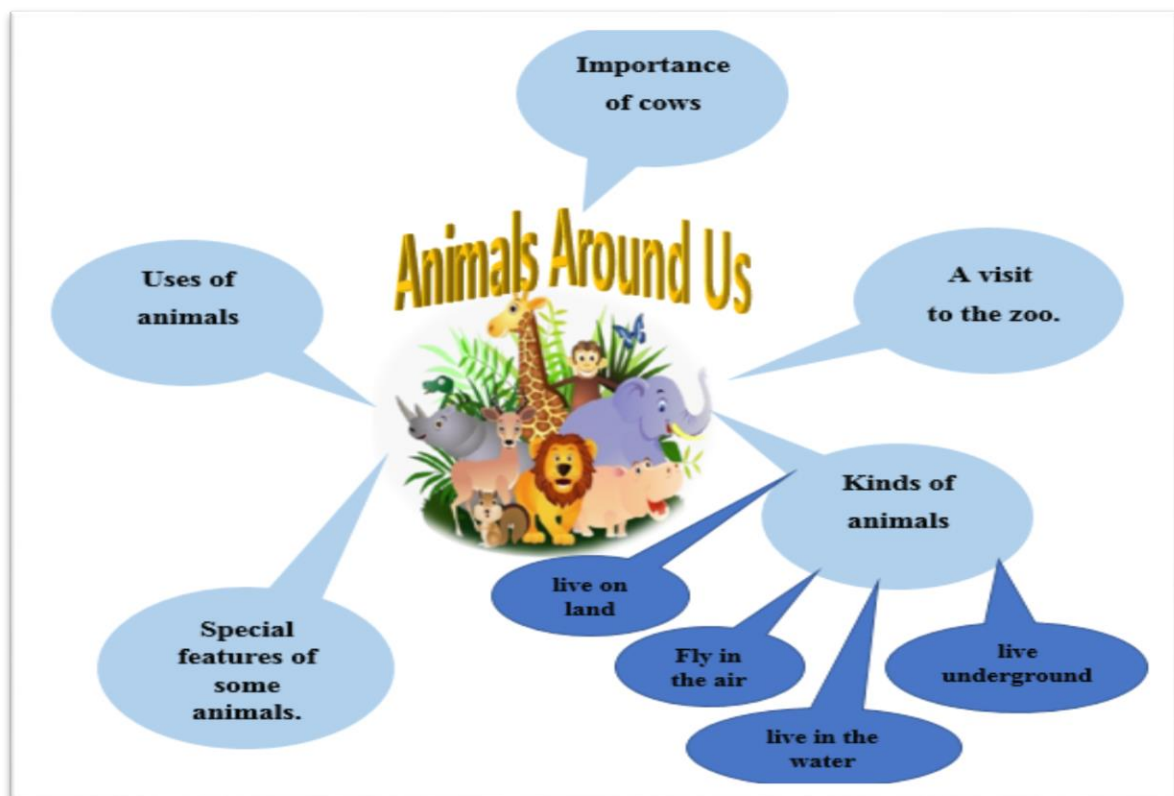
			
			

Unit 02: Animals Around Us

SNC Learning Outcomes for Unit 02

All the students should be able to:

- Identify and name different animals around us.
- Identify and recognise different kinds of animals.
- Recognise some special features of animals.
- Identify and list the various uses of animals.



**A visit to the zoo
Week 1 Day 1**

Estimated Time Required: 90 minutes (3 periods)

Lesson Objectives:

- Students will identify and describe various aspects of the zoo and the animals within it.
- Students will enhance their observation and listening skills through video presentation and interactive discussions.
- Students will comprehend animal behaviors and characteristics, fostering curiosity and engagement.

Skills in Focus:

- **Observation Skills:** Encouraging careful observation of animals and their actions.

- **Listening Skills:** Ensuring attentive listening to video narration and explanations.
- **Comprehension:** Aiding understanding of information about each animal and their habitat.
- **Curiosity:** Fostering interest in animals and the zoo environment.
- **Recall and Memory:** Helping remember key details about animals.
- **Engagement:** Keeping students engaged through interactive questions and discussions.
- **Feedback Integration:** Using oral feedback to reinforce learning and address misunderstandings.

Teacher's Resources:

- Laptop
- Multimedia
- Photocopied worksheet
- Video of zoo animals (linked mention below)

Islamic Integration:

Surah An-Nur (24:45): "Allah has created every [living] creature from water. And of them are those that move on their bellies, and of them are those that walk on two legs, and of them are those that walk on four. Allah creates what He wills. Indeed, Allah is over all things competent."

Instructional Stages:

Suggested Softboard Display

Warm-up Activity: (10 minutes)

- Display any toy animal or bring mystery box. Ask riddles about it and the students will guess it.
- Identify all seven characteristics of living things and compare with the animal you have displayed.
- Ask students to share about their favourite animals to create a connection to the topic and pique their interest.
- Participate in Written Task 1 to determine whether animals are living or nonliving things.



Written Task 1: (10 minutes)

Teacher will paste the following task sheet in their notebooks. They will also draw the picture of their favourite animals. They'll determine whether animals are living or nonliving things.

7 Check Test	
A "yes" in all the boxes means that the thing is living	
Feeds	
Moves	
breathes	
removes waste	
grows	
feels	
can have babies	

Suggested Video: (30 minutes)

Show the video related to zoo animals to the students: [Zoo Animals Video](https://youtu.be/J55IFEmPMPI)

<https://youtu.be/J55IFEmPMPI>

**Before watching the video, ask:**

- Have you visited a zoo?

While watching and after watching, ask the following questions:

- Did you see animals swimming in the pond? Name them.
- Which animal can sleep standing?
- What do elephants use to carry food and remove loads from their way?
- Who can live up to 100 years?
- Who can hold its breath up to 5 hours underwater?

Key Vocabulary

underground

crawling

floppy

ground

scientists

sideways

Pre-Reading: (10 minutes)

The teacher will teach the vocabulary and will discuss its meanings before reading.

Reading Aloud: (10 minutes)

The teacher will model read p. 13 and discuss the points on the p. as well as relate them with the video. After this, students will do written task 2.

Written Task 2: (20 minutes)

Draw pictures of animals seen in the video. Also write 2 sentences about each animal.

Homework: (5 minutes)

The teacher will explain homework to the students.

- Read p. 13 from Unit 2.
- Write the name of your favorite animal and write three sentences about it in your notebook. The students can follow this structure:

- **Favourite Animal:** My favorite animal is the elephant.
- **Sentence 1:** Elephants have long trunks.
- **Sentence 2:** They use their trunks to eat and drink.
- **Sentence 3:** Elephants are very strong and can carry heavy loads.

**Lesson 1: Kinds of Animals
Week 1 Day 2**

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives:

- Students will be able to identify and categorise animals based on their habitats (land, water, air, underground).
- Students will describe the characteristics and behaviours of different animals.
- Students will understand the diversity of living creatures as mentioned in the Quran.

Skills in Focus:

- **Categorisation:** Classifying animals based on their habitats.
- **Observation and Reflection:** Understanding the diversity of animal life.

- **Written Communication:** Writing organised lists and answers.
- **Listing:** Gaining knowledge from videos and discussions.
- **Creativity:** Drawing or pasting animals for homework.
- **Islamic Awareness:** Connecting scientific learning with Quranic verses.

Islamic Integration: (5 minutes)

The teacher will discuss and explain.

- **Surah An-Nur (24:45):** "Allah has created every [living] creature from water. Of them are some that creep on their bellies, some that walk on two legs, and some that walk on four. Allah creates what He wills. Indeed, Allah is over all things competent."
- **Surah Al-An'am (6:38):** "And there is no creature on [or within] the earth or bird that flies with its wings except [that they are] communities like you. We have not neglected in the Register a thing. Then unto their Lord they will be gathered."

These verses highlight the diversity of living creatures created by Allah, each with unique forms and modes of movement, and emphasise that they are part of the Earth's communities and accounted for in God's creation.

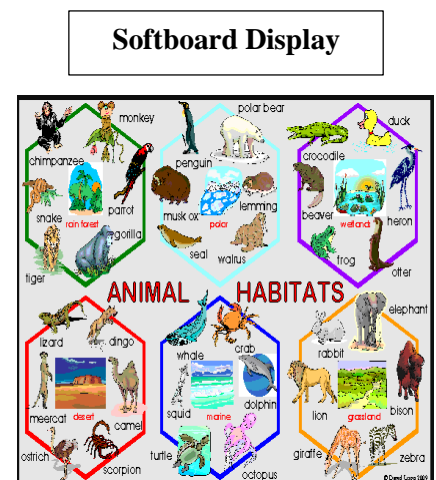
Teacher's Resources:

- Laptop
- Multimedia
- Photocopied worksheet

Instructional Stages:

Motivational Activity: (10 minutes)

The teacher will ask students to name as many animals as they know. The teacher will write their oral responses and will note them on the board and discuss which animals live on land, which ones in water, which ones fly in the air, and which ones live underground or in gardens.



Written Task 1: (10 minutes)

The students will do Q1 p. 18 (STOP AND ASK YOURSELF)

Q1. Spend ten minutes to make a list of animals that we see around us?

1. cat
2. dog
3. rat
4. crow
5. sparrow
6. pigeon
8. Ducks
9. buffalo
10. Goat
11. sheep
12. camel
13. eagle
14. Squirrel
15. Cuckoo

Suggested Video: (20 minutes)

Show the video related to animals and their places they live in:

<https://youtu.be/b5vAlBp6YGg?si=jPQ49q8WKvi9-w5G>

After watching the video the students will do written task 2.

Written Task 2: (20 minutes)

Write the names of animals that live on land, in water, underground, and that fly in the air in their notebooks. Do Q4 of p. 18.

Homework:

Students will draw or paste 3 animals that live on land, in water, underground and that fly in the air in their notebooks. They will also learn the spellings of animals given on p. 15.

Lesson 1: Kinds of Animals

Week 2 Day 3

Estimated Time Required: 90 minutes (3 periods)

Lesson Objectives:

- Identify and categorise animals based on their habitats (land, water, air, or underground).
- Enhance speaking, reading, and writing skills through role-play and written activities.
- Understand the differences between flying and non-flying birds and their characteristics.
- Apply knowledge to solve riddles and engage in creative problem-solving.

Teacher Resources:

- Textbook (pp.s 15, 16, and 24)
- Visual aids or flashcards of animals for categorization.
- Role-play props (optional)
- A printed maze activity for homework.

Instructional Stages:

Feedback (5 minutes):

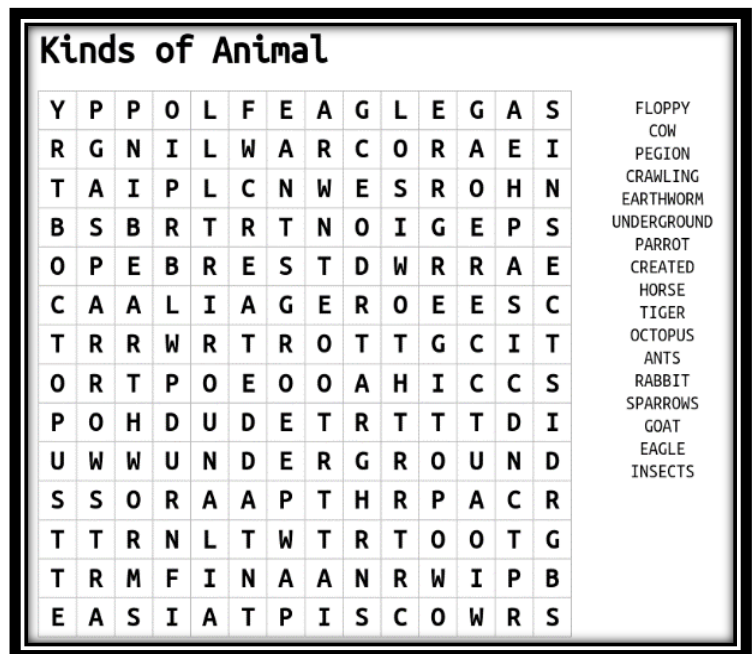
The teacher will pre teach new words of p. 15 about different animals and their habitats.

Pre-Reading:

The teacher will read the words aloud and provide students with a word search activity. This approach will help students practice pronunciation and engage with the words more effectively.

Reading (10 minutes):

The teacher will read pp. 15 and 16 of the textbook, discussing previously learned animals and setting the stage for the role-play activity.



Role-Play Activity (40 minutes):

1. Divide the class into four groups: land, water, air, and underground.
2. Assign an topic of a different animal from each category to individual students.
3. Students will write three sentences about their assigned animal in their notebooks.
 - Example:
 - a) I am a cow.
 - b) I live on land.
 - c) I eat grass.
4. Groups will present their topic animals through role-play in front of the class.

Written Task 1 (5 minutes):

Students will solve the riddle "Guess What It Is?" on p. 16 of the textbook.

Oral Task (10 minutes):

The teacher will ask, "*Do all birds fly?*" to assess prior knowledge. Then, read and discuss the paragraph about birds on p. 16.

Written Task 2 (20 minutes):

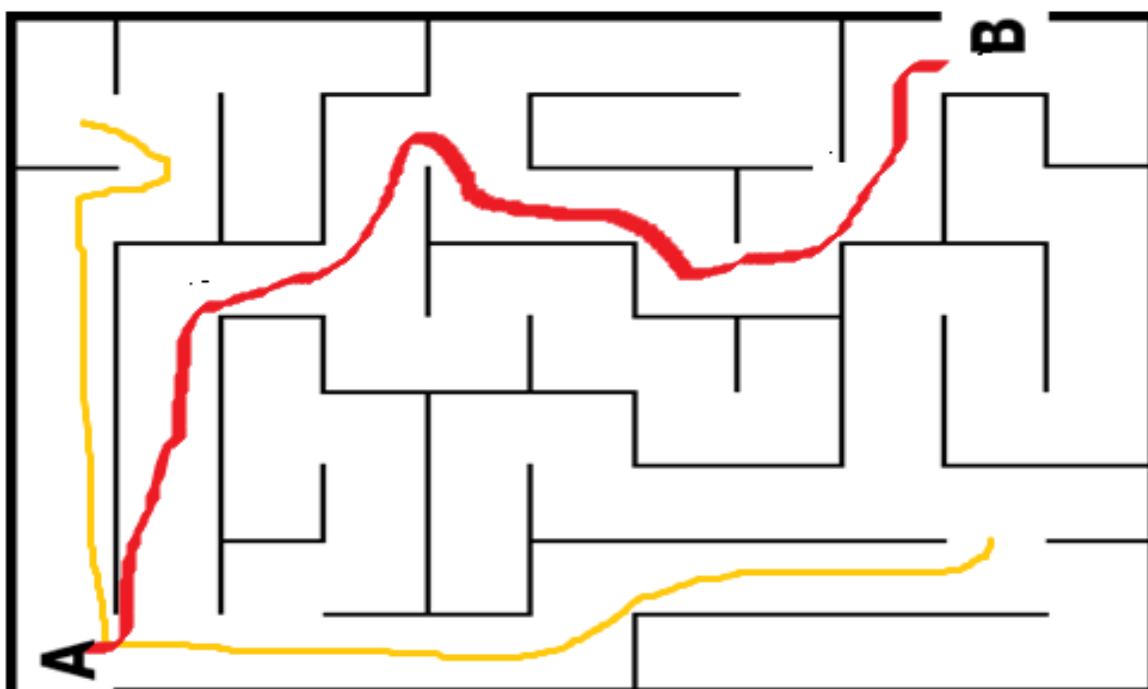
Students will answer the following questions in their notebooks:

1. **Do all birds fly?**
 - All birds have wings and most can fly, while others cannot.
2. **What do we call the birds that cannot fly?**
 - The birds that cannot fly are called running birds (e.g., hen, duck, ostrich, peacock, penguin).
3. **What do we call the birds that can fly?**
 - The birds that can fly are called flying birds (e.g., crow, sparrow, pigeon, eagle).

Homework:

Complete Question 6 on p. 24 in the textbook:

Q6. Help the earthworm and the Honey Bee find their way through the maze so that each gets to its home



Lesson 1: Kinds of Animals Week 2 Day 4

Estimated Time Required:

60 minutes (2 periods)

Learning Objectives:

1. **Identify** various animals and their unique characteristics.
2. **Understand** the special features of specific animals.
3. **Engage** in activities that reinforce learning about animal movements, sounds, and habitats.






Skills in Focus:

- **Observation Skills:** Recognizing special features of animals.
- **Critical Thinking:** Analyzing and answering questions about animals.
- **Comprehension:** Interpreting information from text and video.
- **Engagement:** Actively participating in hands-on activities like pegging.
- **Collaboration:** Working in groups to complete the pegging activity.
- **Creativity:** Associating animals with their movements, sounds, and other characteristics.

Motivational Activity: (5 minutes)

The teacher will ask a series of engaging questions to stimulate interest. Responses will be written on the board to encourage participation and discussion.

1. Do you know which animal is the biggest in the world?
2. Which animal is called the ship of the desert?
3. Which animal is the friendliest?

Look	Say	Cover	Write	Check
				
Look at the word. <ul style="list-style-type: none"> • What is the first letter? • Look all the way through the word. • Notice word parts. • Get your mouth ready! 	Say the word. <ul style="list-style-type: none"> • Stretch the word out. • Listen to the letter sounds. 	Cover the word. <ul style="list-style-type: none"> • Spell the word. • Does it sound right? • Visualize what it looks like. • No peeking! 😊 	Write the word. <ul style="list-style-type: none"> • Does it look right? • Check the letters again. 	Check the word. <ul style="list-style-type: none"> • If you spelled it correctly, go on to the next word. • If it is not spelled correctly, cover the word and try again.
→	→	→	→	

Instructional Stages:

Pre-Reading:

The teacher will introduce the vocabulary from p. 17 using the "Look, Say, Cover, and Write" method to ensure students grasp the words effectively.

Reading: (10 minutes)

The teacher will read aloud from p. 17 of the textbook and discuss the content with the students.

Students will then complete Written Task 1.

hummingbird, smallest, special, scientists, features
humps, nostrils, protect, eyelids, largest, tongue,
weight, similar, trained, friendly, bee-hive,
mentioned defend.

Guess Who Am I Activity: (10 minutes)

The students will guess the riddles orally and will also write the name in the notebook

Guess me

I'm green and I jump, I live near a pond,
I croak loud at night, of water, I'm fond.
I never close my eyes, I see all around—
Sideways, forward, upward, wherever
sights are found!
Who am I?

I'm tiny and quick, I fly here and there,
My wings move so fast, they're a blur in
the air.
I drink sweet nectar, and I hum as I go,
I'm as small as your dad's thumb—do
you know?

I'm big and I'm blue, I live in the sea,
The largest animal you'll ever see.
I sing deep songs, my size is a tale,
Who am I? I'm a giant... a _____!

I live in the desert, where it's hot all day,
I have a hump to store food on my way.
My nostrils close to keep out the sand,
Who am I, walking across the dry land?

I'm tiny and yellow, I buzz all around,
I make a sweet treat where flowers are
found.
I live in a hive and work with my team,
I have a sting to defend, it's not a dream!

I live in the sea and jump so high,
I'm smart and playful under the sky.
I whistle and click to talk to my friends,
Who am I? The fun never ends!

Written Task 1: (15 minutes)

The teacher will ask riddles about these animals and the students will write the names of the animal in their notebook.

Q1. Write two special features of the frog.

The frog can see forward, sideways and upwards all at the same time. It never closes its eyes.

Q2. Why is the camel called the ship of the desert?

The camel is called the ship of the desert because it can travel long distances in the desert and carry heavy loads, just like a ship carries goods across the sea.

Q3. Which animal can walk on water and is friendly?

Dolphin is friendly animals and can walk on water.

Suggested Video: (15 minutes)

The teacher will show a video about animals and their babies and will discuss points with the students and follow it with an engaging activity.

<https://youtu.be/W2MYLnuf0g?si=6qMk82Zj-1bLt5d7>



(Note for teachers: Skip the slide of pig while showing to the students).

Pegging Activity: (15 minutes)

- The teacher will prepare five baskets labeled with "Movement," "Sound," "Baby," "Group," and "Food."

- Each basket will contain chits related to animal movements, sounds, babies, groups, and foods.
- The teacher will write the names of animals mentioned on p. 18 on five quarter-sized chart papers.
- Students will select a chit and match it with the correct animal by pegging it onto the corresponding chart paper.

Homework:

Complete questions 2 and 3 on p. 18 (STOP AND ASK YOURSELF) in their notebooks and complete the given worksheet.

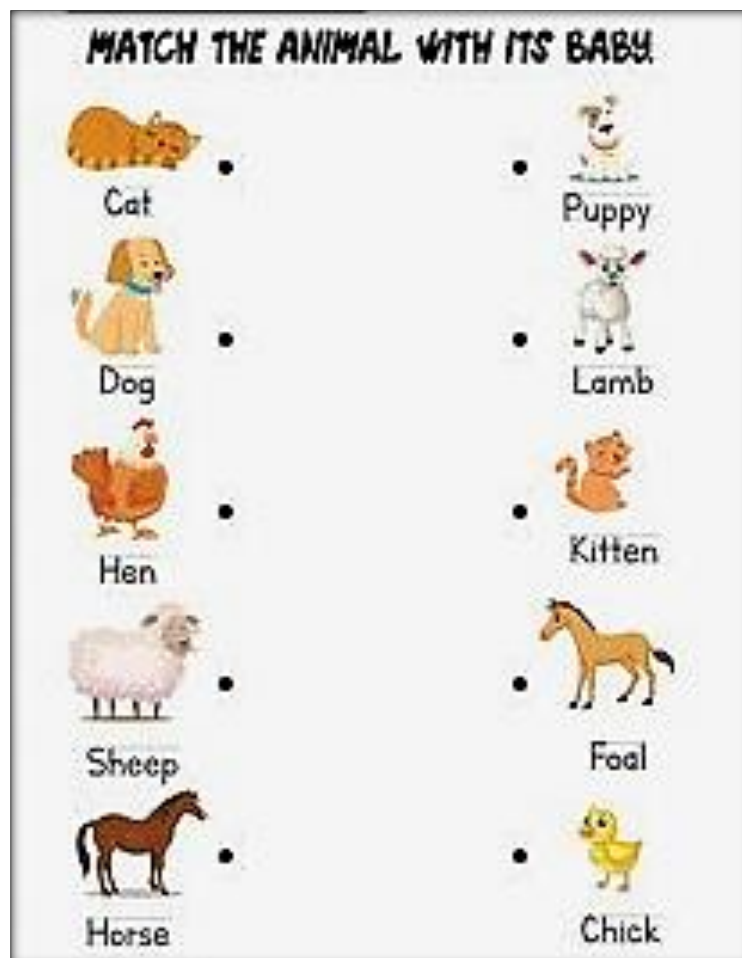
1. Which is the smallest bird on earth?

Humming bird is the smallest bird on earth. It is as big as an adult's thumb.

2. Which animal is the largest animal on earth?

Blue whale is the largest animal on earth. Its weight is almost equal to the weight of 22 elephants.

Suggested worksheet:



Lesson 2: Uses of Animals

Week 3 Day 5

Estimated Time Required: 90 minutes (3 periods)

Lesson Objectives:

The students will be able to:

- identify and describe various uses of animals.
- categorise animals based on their uses.
- understand the importance of animals in daily life.
- integrate knowledge from Islamic teachings about animals.

Teacher's Resources:

- Video on uses of animals
- Grade 1 Science textbook (pp. 19, 20, 21)
- Notebooks and writing materials

Skills in Focus:

- **Categorisation:** Grouping animals based on their uses.
- **Observation:** Recognising the contributions of animals in daily life.
- **Critical Thinking:** Understanding the importance of animals in ecosystems and human life.
- **Writing Skills:** Formulating detailed and structured answers.
- **Reading Comprehension:** Interpreting textbook content and connecting it with real-life examples.
- **Islamic Awareness:** Appreciating the significance of animals through Islamic teachings.

Motivational activity: (5 minutes)

Collect items in a basket like belt, wooden socks, honey, egg etc and ask students from where do we get these. The teacher will ask the students about the uses of animals. The teacher will discuss the importance of animals in the world. The teacher will categorise animals according to their uses:

- Transportation
- Carrying loads
- Providing food (milk, meat)
- Making clothes and accessories (bags, shoes, belts)

Suggested Video: (15 minutes)

Show the video and discuss the various uses of animals with the students

<https://youtu.be/cfmtWwn1G3A>



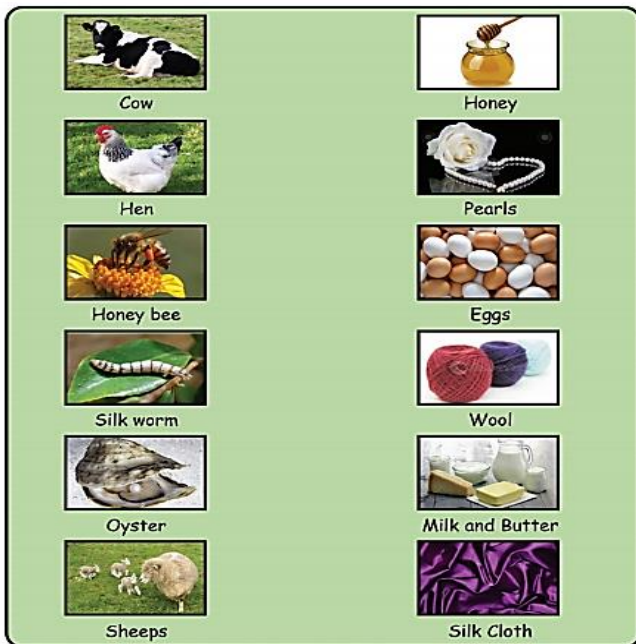
Written Task 1: (10 minutes)

The students will do the activity on p. 19.

Written Task 2: (15 minutes)








The students will do the given worksheet.

Q. Can you match the pictures of these animals to the things we get from them? (p. 19)



Fill in the blanks with correct words given in the box:

milk	wool	eggs	ride
loads	catches	honey	guards

- We can _____ on a horse. 
- A hen gives us _____ and chicken. 
- A donkey can carry _____ on its back. 
- A honey bee gives us _____. 
- A dog _____ our house. 
- A sheep gives us _____. 
- We get _____ and meat from a goat. 

Pre-teach Vocabulary: (10 minutes)

The teacher will introduce the vocabulary from p. 19 and 20 using the "Look, Say, Cover, and Write" method to ensure students grasp the words effectively.

pearls, oyster, daily, useful, created, jackets, purses, leather, sweaters, blessing, fleece, gloves, soil, cleaner, earthworm

Reading: (10 minutes)

The teacher will read p. 19 and 20 and will discuss it the students. After discussion the students will do written task 3.

Written Task 3: (20 minutes)

The students will do the question 1-3 p. 21 (STOP AND ASK YOURSELF)

1. Write three important uses of animals.

- We get food.
- We get milk.
- We get eggs.
- We get leather.
- They carry our load.
- They are used for transportation.

2. What does the earthworm do?

Earthworms are small worms which live in soil. They clean the soil which is good for plants.

3. Which animals carry heavy load?

Animals that can carry heavy loads are donkey, camels and horses.

Key Vocabulary

pearls

oyster

fleece

leather

sweaters

useful

created

cleaner

jackets

earthworm

gloves

soil

blessing

daily

purses

Homework:

Do Ex 1, 2 and 3 of p. 22 in book. Learn the given words for dictation.

Exercise 1: Guess these animals

- a. honeybee b. dolphin c. blue whale d. humming bird e. cow/goat/camel/sheep
f. hen/cow(beef/chicken) g. horse

Exercise 2:

Q2. Look at the pictures below. Name the animal that it come from?



Cow/ goat /camel



Goat







Chicken



Sheep

Exercise 3:

Q3. We sacrifice cows and goats on Eid-ul-Adha but give their skins away.

Pictures of items	Names of items	What are they made from?	Where does the raw material for each of these items come from?
	wool hat	wool	sheep
	leather belt	leather	skin of cow, buffalo, goat
	banana custard	milk	cow, goat, sheep
	prayer rug	wool/leather	animals skin

Lesson 2: Uses of Animals Week 3 Day 6

Estimated Time: 60 minutes

Lesson Objectives:

Students will be able to:

- identify and describe various uses of animals.
- categorise animals based on their uses.
- understand the importance of animals in daily life.
- integrate knowledge from Islamic teachings about animals.

Skills in Focus:

- **Categorisation:** Grouping animals based on their uses.
- **Observation:** Recognizing the contributions of animals in daily life.
- **Critical Thinking:** Understanding the importance of animals in ecosystems and human life.
- **Writing Skills:** Formulating detailed and structured answers.
- **Reading Comprehension:** Interpreting textbook content and connecting it with real-life examples.

- **Islamic Awareness:** Appreciating the significance of animals through Islamic teachings.

Teacher's Resources:

- Video on 'Uses of Animals'.
- Grade 1 Science textbook
- Notebooks and writing materials.

Islamic Integration: (5 minutes)

Discuss the importance of animals in Islam using the following verses:

- **Surah An-Nahl (16:66):** "And indeed, for you in livestock is a lesson. We give you drink from what is in their bellies - between excretion and blood - pure milk, palatable to drinkers."
- **Surah An-Nahl (16:80):** "And Allah has made for you from your homes a place of rest and made for you from the hides of the animals tents which you find light on the day of travel and when you stop [for rest], and of their wool, fur, and hair [He has given you] furnishings and goods for use for a time."

Explain that these verses highlight the benefits of cows, including milk production and the use of cowhide for making leather products.

Instructional Stages:

Motivational Activity: (5 minutes)

- The teacher will paste a picture of cow on the board.
- The teacher will ask students, "What do we get from the cow? Is it useful? How?"

Pre-Reading: (10 minutes)

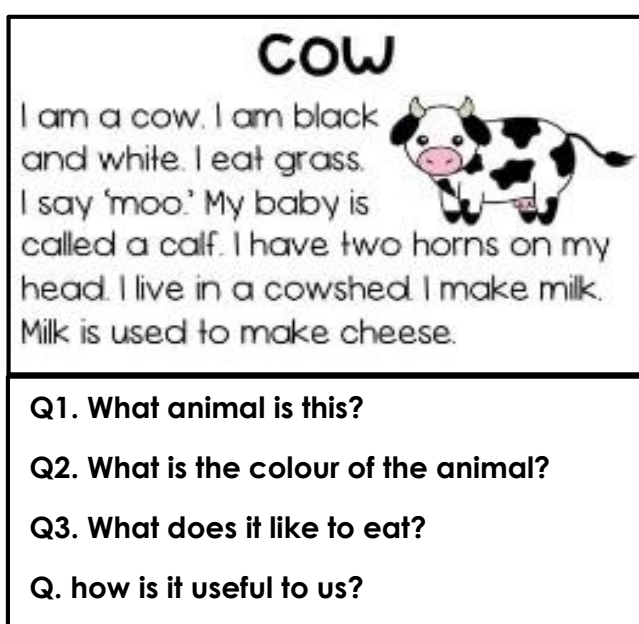
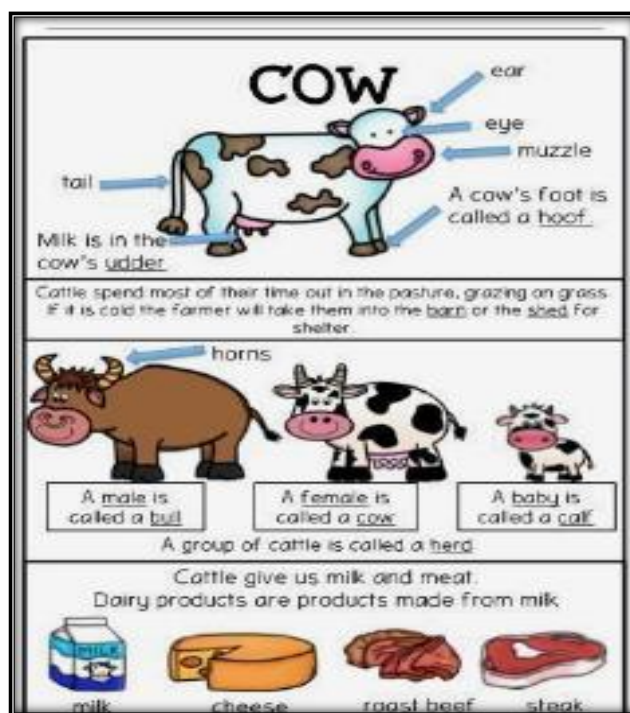
The teacher will read p. 21 and will discuss the uses of cow. The teacher will make the web on the board and the students will write the responses on the board. The teacher can also display the chart given on the board for more knowledge.

Written Task 1: (15 minutes)

Do the given worksheet (reading comprehension) in notebook.

Written Task 2: (20 minutes)

The students will do the remaining exercises on p. 23 and 24.



Q4. Ali went shopping with his mother last Saturday. They bought the following items.

Circle all the items that come from animals.



Milk



Meat



Egg



Bread



Handbag



Pencil

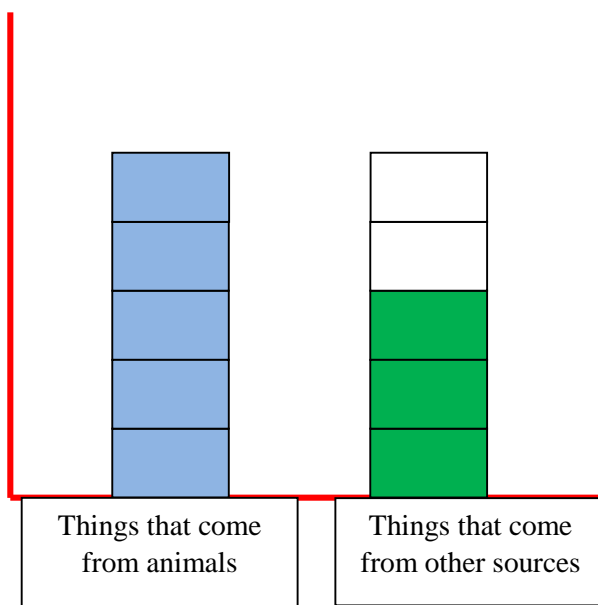


Sharpner



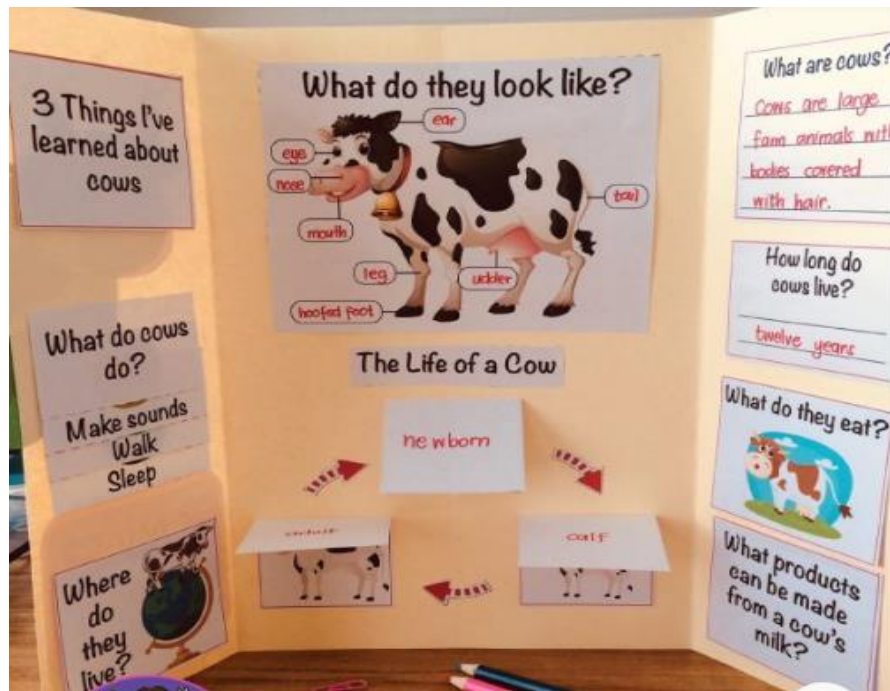
Sweater

Q5. For each item colour one block in the figure below,



Project:

- Create a scrapbook about any five animals and their uses. Include pictures or drawings and write a few lines about each animal.
- or
- Make a lapbook on any one animal. The picture will help that how to make a lapbook.



OR

- Create habitat land/ water/ underground.

Suggested Worksheets:

Circle the correct answer to each question.

What is a baby cow called?
calf kid chick

What do cows eat?
worms and bugs grains and grass

Where does a cow live?
zoo farm jungle

Labeling a Dairy Cow

Word Bank:
udder
horns
tail
hooves
ears
nose

Guess the animal

Read and complete:

- _____ are very popular pets. They bark.
- _____ have long ears. They love carrots.
- _____ can live more than 10 years. They are slow.
- _____ are black and white. They eat bamboo.
- _____ are tiny. They have 6 legs and love sugar.
- _____ have a long neck. Their tongue is blue.
- _____ are huge cats. They are the kings of animals.
- _____ are birds that can't fly but they can swim very well.
- _____ have 8 legs. They spin webs.
- _____ have no legs. They can be dangerous.
- _____ live in Australia. They carry their babies in pouches.
- _____ are farm animals. You can ride on their backs.

Snake, Ant, Penguin, Dog, Spider, Lion, Horse, Panda, Kangaroo, Giraffe, Turtle, Rabbit, Kangaroo

WHO AM I?

I have four legs.
I live in Africa.
I am big and grey.
I live in the river.



I have four legs.
I am a pet.
I don't like cats.
I say woof.



I'm very long.
I can't walk.
I don't have legs or arms.



I eat insects.
I can jump.
I'm green.



I live in Africa.
I'm very big!
I'm grey.
I stomp my feet.



I can jump.
I can climb the trees.
I like bananas!



I can run very fast.
I've got a big mane.
I'm a king of animals.
I roar!



ZOO ANIMALS

• Look, write and complete

It's a _____	It can fly.
	It can roar.
	It can swim.
	It can climb.

It's a _____	It can jump.
	It can roar.
	It can eat.
	It can fly.

It's a _____	It can run.
	It can roar.
	It can fly.
	It can swim.

It's a _____	It can climb.
	It can jump.
	It can fly.
	It can swim.

It's a _____	It can roar.
	It can climb.
	It can fly.
	It can swim.

It's a _____	It can run.
	It can climb.
	It can fly.
	It can swim.

It's a _____	It can roar.
	It can jump.
	It can fly.
	It can swim.

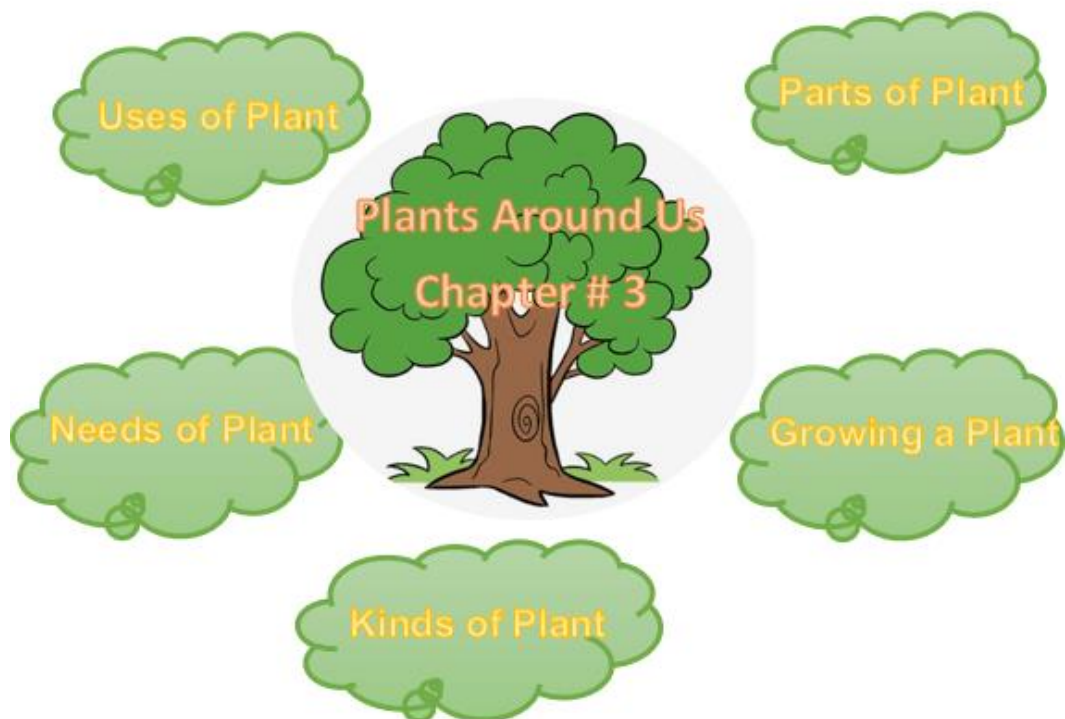
It's an _____	It can jump.
	It can climb.
	It can fly.
	It can walk.

Unit 03: Plants Around Us

SNC Learning Outcomes for Unit 03

All the students should be able to:

- Identify and name different plants in their surroundings.
- Explain that plants are living things by applying the '7 Check Test'.
- Classify the plants in their surroundings as herbs, shrubs and trees.
- Identify and list the various uses of plants.
- List the things needed for a plant



Week 1 Day 1

Lesson 1: Kinds of Plants

Estimated Time: 90 minutes (3 periods)

Lesson Objectives: By the end of this lesson, students will be able to:

- Understand the importance of planting trees and its connection to charity as highlighted in the Hadith.
- Recite and interpret the poem about a seed's journey.
- Demonstrate how to plant seeds and take care of them.
- Develop observation skills by tracking plant growth over time.

Skills in Focus:

- **Observation Skills:** Students will observe and track the growth of their plants over time, developing an understanding of nature's processes.
- **Fine Motor Skills:** Digging soil, planting seeds, and watering plants involve precise hand movements, improving coordination and dexterity.
- **Empathy and Responsibility:** Caring for a plant nurtures a sense of responsibility and kindness toward living things.
- **Creativity:** Students express their creativity by drawing and coloring their plant's growth stages in their notebooks.
- **Listening and Comprehension:** Singing and interpreting the poem enhances auditory skills and understanding of the lifecycle of a plant.

Teachers Resources:

- Seeds (e.g., bottle gourd seeds)
- Small pots or disposable cups (one per student)
- Soil (sufficient for all students)
- Water spray bottles
- Aprons or gloves for students (optional)
- Notebooks and colored pencils/crayons
- Chart with the Hadith written on it

Instructional stages:**Motivational Act: (10 minutes)**

The teacher will sing the poem with the class:

In the heart of a seed, buried deep so deep
A tiny plant lay fast asleep.
“Wake”, said the sunshine,
And creep to the light.
“Wake”, said the voice.
Of the rain drops bright.
The little plant heard.
And it rose to see,
What the wonderful,
Outside world might be.

Encourage students to join in and explain the poem's meaning in simple terms (a seed growing into a plant).

Islamic Integration: (5 minutes)

Begin by reciting the Hadith:

"If any Muslim plants a tree or sows a field, and a human, bird, or animal eats from it, it shall be reckoned as charity from Him." Discuss briefly how planting trees benefits the environment and living beings.

Planting Activity (45 minutes)

Demonstration (10 minutes):

The teacher will take the children outside the classroom in the school garden and demonstrates the process of planting a seed.

Student Hands-On Activity (30 minutes):

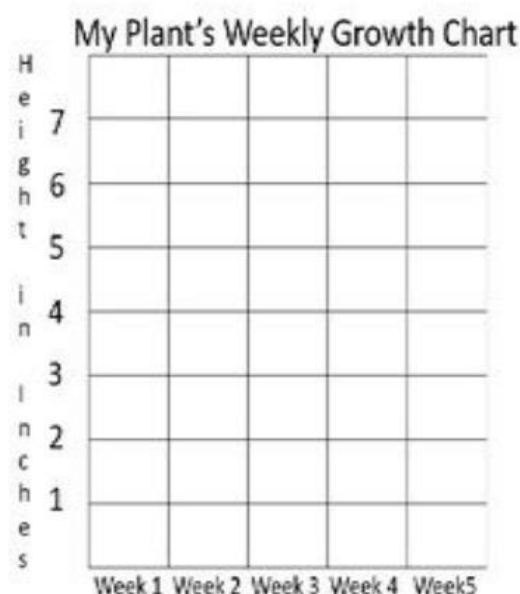
- Distribute pots, soil, and seeds to students.
- Guide them to:
 - Fill the pot with soil and make a small hole.
 - Place seeds in the hole.
 - Cover the seeds with soil.
 - Sprinkle water gently using spray bottles.

Clean-Up (5 minutes):

- Assist students in cleaning their area and arranging their pots.

Observation Task (15 minutes)

- Students will be instructed to observe their pots daily in the garden for 2 to 3 weeks
- Provide a notebook template for students to draw their plant's growth every week.



Written Task: (15 minutes)

Draw a title p. of the chapter.

Homework:

Plant a seed at your home too and make a scrapbook and draw how your plant looks everyday on a separate p..

Week 1 Day 2

Lesson 1: Kinds of Plants

Estimated Time: 60 minutes (3 periods)

Lesson Objectives:

By the end of this lesson, students will be able to:

- Identify plants as living things and explain why.
- Understand how plants feed (photosynthesis), breathe (gas exchange), and move (slow growth or reaction to sunlight).
- Develop observation and inquiry skills by exploring plant behaviors.

Skills in Focus:

- **Observation Skills:** Identifying and discussing plant features through real examples and videos.
- **Critical Thinking:** Understanding the differences between living and non-living things.
- **Fine Motor Skills:** Drawing and labeling plants in their notebooks.
- **Collaboration:** Working in pairs or small groups during activities.

Teacher's Resources:

1. Potted plants (different types: flowering, leafy, cactus, etc.)
2. A magnifying glass (if available)
3. Chart paper or a whiteboard
4. Markers and crayons
5. Video link: ["Do Plants Move?" \(simple explanation of plant life\)](#)
6. Notebooks and pencils

Instructional Stages

Motivational Act: (5 minutes)

- Show a potted plant and a toy. Ask, "Which one is alive?" The teacher will ask students to give reasons.
- Explain that plants are living things and discuss what makes something alive (feeding, breathing, moving).

Pre-Reading: (10 minutes)

The teacher will read p. 27 and 28 and discuss about the characteristics of plants.

- Briefly explain each characteristic:
 - **Feed:** Plants make their own food through sunlight and water.
 - **Breathe:** Plants take in carbon dioxide and release oxygen.
 - **Move:** Plants grow toward sunlight and respond to touch or water.
 - **Grow:** like all other living things plants grow bigger with time.

Key Vocabulary

sow

softened

sprinkle

watering

separate

breathe

Written Task 1: (15 minutes)

The students will do the questions from p. 30 (STOP AND ASK YOURSELF)

1. Are plants living things?

Yes, Plants are living things because they fulfill they need food, they breathe, they move, remove waste, feel etc.

2. How do plants make food?

Plants make their food in leaves using sunlight, air and water.

3. What would happen if a plant is kept under a cover so that no air reaches it?

Plants need air for making food and breathing, if it does not get air, it will die.

Activity: Plant Observation (10 minutes)

Observation:

- Divide students into small groups. Provide each group with a potted plant.
- Ask them to observe and discuss:
 - Leaves, roots, and flowers.
 - If the plant is growing toward light.
- **Discussion:** Gather students and ask:
 - How do plants get their food?
 - Can they see small changes in the plant's movement?

Written Task 2: (15 minutes)

Drawing and Labeling:

- Draw a plant in your notebook and label: leaves, roots, and stem.
- Write one sentence for each:
 - How plants feed.
 - How plants breathe.
 - How plants move.

Home work: (5 minutes)

Read pp. 27 and 28. Imagine you are a plant. Write 2-3 sentences about what you need to live. Also learn the given words for dictation. (the teacher will help children to underline in their books.)

Week 2 Day 3
Lesson 1: Kinds of Plants

Estimated Time: 90 minutes (3 periods)

Lessons Objective:

The students will be able to:

- Understand and identify the different parts of a plant and their functions.
- Explore how seeds contribute to the growth of a plant.
- Develop observation and classification skills through hands-on activities.

Skills in Focus:

Cognitive Skills: Observation, identification, and classification.

Fine Motor Skills: Labeling and diagram work.

Language Skills: Vocabulary building and sentence construction.

Critical Thinking: Analyzing how seeds grow and their role in plant life.

Instructional Stages:

Motivational Act: (5 minutes)

The teacher will show students some seeds and ask:

- "Can you guess what these seeds will grow into?"
- Discuss how plants grow from seeds.

Video Watching: (20 minutes)

- Show the video: "[Do Plants Move?](https://youtu.be/p3St51F4kE8?si=A17xV-l41NVPafa)" (YouTube Link).
- Pause at key points to explain how plants breathe, feed, and move slowly.
- Ask students to share something new they learned from the video

<https://youtu.be/p3St51F4kE8?si=A17xV-l41NVPafa>

<https://youtu.be/D1Ymc311XS8?si=HziBA1GQlSA6V38K>



Dictation: (5 minutes)










Before teaching new words the teacher will take the dictation of the previously taught words.

Pre-Reading: (10 minute)

The teacher will introduce the vocabulary from p. 28 using the

"Look, Say, Cover, and Write" method to ensure students grasp the words effectively.

sunlight, water, air, grow, seeds, seedlings, roots, stem, flowers, fruits

Look	Say	Cover	Write	Check
				
Look at the word. <ul style="list-style-type: none">What is the first letter?Look all the way through the word.Notice word parts.Get your mouth ready!	Say the word. <ul style="list-style-type: none">Stretch the word out.Listen to the letter sounds.	Cover the word. <ul style="list-style-type: none">Spell the word.Does it sound right?Visualize what it looks like.No peeking! 😊	Write the word. <ul style="list-style-type: none">Does it look right?Check the letters again.	Check the word. <ul style="list-style-type: none">If you spelled it correctly, go on to the next word.If it is not spelled correctly, cover the word and try again.
				

Key Vocabulary

sunlight

water

air

grow

seedlings

roots

seedlings

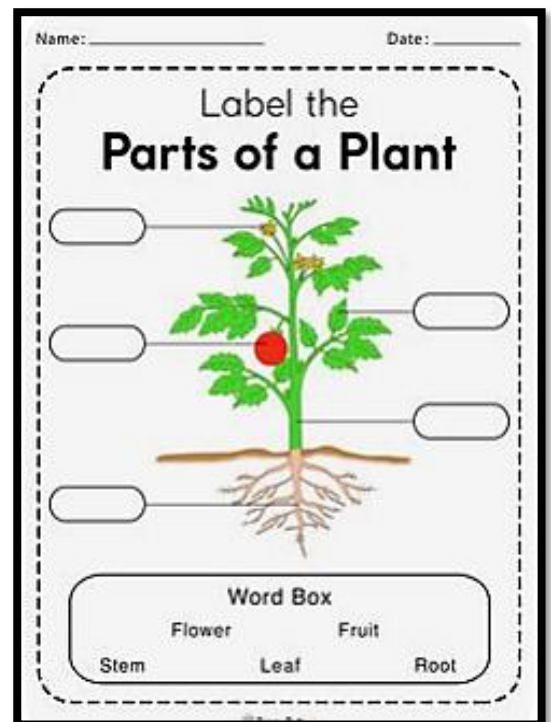
Reading and Discussion: (10 minutes)

The teacher will read p. 28 and then will have discussion on the following topic.

- Show a potted plant or a chart.
- Introduce the parts of a plant:
 - Roots, Stem, Leaves, Flowers, and Fruits.
- Briefly explain the role of each part:
 - Roots:** Absorb water and nutrients.
 - Stem:** Supports the plant and carries nutrients.
 - Leaves:** Make food through sunlight.
 - Flowers:** Help in making seeds.
 - Fruits:** Protect the seeds.

Activity: Seed Sorting (10 minutes)

- Distribute seeds of different fruits to small groups.
- Ask students to:
 - Observe the size, color, and texture of the seeds.
 - Discuss which fruits these seeds are from.



Written Tasks 1: (15 minutes)

- Provide each group with a blank plant diagram (worksheet)
- Students will label the parts of the plant and match

the seeds to the corresponding fruit. **Written Task 2 (15 Minutes)** The students will do Q4

(STOP AND ASK YOURSELF)
of p. 30 in notebook.

Q4. What does a seed do for a plant?

Ans: A seed grows into a new plant.

When a seed is sown in soil and it gets all necessary things (like water, air, suitable temperature) it grows into a new plant. a seedling, which then grows into a new plant.

The teacher will also write the following question on the board. The students will do in their notebook.

Q. Unscramble the following words.

1. Setm

S	t	e	m
---	---	---	---

2. Frolwe

F	l	o	w	e	r
---	---	---	---	---	---

3. Otro

R	o	o	t
---	---	---	---

4. Dese

S	e	e	d
---	---	---	---

About Plants

1. To grow, a plant needs _____ and _____.

2. The _____ on the plant helps to make seeds and fruit.

3. The _____ absorb the water and hold the plant in the soil.

4. The _____ use the sun and air to make food for the plant.

5. The _____ brings water to the rest of the plant.

leaves stem roots sun water flower

Homework:

- Observe a plant at home or in the garden. Write or draw:
 - What parts can you see?
 - What fruit might it grow?
- Do the given worksheet.

Week 2 Day 4

Lesson 1: Kinds of Plants

Estimated Time: 90 minutes (3 periods)

Lesson Objectives: Students will be able to:

1. Understand the differences between herbs, shrubs, and trees.
2. Identify examples of herbs, shrubs, and trees in the environment.
3. Develop observation and classification skills.

Skills in Focus:

- **Cognitive Skills:** Observation, differentiation, and categorization.
- **Language Skills:** Vocabulary development and sentence formation.
- **Fine Motor Skills:** Coloring and labeling activities.
- **Critical Thinking:** Associating plant types with their characteristics and uses.

Teachers Resources:

- Real plant samples or flashcards/pictures of herbs (mint, coriander), shrubs (rose, hibiscus), and trees (neem, mango)
- Vocabulary flashcards (herbs, shrubs, trees, stem, woody, soft)
- Whiteboard/chart paper and markers for group discussion and plant classification chart
- Textbook (p. 29 and 30)
- Question prompts for motivational act (e.g., “Which plant is tall?”, “Name a tree near your house.”)
- Printed worksheet for **Written Task 2** (classifying plants, coloring, labeling diagrams)
- Crayons or colored pencils for worksheet activity

Key Vocabulary

herbs

shrubs

non-woody

woody

identify

Instructional Stages:

Motivational Act (10 minutes)

- Begin by showing real plants, pictures, or flashcards of herbs (mint, coriander), shrubs (rose, hibiscus), and trees (neem, mango) or take students to visit school garden.
- Ask:
 - “Which of these plants are small? Which are big?”
 - “Can you name a tree near your house?”

Pre-Reading: (10 minutes)

Pre-teach new vocabulary and explain its meanings.

herbs, shrubs, non-woody, woody, identify

Reading and Discussion (20 minutes)

- Read aloud **p. 29** from the book with the class.
- Discuss the characteristics of:
 - **Herbs:** Small plants with soft stems, e.g., coriander.
 - **Shrubs:** Medium-sized plants with hard stems, e.g., rose.
 - **Trees:** Large plants with strong trunks, e.g., mango.
- Encourage students to share examples of plants they’ve seen.

Written Task 1: (20 minutes)

Students will observe the pictures of p. 30 and write them in herbs and shrubs and trees in book. The students will do Q5 and Q6. (STOP AND ASK YOURSELF) from p. 30.

Q5. Define herbs, shrubs and trees.

Ans: Herbs: Herbs are small non-woody plants with soft green stems.

Shrubs: Shrubs are small plants with thin but woody stems.

Trees: Trees are tall woody plants.

Q 6. Can a plant live without water?

No, a plant cannot live without water.

Activity: Sorting Game (10 minutes)

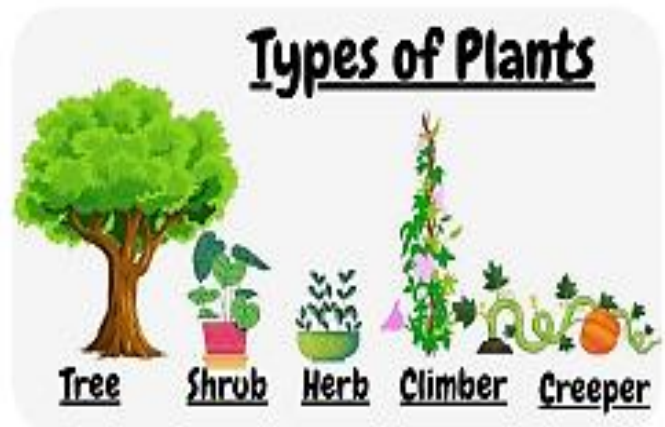


- Distribute picture cards or printed cutouts of various plants. Or if you have a garden at school, students can visit and tag the herbs shrubs, trees/ woody or non woody stem.
- Students will group them into categories: herbs, shrubs, and trees.
- Use a chart or whiteboard to display the sorted results.



Written Task 1: (20 minutes)

Do the given worksheet.



Suggested Soft board:

Homework: (5 minutes)

The students will do Ex3 and Ex 6 (p. 35) in notebook and the given worksheet too.

Ex 3

This plant will not grow because the glass cover will not allow air to reach the plant. Without air a plant cannot make food so it will not grow.

Ex 6

2 herbs= mint, coriander

2 shrubs= rose, lemon

2 trees= mango, coconut



Word Search: Parts of a plant

a	b	a	s	g	f	i	n	u	a
y	e	v	y	a	o	r	o	o	t
a	m	i	l	e	a	f	c	l	p
o	x	m	m	v	i	i	o	i	o
r	o	x	b	m	z	h	k	x	u
s	x	f	r	u	i	t	a	u	n
l	y	f	g	f	l	o	w	e	r
s	t	e	m	c	m	z	x	s	o
l	z	y	v	p	l	g	b	d	r
z	p	z	o	c	v	h	v	v	m

Find the words:
Fruit, Root, Stem, Leaf, Flower

Week 3 Day 5 Lesson 2: Uses of Plants

Estimated Time: 60 minutes (2 periods)

Learning Objectives:

By the end of this lesson, students will be able to:

1. Recognise different uses of plants in daily life (food, medicine, shelter, and oxygen).
2. Appreciate the importance of plants in the environment.
3. Learn how to make paper. (video watching)

Skill in Focus:

- **Critical Thinking:** Understanding the connection between plants and their uses.
- **Creative Expression:** Drawing and labeling the uses of plants.
- **Observation Skills:** Observing the parts of a plant and identifying plant-based items.

Teacher Resources:

- Real or artificial plant for demonstration
- Pictures of items derived from plants (fruits, vegetables, wooden furniture, herbal medicine, etc.)
- Worksheet with plant-related activities
- Short video on the uses of plants (optional)
- Chart paper and crayons

Instructional Stages:

Motivational Act: (5 minutes)

- Begin with a fun question: “Who likes apples or mangoes? Do you know where they come from?”
- Show the real or artificial plant and introduce the parts of a plant.
- Explain briefly how plants are living things and provide us with many useful things.

Activity (10 minutes):

- Use a plant to show its parts (root, stem, leaves, etc.).
- Show pictures or objects derived from plants and explain their uses:
 - **Food:** Fruits, vegetables, grains.
 - **Medicine:** Herbal remedies.
 - **Shelter:** Wood for building.
 - **Air:** Plants give us oxygen.

Written Tasks 1: (10 minutes)

Do Ex 1 and Ex 5 given on pp. 34 and 35 of the book.

Video Watching: (20 minutes)

The students will watch the video highlighting the importance of plants.

<https://youtu.be/vu97CRuXI9c?si=V7mu6yUBGbc24Pyy>

- Discuss: “What would happen if we didn’t have plants?”
- Ask students to share one thing they use daily that comes from plants.

Written Task 2: (20 minutes)

Students will do task sheet related to the video.

Exercise 1:

Look at the picture and circle the objects that come from plants.

Fruits, vegetables, French fries, sandwiches, juice

Exercise 5:

Q5. Which plants give us the following food items:

Gajar ka halwa= Carrots (some children might add: sugarcane, almond tree and pistachio nut tree)

French fries=Potatoes

Kheer= rice/sugar

Home work:

The students will do STOP AND ASK YOURSELF Q1 and Q2 (pg 33)

Task Sheet	
Q. Watch the video and fill in the task sheet	
1. What do plants give us to breathe?	
a) Water	
b) Oxygen	
c) Food	
d) Light	
2. Which part of the plant do we eat that grows below the ground?	
a) Leaves	
b) Fruits	
c) Roots	
d) Flowers	
3. What do we call the tall part of the plant that brings leaves up to the sun?	
a) Root	
b) Flower	
c) Stem	
d) Seed	
Fill in the Blanks	
4.	Plants give us _____ (air/rocks) to breathe.
5.	We eat the _____ (roots/leaves) of some plants like carrots.
6.	Flowers can grow into _____ (seeds/trees) that make new plants.
True or False	
7.	Plants only grow in the garden. _____ (True/False)
8.	We can use wood from trees to make furniture. _____ (True/False)
Answer the Questions	
9.	Why are plants important? _____ _____ _____
10.	Name fruits and vegetables that comes from plants, _____ _____ _____

Q1. Name five things that we get from plants.

We get (fruits/vegetables) wood, paper, medicines and rubber from plants.

Q2. Look at the following items. Write the names of the plants they come from?



Sugar
sugarcane



Rice
Rice Plant



Cotton
Cotton Plant

Week 3 Day 6
Lesson 2: Uses of Plants

Estimated Time: 90 minutes (3 periods)

Lesson Objectives:

By the end of this lesson, students will be able to:

1. Recall previously learned concepts about plants and their importance.
2. Understand the process of how paper is made from plants.
3. Complete book exercises to reinforce understanding.

Skill in Focus:

- **Recap and Connection:** Linking previously learned concepts to new ones.
- **Comprehension:** Understanding and interpreting the process of paper making.
- **Critical Thinking:** Analyzing the importance of plants in creating everyday items.

Teacher's Resources:

- Flashcards or real objects (fruits, leaves, twigs, seeds, paper, wood, cotton)
- Visual chart or poster showing "Things We Get from Plants"
- Whiteboard or chart paper with markers
- Textbook (p. 32)
- Device with internet access and speakers
- Projector or smartboard

Instructional Stages:

Motivational Act: (10 minutes)

- Teacher will recap previous lessons by asking questions like:
 - "What do plants give us?"
 - "Why are plants important in our lives?"
- Highlight key points about the importance of plants.
- Use visuals or real objects to make the discussion interactive.

Reading: (10 minutes)

- The teacher will read p. 32.

Video Watching: (10 minutes):

- Show a short video illustrating the paper-making process from trees.
- Discuss the steps shown in the video and connect them to the story.
- <https://youtu.be/7IP0Ch1Va44?si=oIa3VUgGr3pmJ8Gb>

Written Task 1: (15 minutes)

Complete Ex 2 and Ex 4

Ex 2: Fill in the blanks.

- Plants are **living things**.
- Some plants produce **seeds** inside their fruits
- Plants need **sun , light** and **air** to make their food.
- An onion plant is a **herb**.
- A pomegranate plant is a **tree**.
- New plants can grow from **seeds**.

Ex 4:

Tick all the statements that are correct about feeding of plants

- Plants move and breathe like us. (✓)
Some students might say that plants cannot move like us. Their movement is limited or different. If they have a clear concept and they justify well their reply must be accepted.
- Plants make their food inside leaves and use it. (✓)
- They need sunlight and water to make their food. (✓)
- They do not need food. (×)

Written Task 2: (30 minutes)

Do the given worksheet.

Homework:


- Why are plants important for us? Write in three sentences.
- Encourage them to bring an example of how they saved paper during the week.
- Complete Ex 7 and Ex 8.
- Do the given worksheet.

Name _____ Date _____ Number _____

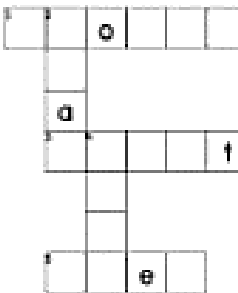
Plants Quiz

roots	stem	seeds
seedling	leaves	flower

- _____ is the part of a plant that produces new seeds.
- _____ is a young plant just starting to grow.
- _____ the part of a plant that absorbs water and nutrients from the soil.
- The _____ makes food for the plant through photosynthesis.
- The _____ carries the nutrients through the plant like a straw.
- _____ is what I plant in the ground to grow a new plant.
- Why do plants need sunlight to grow?
- What does the plant get from the soil?
- What are two types of plants you eat?
- What type of plant would you want in your garden and why?



Crossword : Parts of a plant



ACROSS

- Produce seeds, which grow into new plants.
- Tastes sweet, so people and animals like to eat it.
- Transports water and minerals to the leaves.

DOWN

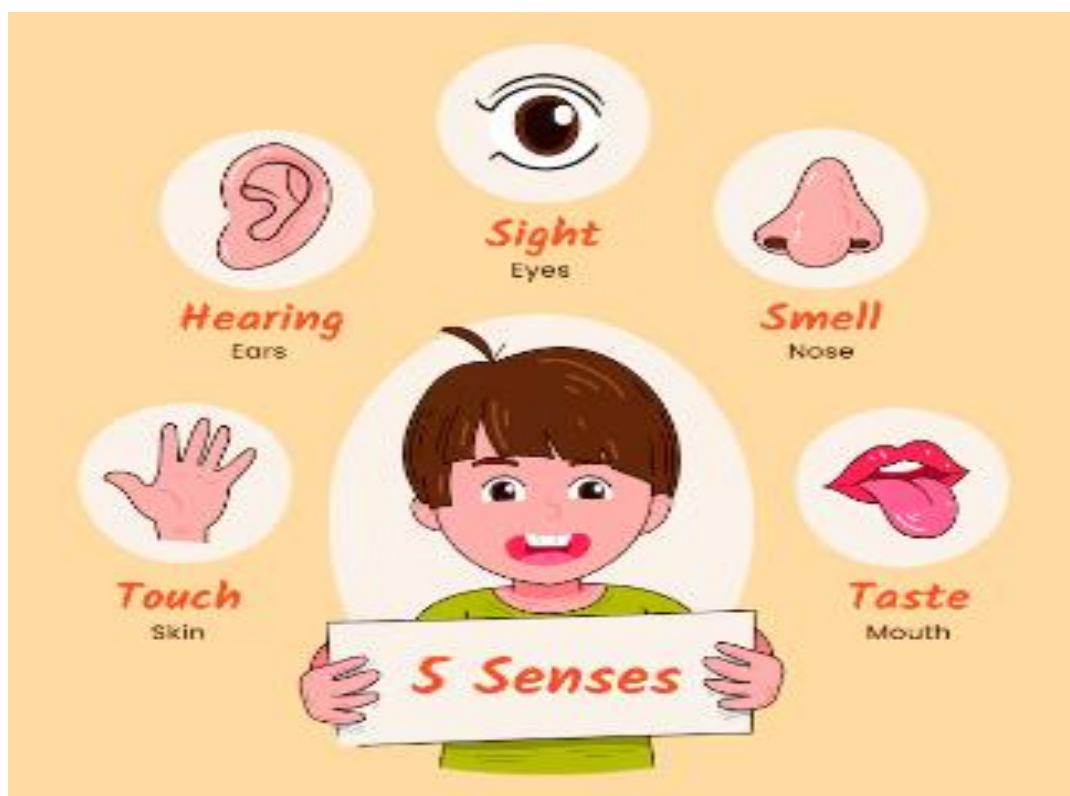
- Make the food that keeps plants alive and helps them grow.
- Anchor the plant in the soil.

Unit 04: Our Amazing Five Senses

SNC Learning Outcomes for Unit 04

All the students will be able to:

- Identify five human senses.
- Name major part of the human body (eyes, nose, ears, mouth, feet, hands and legs.
- Identify the function of various body parts.



Week 1 Day 1 Our Amazing Five Senses


Estimated Time Required: 90 minutes (3 periods)


Lesson Objectives: Students will be able to:

- list the five senses.
- describe how each sense is used.
- participate in a sensory activity and identify which senses are being used.
- watch a video and answer questions related to the senses.
- complete worksheets reinforcing their understanding of the five senses.

Skills in Focus:

- **Observation and Analysis:** Students will sharpen their ability to notice and describe sensory experiences.
- **Communication:** Expressing thoughts verbally and in written form during discussions and tasks.
- **Critical Thinking:** Associating the correct sense with its function and recognizing the importance of each sense.
- **Fine Motor Skills:** Engaging in hands-on activities like preparing chocolate milk.
- **Creativity:** Drawing and visually expressing their understanding of the senses.
- **Gratitude and Reflection:** Understanding the value of senses as blessings.





Word Bank:
tongue, skin, brown, sweet, ears, smooth, eyes, nose, chocolatey, hear, smell, feel, taste, see, nose

Object: Chocolate Milk	Answers	Draw
• Look at your chocolate milk. What colour is it? What help you to see the colour?		
• Stir it with the help of a teaspoon. Do you hear the sound? What help you hear the sound		
• Smell it. What does it smell like? What helped you smell it?		
• Taste a little bit of your chocolate milk. What does it taste like? What helped you taste it?		
• Put a few drops of chocolate milk on the tips of your finger. What do you feel? What helped you feel it?		

Teacher's Resources:

- Chocolate milk preparation materials (milk, chocolate syrup/powder, cups, spoons, etc.)
- Textbook and workbook (referenced pp. 36)
- Printed worksheets for Written Tasks 1 & 2
- Multimedia setup for video viewing (laptop, projector, speakers)
- Chart or visual aids showing five senses
- Colored pencils/crayons for homework title page drawing

Instructional Stages:

Motivational Activity: 30 minutes

The first question will help create excitement: "Do you like chocolate milk?" The children will be excited when the teacher announces that they will make chocolate milk today. The teacher will gather all the ingredients mentioned on p. 36 and follow the steps to prepare the chocolate milk. With the children's assistance, the teacher will make the chocolate milk and serve it in small disposable cups.

The children will enjoy their chocolate milk while discussing the oral observation questions given in the book (p. 36). The teacher will guide them through the process and then the students will do written Task:: 1.

Task Sheet

Q. Watch the video and fill the sheet.

Q1. Fill in the Blanks

- We use our _____ to see.
- The sense of smell is related to our _____.
- To hear sounds, we use our _____.
- The _____ helps us taste different flavors.
- We use our _____ to feel textures like soft or rough.

Q2: Match the Sense to the Action

Sense	Action
1. sight	a. feeling the coldness of eyes
2. hearing	b. listening to the meow of cat
3. taste	c. watching a bird flying
4. smell	d. licking a lollipop
5. touch	e. smelling flower

Q3. Draw any two senses and write a sentence about it.

Islamic Integration: (5 minutes)

Quranic Verse: "And He gave you hearing, vision, and intellect that you may be grateful." (Surah Al-Nahl, 16:78)

"The hearing, sight, and heart—all these will be questioned." (Surah Al-Isra, 17:36)

Discussion: (5 minutes)

- Emphasise the importance of being thankful for Allah's blessings of the senses.
- Reflect on how we can use these senses responsibly in our daily lives.

Written Task 1: (20 minutes)

The students will fill the following worksheet after doing chocolate shake activity.

Suggested Video: (20 minutes)

The teacher will show a video to the students, after the video, she will discuss what the students learned and will ask questions to reinforce the concepts.

<https://youtu.be/LNajQTnZviQ?si=WtKzebQsYNejWZsl>



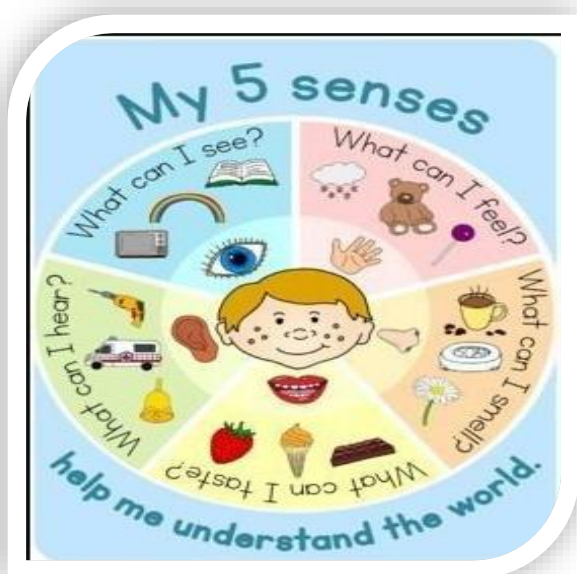
Written Task 2: (20 minutes)

Do the given task sheet (on the previous page) after watching the video.

Homework:

Make a title page drawing your five senses in the notebooks. Learn spelling of underlined words. (sound, smell, taste, hear, chocolate)

Suggested Soft board:



Week 1 Day 2

Our Amazing Five Senses

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives

By the end of this lesson, students will be able to:

- Identify the five senses and their respective sense organs.
- Understand and use vocabulary related to the five senses.
- Demonstrate comprehension of the content by answering questions.
- Reinforce their learning through engaging activities like word searches and writing tasks.

Skills in Focus:

- **Listening:** Enhancing the ability to listen attentively during discussions and instructions.
- **Reading:** Developing comprehension by reading and understanding the text about sense organs.
- **Vocabulary:** Building and reinforcing vocabulary related to the five senses through engaging activities.
- **Writing:** Practicing structured writing through vocabulary reinforcement and written exercises.
- **Critical Thinking:** Encouraging logical connections between sensory experiences and their respective organs.
- **Observation:** Using sensory experiences to observe and relate concepts to real-life examples.

Key Vocabulary

recognise

various

pleasant

unpleasant

bitter

rough

dull

Teacher's Resources:

- Flashcards or real-life objects representing each sense (e.g., chocolate bar, bell, cotton ball, lemon slice, colored balloons)
- Visual aids/posters or hand-drawn illustrations showing the five senses and their respective organs
- Vocabulary word cards (e.g., sight, hearing, taste, smell, touch, eyes, ears, nose, tongue, skin)
- Textbook (p. 37 and p. 42)
- Word search worksheet with five senses vocabulary (printed for each student)
- Crayons or colored pencils for coloring activity in Written Task #2
- Audio clip or bell (for hearing activity during discussion)
- Timer or stopwatch to manage activity time
- Folder or tray to collect completed word search worksheets

Instructional Stages:

Islamic Integration:

Surah Al-Mulk (67:23):

"Say, 'It is He who created you and gave you hearing, sight, and hearts; little are you grateful.'"

Motivational Activity: (10 minutes)

1. The teacher will open five fingers, symbolizing the five senses, and discuss each sense briefly (sight, hearing, smell, taste, and touch).
2. Recap the chocolate milk activity by asking students which senses were used during the activity.
For example:
 - **Sight:** Observing the color and steam of the milk.
 - **Smell:** Smelling the aroma of chocolate.
 - **Touch:** Feeling the warmth of the cup.
 - **Taste:** Tasting the flavor.
 - **Hearing:** Hearing the sound of stirring or sipping

Soft board Display: (10 minutes)

The teacher will display the vocabulary words creatively on the softboard, along with pictures or symbols representing the senses.

Written Task# 1: (15 minutes)

Students will complete a word search worksheet containing vocabulary words for reinforcement.

Reading: (15 minutes)

The teacher will read p. 37 aloud, pausing to explain key points about sense organs (eyes, ears, nose, tongue, and skin). Students will be encouraged to follow along and ask questions about the text.

p	l	e	a	s	a	n	t	u	p	y	i
b	q	k	t	o	u	c	h	d	p	g	k
i	o	d	u	l	l	c	u	v	v	x	o
t	x	n	k	h	e	a	r	e	q	w	h
t	o	i	i	v	a	r	i	o	u	s	w
e	l	r	e	c	o	g	n	i	s	e	v
r	k	l	w	s	i	g	h	t	m	l	w
j	i	s	v	t	a	s	t	e	s	i	f

Find the following words in the puzzle.
Words are hidden → and ↓ .

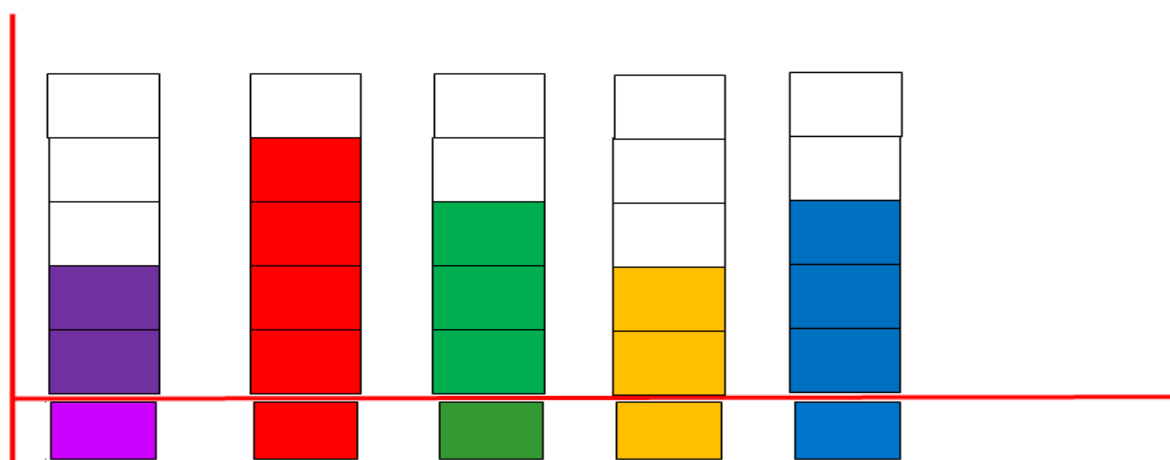
recognise	taste	hear
pleasant	touch	
various	sight	
bitter	dull	

Written Task 2: (10 minutes)

Students will complete Ex 1 of p. 42 in their books.

Q.1 Look at the following picture. Can you identify the colours? Which sense did you use?

We used the sense of sight to identify the colours.



Count the number of balloons of each colour and colour the same number of boxes in the following figure.

Homework:

Do Q2 and Q3 p. 37 (STOP AND ASK YOURSELF).

Q2. Which sense tells us that there is salt in our food?

Our sense of taste helps us to tell that there is salt in our food.

Q3. Which part of our body is linked to the sense of smell?

Our nose is linked to the sense of smell.

Week 2 Day 3

Estimated Time Required: 90 minutes (3 periods)

Lesson Objective:

Students will be able to identify and describe the five senses (sight, taste, hearing, smell, and touch) and understand their importance.

Skill in Focus:

- **Observation:** Enhancing the ability to identify and describe sensory experiences through hands-on exploration.
- **Critical Thinking:** Drawing logical connections between objects and senses by analyzing sensory input.
- **Teamwork & Communication:** Collaborating in groups during station activities and sharing observations.
- **Listening & Speaking:** Developing active listening skills and verbal expression while discussing sense-related tasks.
- **Fine Motor Skills:** Handling tasting, touching, and smelling objects with coordination and care.
- **Reading Comprehension:** Understanding the text from the book (pp. 38–39) and applying concepts practically.
- **Writing Skills:** Responding to comprehension questions and completing exercises thoughtfully.
- **Moral & Ethical Awareness:** Reflecting on how senses are blessings from Allah and linking their use to Islamic values like gratitude, gentleness, and cleanliness.

Teacher's Resources:

- Items for tasting (sugar, salt, pepper, chat masala)
- Items for smelling (cloves of garlic, a piece of ginger and onions, lemons)
- Items for touching (cotton ball, sandpaper, sponge, etc.)
- Audio recordings of various sounds

Instructional Stages:

Motivational Activity:

- Verbally recall and name the five amazing senses that human beings possess.
- Explain that today's lesson will be about exploring our five amazing senses.

Activities: (25 minutes)

- **Activity:**

The teacher will explain the activity and explain the procedure. During the activity the teacher will monitor all the stations and will record their results.

Setup: Arrange five tables in the classroom with the following tags:

1. See What's Missing
2. Lick and guess the taste
3. Hear and guess the sound
4. Smell and guess the odour
5. Touch and guess the object

Group Rotation:

- Divide students into five groups.
- Have each group rotate through the tables, spending about 5-6 minutes at each station.

Table Activities:

- **See what's missing:**

Activity: During the sight activity, discuss the importance of using our eyes to observe and appreciate Allah's creation and avoiding looking at things that are not beneficial or appropriate. The teacher will read p. 38 of the book and let the students understand and explore the activity and will perform in the group.

- **Lick and guess the taste**

Activity: During the taste activity, discuss the importance of eating halal and healthy food and saying "Bismillah" before eating and "Alhamdulillah" after finishing. The students will perform the activity on p. 39.

- **Hear and guess the sound:**

Activity: During the hearing activity, remind students to listen carefully and use their hearing to learn and help others. The teacher will read p. 38 of the book and let the students understand and explore the activity and will perform in the group.

- **Smell and Guess the Odour:**

Activity: During the smell activity, highlight how pleasant scents are a part of maintaining cleanliness and being presentable, which is encouraged in Islam. The students will perform the activity on p. 39.

- **Touch and Guess the Object**

Activity: During the touch activity, discuss how our sense of touch helps us to feel and be aware of the world around us and the importance of being gentle and kind in our actions. The students will perform the activity on p. 39.

- **Islamic Integration:** Explain that feeling pain is a way Allah protects us from harm. Pain alerts us when something is wrong, which is a mercy from Allah.

Activity: During the discussion, mention that experiencing pain can be a test from Allah, and enduring it with patience can lead to spiritual growth and reward.

Written Task 1:

Do Q1 and Q4 p. 41 (STOP AND ASK YOURSELF) in notebook. Do Ex 4 p. 44 in book.

STOP AND ASK YOURSELF

1. How do our senses help us?

Our senses help us to know and understand what is happening to us and around us.

2. Which part of our body is linked to the sense of touch?

Our skin is linked to the sense of touch.

Ex 4 How do the following items taste? Match the items with their taste by drawing lines.



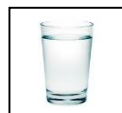
sweet



salty



sour



no taste



bitter

Project:

Students will make a booklet on five amazing senses. Send the link of the project to the parents which will be helpful for them. Give one week time so that students can easily make a scrapbook. Here is the link below which will help to make the scrapbook.

<https://youtu.be/MYkeOSF7LQg?si=d7tK9BYhJw70aNJ5>

Home work:

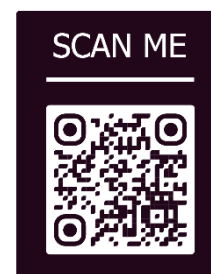
Do Q5 (STOP AND ASK YOURSELF) p. 41 in notebook and Ex 5 in book.

Q5. How do we know that the door bell is ringing?

Our ears /sense of hearing helps us to know that the door bell is ringing.

Ex 5: There are many differences in the following two pictures. Can you spot a few? Name the sense you will use in doing this activity.

We are using our sense of sight for this activity.



Week 2 Day 4
Our Amazing Five Senses

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives:

By the end of the lesson, students will be able to:

- Understand the significance of senses in our daily lives.
- Appreciate Allah's blessings by recognising the importance of senses.
- Identify that all living things (humans, animals, and plants) can sense changes in their environment.
- Differentiate between animals with all senses and those with limited senses.

Skills in Focus:

- Reading comprehension
- Critical thinking
- Observation
- Oral communication

Teacher's Resources:

- Science textbook (p. 40)
- Chart or flashcards with pictures of sensory organs and examples of living things
- Pictures of animals with different sensory abilities (e.g., bat, snake, dog, etc.)
- Small objects for sensory demonstration (e.g., colorful pictures, a bell, a small plant)

Instructional Stages:

Motivational Activity: (5 Minutes)

- Begin by asking, "What do you see when you look around?"
- Follow with: "How do you hear sounds, taste delicious food, or feel objects?"
- Explain briefly: "We use our senses to explore and enjoy the world around us!"

Islamic Integration: (5 Minutes)

Recap the role of senses in living things and how they help us enjoy life. Senses are a blessing from Allah, and we should always be thankful."

Reference Surah An-Nahl (16:78): "And Allah brought you out of your mothers' wombs knowing nothing, and gave you hearing, sight, and intellect, so perhaps you would be thankful." Ask students to say Alhamdulillah for each sense.

Reading and Discussion: (10 minutes)

Read p. 40 aloud to the class. Emphasise key points that senses allow us to see colors, hear sounds, and enjoy tastes. Without senses, we would miss out on experiencing the world. All living things (humans, animals, and plants) can sense changes in their environment. Some animals have all senses, while others have limited ones.

Discussion Points:

- Ask: "What would happen if we had no senses?"
- Highlight the importance of being thankful to Allah for giving us senses.
- Discuss examples of animals with different sensory abilities:
 - **Bat:** Uses echolocation (hearing).
 - **Snake:** Detects heat (limited vision).
 - **Dog:** Exceptional sense of smell.
- The teacher will discuss about the feeling of pain.

Activity:

Sense Detectives

Divide students into small groups. Show a colorful picture and ask students what they see and why they think it's beautiful. Provide each group with items related to senses (e.g., colorful objects, a bell, a small plant, and a fragrant item).

Hear and Guess: Ring a bell or clap hands and ask students to identify the sound.

Smell and Guess: Pass a fragrant item and ask students to identify it. Relate each sense back to how it helps us and how animals and plants also use senses.

Written Task 1: (15 Minutes)

The teacher will take the responses on the board and then students will do the following questions in the notebook.

Q1. Why are senses important in our lives?

Senses help us see, hear, smell, taste, and feel things around us. They keep us safe and make life fun!

Q2. What can animals sense better than humans?

Some animals have stronger senses than us. For example:

- Dogs can smell better.
- Cats can see in the dark.
- Birds can find their way by sensing directions.

Q3. What would happen if we didn't have senses?

Without senses, we couldn't see, hear, or feel. Life would be hard because we wouldn't know what's around us.

Written Task 2: 10 minutes

Do the given worksheet.

Homework:

- **Draw and Label:** Ask students to draw five things they enjoy using their senses (e.g., a bird for hearing, an apple for taste).
- Write one sentence about why they are thankful for their senses.

The Five Senses

We have five senses that help us learn about the world around us. Our senses are seeing, hearing, smelling, tasting, and touching. We use our eyes to see, our ears to hear, our nose to smell, our tongue to taste, and our skin to touch. Our senses help us understand and explore the world around us.



Q1. How many senses do we have?

Q2. What do we use our eyes for?

Q3. What do we use our nose for?

Q4. What do we use ears for?

Week 3 Day 5
Our Amazing Five Senses

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives:

By the end of the lesson, students will be able to:

- Identify and explain the five senses (sight, hearing, smell, taste, and touch).
- Associate senses with their respective functions and examples in daily life.
- Apply their knowledge through a comprehension task, interactive exercises, and creative homework.

Skills in Focus:

- **Cognitive:** Reading comprehension, critical thinking.
- **Social:** Collaboration and presentation skills.
- **Motor:** Drawing, pasting, and writing.

Instructional Stages:

Motivational Act: (5 minutes):

Teacher asks, “What do we use to see? Hear? Smell?” to engage students in discussion.

Video watching: (20 minutes) Show a video about the five senses to review the whole lesson.

<https://youtu.be/q1xNuU7gaAQ?si=1HxklbNETBU8yT1T>

Written Task 1: (15 minutes):

Read the following paragraph. Identify different senses and write the name of the sense.

Ali was lying on his bed and reading a book. Suddenly he heard his mother’s voice. “Ali! Where are you? Come here. I have some work for you.” He ran toward the kitchen. Whoa! Ammi is making a cake. He could smell it. “Ali please help me lift this bucket of water.” said Ammi. “Ouch! Ammi the water is too hot” shouted Ali. “Be careful Ali.” Ammi and Ali then lifted the bucket out, to the backyard. After they were done Ali asked Ammi, “Ammi please let me have a piece of cake.” “Ok! You may have one slice, but we will have the rest in the evening when Abbu comes.” Ammi said, and she handed over a piece to Ali. “Wow! it’s delicious.” said Ali.

Answers:

- reading a book (**sight**)
- Heard (**hearing**)
- smell it (**smell**)
- water is too hot (**touch**)
- Wow! it’s delicious. (**taste**)

Written Task 2: (15 minutes)

The students will do Ex 3 and Ex 6 pp. 43 and 46 respectively.

Ex 3. Write the words to complete the blanks.

1. My eyes can see around.
2. My tongue can taste the yummy food.

3. My nose can smell the flower.
4. My ears can hear the bell ringing.

Ex 6. Which of your senses tell you the following?

The azan is being called
SENSE OF HEARING

Something is burning
SENSE OF SIGHT
SENSE OF TOUCH
SENSE OF HEARING

There is a lizard on the wall
SENSE OF SIGHT

Someone is knocking at the door.
SENSE OF HEARING

The tea is hot
SENSE OF TOUCH

The ice cream is sweet
SENSE OF TASTE

Review: (5 minutes)

Teacher asks review questions like:

- “Which sense helps you smell a flower?”
- “What sense helps you feel something hot or cold?”

Homework:

Do Ex 2 p. 43 in your notebook. Learn the key words for dictation

Ex 2. Paste or draw the objects in the given boxes with my hand, I can feel.

The students will draw different pictures according to their imagination.

Week 3 Day 6

Estimated Time Required: 60 minutes (2 periods)

Lesson Objectives:

By the end of the lesson, students will be able to:

- Recognise the five senses through a fun poem.
- Sort and classify things into the correct sense categories.
- Enhance listening, reading, and classification skills.

Skills in Focus:

- **Cognitive:** Sorting and categorisation
- **Language:** Reading, singing, and vocabulary building
- **Motor:** Writing and organising in notebooks

Teachers Resources:

- **Chart or flashcards** showing the five senses and related body parts
- **Printed poem lyrics** for the sing-along activity
- **Audio or video** of the senses poem (optional, for support)
- **Visual aids** or real objects for sorting activity (e.g., flowers, bells, soft fabric, lemon slice picture, perfume bottle)
- **Notebook and pencils** for writing tasks
- **Guided writing sample** for teacher reference (provided in lesson plan)
- **Dictation word list** with key vocabulary (e.g., eyes, ears, nose, tongue, skin, smell, taste, hear, touch, see)
- **Worksheet for homework** (pasted into notebook)
- **Board and markers** for brainstorming and modelling tasks



Instructional Stages:

Motivational Activity: (5 minutes)

- Teacher asks questions to activate prior knowledge:
 - “What do we use to see?”
 - “What do we use to smell a flower?”
- Show a chart or pictures of the five senses.

Poem: Sing Along (20 minutes):

Teacher sings a simple, engaging poem about the five senses. Students sing along with

Look	Say	Cover	Write	Check
Look at the word. <ul style="list-style-type: none">• What is the first letter?• Look all the way through the word.• Notice word parts.• Get your mouth ready!	Say the word. <ul style="list-style-type: none">• Stretch the word out.• Listen to the letter sounds.	Cover the word. <ul style="list-style-type: none">• Spell the word.• Does it sound right?• Visualize what it looks like.• No peeking! 😊	Write the word. <ul style="list-style-type: none">• Does it look right?• Check the letters again.	Check the word. <ul style="list-style-type: none">• If you spelled it correctly, go on to the next word.• If it is not spelled correctly, cover the word and try again.
→	→	→	→	

Written Task: (20 minutes):

Write a short paragraph about “My Senses”.

My Senses (Guided Sample for Teachers Only)

I have five senses that help me understand the world. I use my eyes to see things like colors and shapes. My ears help me hear sounds like ad. With my Adhan and Quran, I can smell flowers or food. I use my tongue to taste sweet, salty, or sour things. My skin helps me feel if something is hot, cold, soft, or rough. I am thankful to Allah for giving me these amazing senses.

Dictation: (15 minutes)






The teacher will review the key words previously taught using the look, say, cover, write, and check method, followed by a dictation.

Homework:

Do the pasted worksheet in your notebook.






The Five Senses 2

I'll fill in the appropriate group with the right word.

 see	 smell	 hear	 taste	 touch

radio	fur	flower	pickles	cheese
perfume	bird	apple	song	bark
gasoline	voice	feather	smoke	cry
clouds	picture	photo	sunset	soap
chocolate	velvet	spices	silk	satin

I'll use the right verb for each sentence:

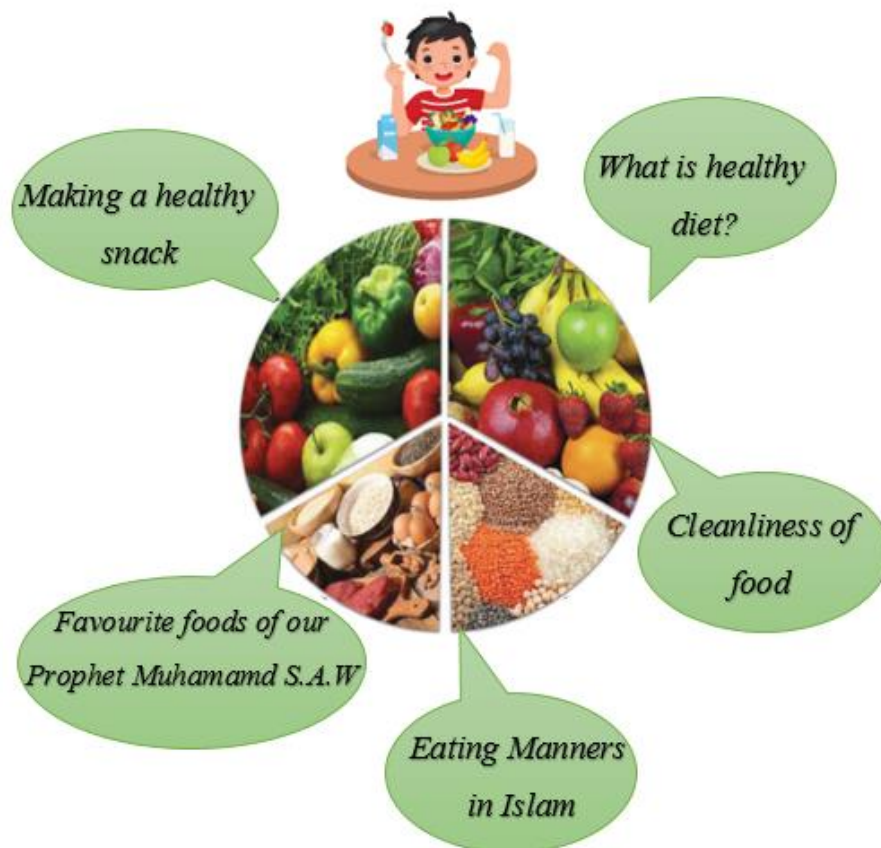
1. I can _____ talk with my hands.  2. I can _____ children playing with the ball.  3. I can _____ sweet chocolate. 	4. I can _____ my mother's voice from the kitchen.  5. I can _____ smoke in the house. 
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Unit 05: Healthy Diet

SNC Learning Outcomes for Unit 05

All the students will be able to:

- Outline reasons why certain foods are healthy while others are not.
- Sort healthy and unhealthy food.
- Identify which of their favourite foods is unhealthy.
- Recognize the ways in which food can become unhealthy and unhygienic for them.
- Design a weekly menu based on healthy food items.



Week 1 Day 1 Lesson 1: Healthy and Unhealthy Diet

Estimated Time: 60 minutes

Lesson Objectives: Students will be able to

- Understand the importance of eating food and maintaining a healthy diet.
- Identify healthy food items and understand the benefits of fruits and vegetables.
- Complete related written tasks to reinforce their learning.

Teachers Resources:

- Textbook
- Crayons or colored pencils
- Notebooks
- Internet access for video viewing

Skills in Focus:

- **Cognitive Skills:** Understanding the concept of healthy eating and making connections between food choices and body health.
- **Observation Skills:** Identifying food items as healthy or unhealthy through guided textbook and visual activities.
- **Language Skills:** Responding to questions, discussing food choices, and writing short reflective responses.
- **Creative Expression:** Drawing and coloring healthy food items to reinforce learning visually.
- **Listening and Comprehension:** Engaging with and understanding video content related to diet and nutrition.
- **Moral and Ethical Awareness:** Recognizing the body as an Amanah (trust) from Allah and understanding the Islamic perspective on maintaining health.

Instructional Stages:

Motivational Activities:

The teacher will ask various questions to build interest and guide students towards the topic.

- What have you eaten in breakfast?
- Why do we eat food?

Methodology:

The teacher will discuss the food from p. 46 and then conduct the activity on p. 47 in the textbook.

Written Task 1:

Complete the favorite food plate on p. 47.

Written Task 2:

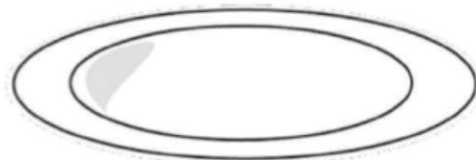
Discuss the pictures of drinks from p. 47.

New students will complete the serving tray on p. 47. After this activity teacher will take feedback. She'll ask the food/ drink they draw and ask if it is healthy or unhealthy.

Suggested Video:

The teacher will arrange the video related to healthy diet and significance of fruits and vegetables.

Now, draw your favourite food on the plate.



Draw your favourite drinks on the serving tray.





Written Task 3:

- Make a list of healthy food items in the notebook.
- Draw any 2 of the healthy food items in the notebook.
- Write 3 points on why it is important to eat fruits and vegetables.

Islamic Integration:

- Teacher will discuss the importance of eating healthy foods as a way of taking care of the body, which is a trust (Amanah) from Allah.
- Reference the hadith: "The strong believer is better and more beloved to Allah than the weak believer, while there is good in both" (Sahih Muslim). Explain that eating healthy helps us stay strong and energetic to perform good deeds.

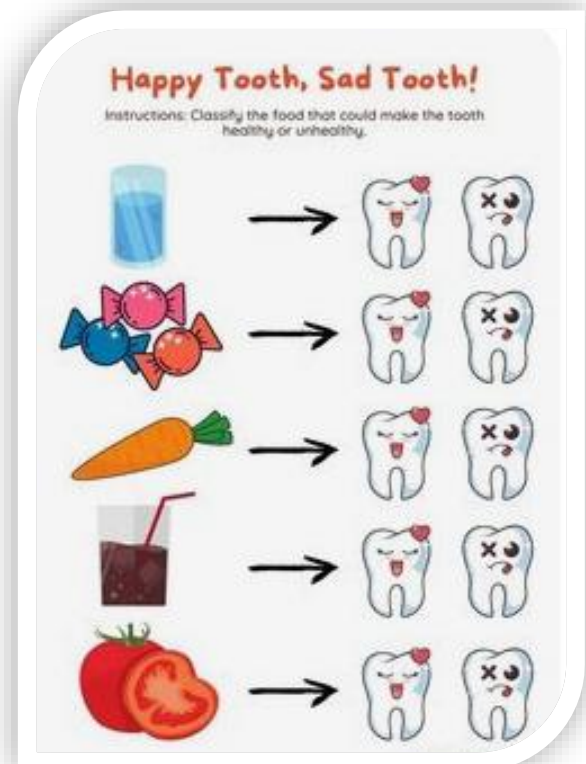
Homework:

- Make a list of food items that contain oil and sugar.
- Draw 2 food items in the notebook (students may paste pictures).

Suggested Soft board:



Suggested Worksheet:



Week 1 Day 2 Lesson 1: Healthy and Unhealthy Diet

Estimated Time: 60 minutes

Lesson Objectives:

Students will be able to:

- understand the importance of maintaining hygiene while eating and cooking food.
- Students will be able to distinguish between healthy and unhealthy foods, as well as hygienic and unhygienic practices.
- Students will learn the rules to follow while eating to ensure cleanliness and good health.

Skills in Focus:

- **Critical Thinking:** Identifying healthy vs. unhealthy foods and hygienic practices.
- **Reading Comprehension:** Understanding and recalling information from text.
- **Application:** Practicing hygiene rules in daily life.

Key Vocabulary

food

energy

bleeding

healthy

unhealthy

diet

sugary

grains

Teacher's Resources:

- Textbook (Pages 48, 53, 54)
- Vocabulary flashcards
- Chart paper and markers
- Healthy plate poster or sample drawing
- Printed worksheets for Written Task 1
- Crayons/pencils for drawing tasks


Instructional Stages:

Motivational Activity: (5 minutes)

Before starting the lesson, the teacher will discuss the following things:

Food provides energy, helps us grow, and keeps us healthy. Diet: A balance of fruits, vegetables, and grains makes a good diet. The teacher will ask students to name their favorite fruits and discuss how they contribute to a healthy diet.

5. Sara, Omer and Ali each got Rs. 200 for their "Eidi". They went shopping with their father. Here is what they bought



Sara's shopping Omer's shopping Ali's shopping

Who made the best choice? Discuss in pairs

eri

Page 54

Pre-Reading: (10 minutes)

Pre-teach new words of p. 48 and explain meanings.

food, energy, blessing, healthy, unhealthy, diet, sugary, grains

Reading Activity: (15 minutes)

The teacher will read aloud p. 48 from the textbook. Students will listen carefully as the teacher discusses foods that make up a good diet. Students will identify foods mentioned in the text that they have eaten before.

Written Task 1 (20 minutes)

- Students will complete Q1 and Q2 from the "STOP AND ASK YOURSELF" section on p. 53 in their notebooks.
- What is the difference between healthy and unhealthy diet?
- What makes our diet unhealthy and why?

Healthy diet	Un healthy Diet
<ul style="list-style-type: none">• A healthy diet is the one which contains milk, meat, eggs, grains, fruits and vegetables.• It is good for our health.	<ul style="list-style-type: none">• Unhealthy diet contains too much oil and sugar.• It contains too much oil and sugar.

A lot of sugar and oil in our diet make it unhealthy because it can make us fat and can damage our teeth. **Class Discussion (20 minutes)**

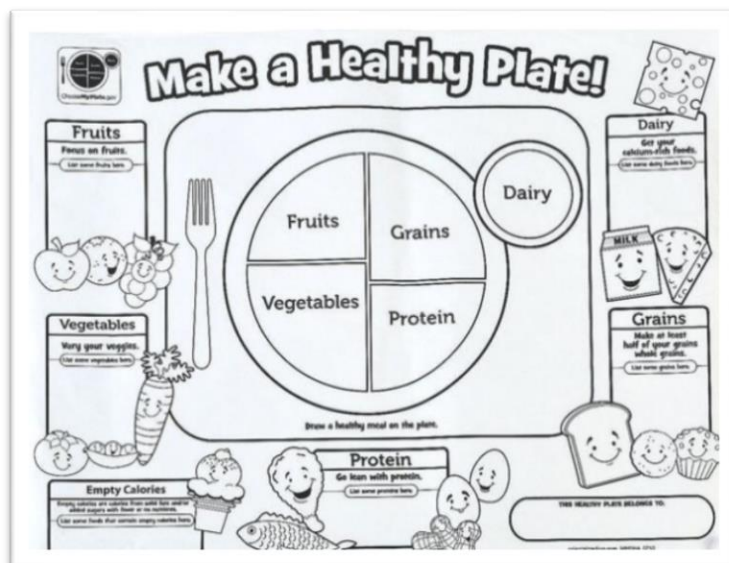
- **Group Activity:**
 - Divide students into pairs or small groups to discuss and solve E5 from p. 54.
 - Groups will share their answers and reasoning with the class.
- **Individual Task:** Students will do Ex 5 in the book p. 54 to Q5.

Written Task 2: (15 minutes)

The teacher will make a chart of this worksheet and students will draw and make their healthy plate in their notebooks.

Homework:

- Draw a healthy meal plate and paste the pictures of at least three food items and label them in your notebook. Also, at dinner ask your mother to make a healthy plate for you and send the picture to your teacher too.
- Learn the words for dictation. It will be taken in the next class.



Week 2 Day 3 Lesson 1: Healthy and Unhealthy Diet

Estimated Time: 90 minutes

Lesson Objectives:

Students will be able to:

- Recognize the importance of hygiene while preparing and eating food.
- Watch a video to learn and understand key steps for maintaining hygiene.
- Practically apply hygiene rules during meals to promote good health and cleanliness.

Skills in Focus:

- **Critical Thinking:** Differentiating between healthy/unhealthy and hygienic/unhygienic food.
- **Collaboration:** Engaging in group activities and discussions.
- **Application:** Practicing hygiene rules in real-life scenarios.

Teachers Resources:

- Textbook (Pages 49 and 53)
- Task Sheet for video activity
- Markers, chart paper, and soft board space
- Flashcards or visuals of food preservation methods (canning, drying, freezing)
- Vocabulary cards for pre-reading
- Worksheet for matching activity

Instructional Stages:

Motivational Activity: (5 minutes)

The teacher will ask a question from the students to develop interest.

What is a diet? Which fruits make up a good diet?

Teacher engages students in an interactive discussion, asking them to name their favorite fruits and share their thoughts on healthy eating.

Islamic Integration (5 minutes)

Discussion

- Highlight the importance of cleanliness and hygiene in Islam, referencing the hadith: "Cleanliness is half of faith" (Sahih Muslim).
- Explain that maintaining cleanliness is a way of honoring our bodies as a trust (Amanah) from Allah.

Video Watching (30 minutes)

The teacher will arrange a setup for students to watch the video.

Video Link: <https://youtu.be/ZjisMzR0ip4?si=YGUSkXkbQ8crRecu>



While and after watching the video, students will recap the main points from the video, emphasizing practical steps for maintaining hygiene and the students will fill the task sheet after watching the video.

Task Sheet – Video about Hygiene

Q1. Watch the video carefully and answer these questions:

1. Why is clean food important for health?
2. Can you name two tips for preserving food?
3. What can kids do to learn about healthy eating?

Q2. Match the Pairs

Draw a line to match the food preservation method. Also draw with its correct picture.

- | | |
|-------------|---|
| a. canning | i. a jar with vegetables inside. |
| b. drying | ii. food dried under the sun. |
| c. freezing | iii. food kept in a cold place to stay fresh. |

Pre-Reading:

Read and discuss new words of p. 49.

deep fried, fizzy drinks, sugarcoated, hygiene, unhygienic, disease,
unpacked, fresh, stale, utensils.

Reading: (10 minutes)

Teacher will read p. 49 and discuss the importance of cleanliness.

Written Task 1 (10 minutes)

Students will complete Q3 "STOP AND ASK YOURSELF" section on p. 53 in their notebooks.

Q3. How can food become unhygienic?

Food can become unhygienic if:

- It is made or handled in a dirty place.
- Our hands and nails are not clean.
- The utensils used for cooking are not clean.

Homework: (5 minutes)

Observe your family meal and note:

- Two good hygiene practices observed.
- One practice that can be improved.

Key Vocabulary

deep

fried

fizzy

sugarcoated

hygiene

unhygienic

disease

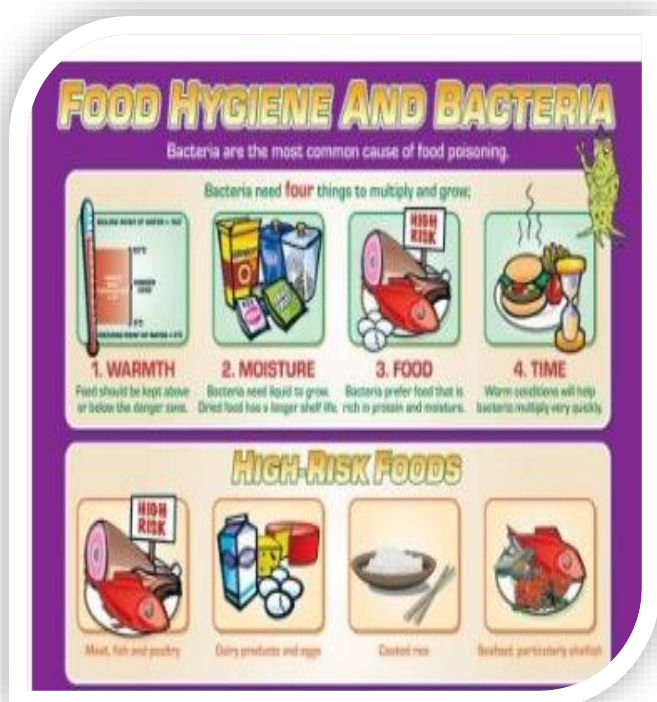
unpacked

fresh

stale

utensils

Suggested Soft boards:



Week 2 Day 4

Lesson 1: Healthy and Unhealthy Diet

Estimated Time: 60 minutes

Lesson Objectives:

Students will be able to:

- learn about the favorite food items of Prophet Muhammad (PBUH).
- understand the proper eating manners in Islam.
- identify what makes food healthy/ unhealthy.

Skills in Focus:

- **Listening and Comprehension:** Understanding Islamic teachings about food and manners.
- **Creativity and Expression:** Drawing and writing tasks to reinforce learning.

Teachers Resources

Pictures of the favorite foods of Prophet Muhammad (PBUH)

Instructional Stages:

Motivational Activity: (10 minutes)

Ask students about their favorite foods.

Introduce the topic by explaining that Prophet Muhammad (PBUH) had favorite foods, and today they will learn about them. Show pictures of the favorite foods of Prophet Muhammad (PBUH) (e.g., dates, honey, milk, olive oil, barley) or bring these items to class.

Ask students if they have tried these foods and how they feel about them. Show and discuss the picture on p. 51 in the book.

Pre-Reading: Pre teach new words of p. 51 and 52 through look, say, cover, write and check

Reading: (20 minutes)

Read p. 51 and 52. And then the students will discuss Islamic eating manners.

Talk about Islamic eating manners:

- Saying Bismillah before eating.
- Eating with the right hand.
- Not wasting food.
- Saying Alhamdulillah after eating.
- Help students memorize the dua before eating.
- Create a classroom chart listing Islamic eating manners with student participation.

Key Vocabulary

dates

olives

mutton

favourite

vinegar

sweet

guard

figs






snack

preservative

teaspoon

tablespoons

medium sized

Look	Say	Cover	Write	Check
				
Look at the word. <ul style="list-style-type: none"> • What is the first letter? • Look all the way through the word. • Notice word parts. • Get your mouth ready! 	Say the word. <ul style="list-style-type: none"> • Stretch the word out. • Listen to the letter sounds. 	Cover the word. <ul style="list-style-type: none"> • Spell the word. • Does it sound right? • Visualize what it looks like. • No peeking! 😊 	Write the word. <ul style="list-style-type: none"> • Does it look right? • Check the letters again. 	Check the word. <ul style="list-style-type: none"> • If you spelled it correctly, go on to the next word • If it is not spelled correctly, cover the word and try again.
→	→	→	→	

Written Task 1: (20 minutes)

Write 3 Islamic eating manners which you follow while eating.

Task 2: Draw and label at least five favourite foods of prophet Muhammad S.A.W in your notebook.

Home work: (5 minutes)

Make a chart sheet and paste favourite items of Prophet Muhammad S.A.W also write about any one item which you like and also its benefits. Learn the words for the dictation.

Week 3 Day 5
Lesson 1: Healthy and Unhealthy Diet

Estimated Time: 90 minutes

Lesson Objectives:

By the end of the lesson, students will be able to:

1. Identify the ingredients and nutritional benefits of mashed potatoes.
2. Demonstrate teamwork and participation during the food preparation activity.
3. Apply proper eating manners while enjoying their prepared snack.
4. Understand the value of including healthy foods in their diet.

Skills in Focus:

- **Practical Skills:** Understanding basic food preparation steps and teamwork.
- **Communication:** Expressing ideas during discussions about nutrition and eating habits.
- **Healthy Habits:** Learning the importance of nutritious food and good eating manners.

Teacher's Resources:

- Ingredients: Potatoes, milk, butter, salt, pepper
- Cooking utensils: Pot, masher, spoon, bowls, and plates
- Notebooks and pencils

Motivational Activity: (10 minutes):

Discuss the nutritional benefits of mashed potatoes and the importance of including healthy foods in their diet. Show the ingredients (potatoes, milk, butter, salt, and pepper) and explain their role in the recipe.

Written Task 1: (15 minutes)

Students will write the names of the ingredients and one benefit of mashed potatoes in their notebooks.

Cooking and Mixing (30 minutes)

- **Boiling (10 minutes):**
 - The teacher will boil the potatoes while explaining the process.
- **Mashing (5 minutes):**
 - Students will take turns mashing the cooked potatoes, guided by the teacher.
- **Mixing (10 minutes):**

- Students will take turns adding milk, butter, salt, and pepper, and then mix the ingredients together under supervision.

Serving and Tasting (15 minutes)

- **Serving (5 minutes):**
Serve the mashed potatoes in small bowls, ensuring every student gets a portion.
- **Discussion (5 minutes):**
While eating, revisit the eating manners learned earlier, such as saying *Bismillah* before eating and *Alhamdulillah* after finishing. Discuss how clean and nutritious food helps us stay healthy.

Written Task 2: (20 minutes):

- Students will draw a picture of mashed potatoes and write one sentence about why they think it is a healthy snack.
- Teacher will write the steps of mashed potatoes on the board and students will write the correct order in their notebooks.

Homework:

Observe a family meal at home. Write down:

- Two good hygiene practices you noticed.
- One thing that could be improved to make it more hygienic.

Week 3 Day 6

Lesson 1: Healthy and Unhealthy Diet

Estimated Time: 60 minutes

Lesson Objectives:

By the end of the lesson, students will be able to :

1. Speak three sentences about a healthy food item they brought from home, including one sentence explaining why it is healthy.
2. Understand the importance of healthy food and its benefits.
3. Complete written exercises to reinforce their knowledge about healthy eating.

Skills in Focus:

- **Communication Skills:** Speaking confidently in front of peers.
- **Descriptive Writing Skills:** Writing clear and descriptive sentences.
- **Listening Skills:** Paying attention to classmates' presentations and reflecting on shared ideas.
- **Critical Thinking:** Connecting food choices with their health benefits.

Teachers Resources:

- Students' healthy food items (brought from home)
- Whiteboard, markers
- Notebooks and pencils
- Textbook for book exercises

Instructional Stages:

Preparation:

One day before the lesson the teacher will inform students and parents via diary notes to bring a healthy food item and prepare three sentences about it, including why it is healthy.

Motivational Activity: (10 minutes)

Begin with an engaging discussion:

- What are some healthy foods you know?
- Write students' responses on the board (e.g., health, energy, growth).

Example: Teacher shares an example of a healthy food item and models three sentences, e.g.,

I brought a carrot.

It is orange and crunchy.

Carrots are healthy because they help our eyes see better.

Student Presentations: (20 minutes)

Each student presents their healthy food item to the class, saying:

1. The name of the food.
2. A descriptive sentence about the food (taste, color, or texture).
3. State why it is healthy.

Children will discuss about balanced food with teacher's guidance. They may say: We must eat a lot of grains (wheat, rice etc.) Our diet should have fruits, vegetables, meat eggs and pulses. Treats (sweets, chocolates etc.) should be eaten only sometimes.

Encourage applause and positive reinforcement for each presentation.

Written Task 2: (15 minutes)

The students will do Ex 3 and Ex 4 p. 54 in notebooks.

Ex 3: What should you eat if you want to remain healthy?

You should eat fruits, vegetables, milk, eggs, meat, and grains. These foods give your body energy, make you strong, and help you grow.

Ex 4: Why is milk important for our body? What other products can we use instead of milk?

Milk is important because it makes our bones and teeth strong. It has calcium and vitamins that help make your body strong.

Written Task 3: (10 minutes)

Students will complete Ex 2 p. 54 in their notebooks.

A healthy Diet	An unhealthy diet
1. A healthy diet gives us energy, helps us grow, and keeps us strong and active.	1. An unhealthy diet makes us tired, can cause sickness, and does not help us grow properly.
2. It includes: <ul style="list-style-type: none">• Fruits (like apples, bananas)• Vegetables (like carrots, spinach)• Milk and eggs	2. It includes: <ul style="list-style-type: none">• Too many candies• Chips and soft drinks

<ul style="list-style-type: none"> • Whole grains (like roti, rice) • Clean water. 	<ul style="list-style-type: none"> • Fried and junk food
3. Good for our body!	3. Not good if eaten too often!

Homework:

Students will do Ex 6 in their notebooks.

Ex 6: Visit a supermarket with your parents.

Name some of the healthy food items that you saw there?

Project:

Find out the answers to these questions

- What does water do in our body?
- How much water should we drink during the day?
- Can we stay healthy without water?

Present your findings as a role play” I am water”.

I am water. I am very important for your body. I help things to move/circulate in your body. I help the body parts to work properly. I keep your body temperature normal. I keep your skin healthy. You must take 7-8 glasses of me in a day. You cannot stay healthy without me

Suggested Softboard:



Suggested Worksheets:




HEALTHY OR UNHEALTHY?

Healthy


Unhealthy

1	I brush my teeth every day.-----	<input type="checkbox"/>	<input type="checkbox"/>
2	I play video games often.-----	<input type="checkbox"/>	<input type="checkbox"/>
3	I don't drink water.-----	<input type="checkbox"/>	<input type="checkbox"/>
4	I walk my dog.-----	<input type="checkbox"/>	<input type="checkbox"/>
5	I go to bed early.-----	<input type="checkbox"/>	<input type="checkbox"/>
6	I eat junk food.-----	<input type="checkbox"/>	<input type="checkbox"/>
7	I ride my bike.-----	<input type="checkbox"/>	<input type="checkbox"/>
8	I eat a lot of cookies.-----	<input type="checkbox"/>	<input type="checkbox"/>
9	I don't sleep well.-----	<input type="checkbox"/>	<input type="checkbox"/>
10	I wash my hands well.-----	<input type="checkbox"/>	<input type="checkbox"/>
11	I stay up late.-----	<input type="checkbox"/>	<input type="checkbox"/>
12	I play golf.-----	<input type="checkbox"/>	<input type="checkbox"/>
13	I practice yoga.-----	<input type="checkbox"/>	<input type="checkbox"/>
14	I don't eat sugar.-----	<input type="checkbox"/>	<input type="checkbox"/>

Name _____
Date _____



HELATHY FOODS



WORD SEARCH

P	G	I	C	U	D	D	N	E	E	C	O
N	R	H	S	E	C	A	R	O	O	A	P
T	A	D	A	H	R	E	N	N	N	R	U
C	P	E	E	O	E	R	E	A	A	R	M
S	E	E	N	R	A	B	N	A	A	O	P
E	S	O	O	A	A	A	B	U	M	T	K
E	L	T	L	N	B	K	O	C	C	O	I
S	K	A	E	G	M	L	E	P	A	C	N
A	O	M	M	E	I	I	S	N	A	A	P
K	L	O	R	G	I	M	R	G	P	N	I
O	M	T	E	L	B	O	E	H	P	W	R
T	M	A	T	K	C	A	L	I	L	E	W
O	O	D	A	E	K	E	S	M	E	T	O
H	R	P	W	A	A	E	R	I	E	T	G

WATERMELON

BANANA

APPLE

TOMATO

GRAPES

ORANGE

CORN

PUMPKIN

CARROT

MILK ↗

BREAD

CHEESE ↻

My Healthy Lunchbox




Can you put a healthy lunch in your lunchbox?



Name: _____



Healthy Habits

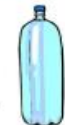
Number the pictures with the correct word.

Word bank

1. Play
2. Do exercise
3. Drink water
4. Sleep well
5. Eat well
6. Wash



Fill in the gaps.

1. D_ ex_r_i_e

2. W_s_


3. D_i_k W_t_r

4. E_t _e_l

5. _l_y

6. _l_e_p W_l_


Fill in the gap with the missing word.




Sam likes to _____



Adam likes to _____ his face every morning.



Ben and Sally like to _____



Emma likes to _____ hopscotch with her friends.

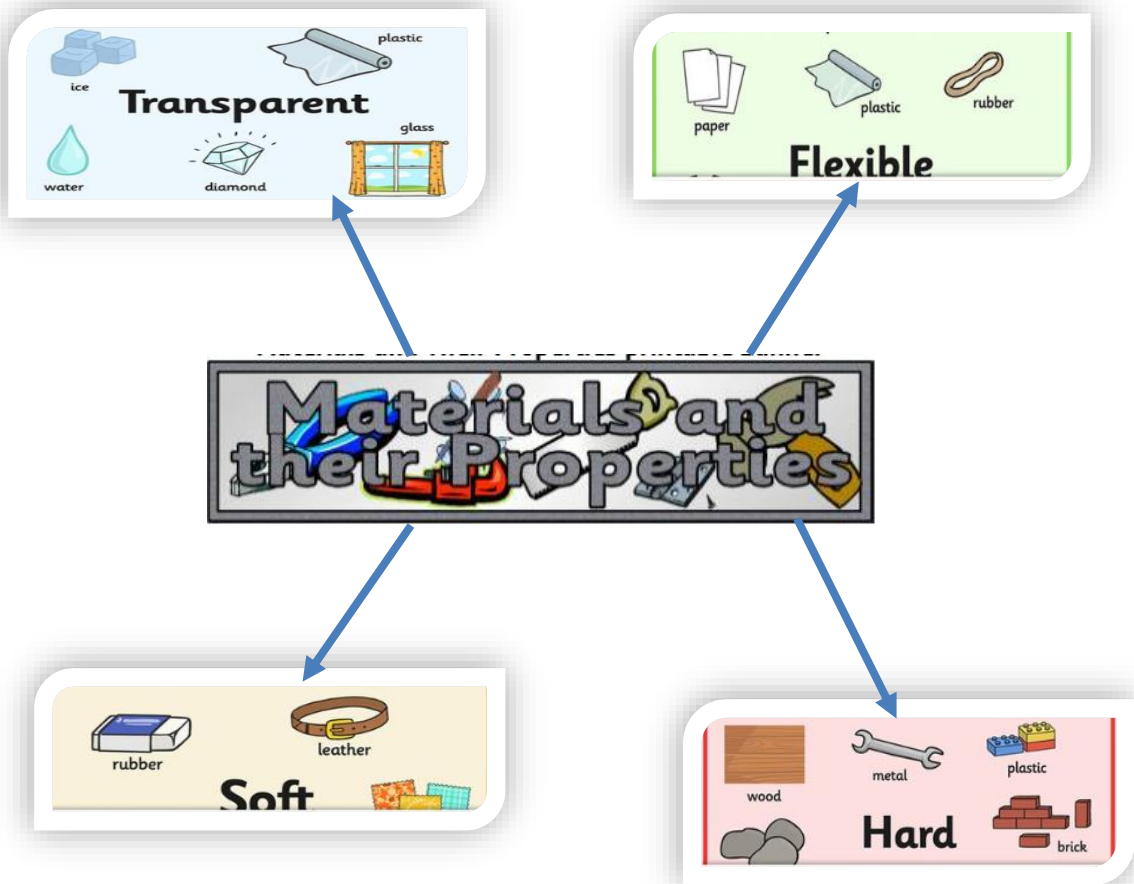
ISLCollective.com

Unit 06: Materials and Their Properties

SNC Learning Outcomes for Unit 06

All the students will be able to:

- Identify that objects made of different materials behave differently.
- Define the term materials.
- Identify and name commonly used materials.
- Describe materials using simple properties.



Week 1 Day 1 Lesson 1: Materials and Their Properties

Estimated Time: 90 minutes

Learning Objectives: The students will be able to:

- identify common materials found in the classroom and home.
- identify that different objects are made of different materials.
- develop fine motor skills through playdough and water activities.
- appreciate the diversity of materials.

Skills in Focus:

- **Observation:** Encouraging students to carefully notice and identify materials in their environment.
- **Sensory Exploration:** Allowing students to engage their senses through touch, sight, and feel to explore textures and properties.
- **Categorisation:** Helping students sort objects based on the materials they are made of, fostering logical thinking.
- **Fine Motor Development:** Strengthening hand and finger muscles through activities like molding playdough and pouring water.

Materials Required:

- Playdough
- Small containers of water
- Various objects (wood, plastic, metal, cloth)
- Pictures of objects made of different materials
- Storybook or pictures about Allah's creation
- Textbook (p. 56 and p. 58)

Motivational Act: (10 minutes):

- Ask, "What do you see around you?" Write responses on the board.
- The teacher will show the objects and will ask them "what is it made of?"
- Let students touch and feel the objects to understand different textures.
- Discuss the pictures on p. 58 and the different materials shown.

Instructional Stages:

Pre-Reading:

The teacher will pre-teach vocabulary through look, say, cover, write and check method.

soft, hard, re-shaped, breakable, unbreakable

Activity 1: Playdough Fun (15 minutes)

This activity in detail is given on p. 56 and 57.

- Provide playdough to each student.
- Encourage exploration: rolling, flattening, and shaping.
- Compare playdough (soft) to a wooden block (hard).

Activity 2: Water Play (10 minutes)

- Provide small containers of water to students.
- Allow them to pour, touch, and observe water.
- Discuss the concepts of wet and dry materials.

Activity 3: Material Hunt (10 minutes)

The teacher will ask the students to find out the things made up of wood, plastic, or metal. The students will hunt the things made up of these materials.

Key Vocabulary

soft

hard

reshaped

breakable

unbreakable

Written Task 1 (15 minutes)

- Guide students to complete the activity on p. 56 and 57.
- Discuss their observations and encourage students to write their answers after observation.

Islamic Integration (10 minutes):

- Read a story or share pictures of Allah's creations the sky, earth, and animals.
- Discuss how Allah created everything beautifully with a purpose.

Written Task 2 (15 minutes):

Complete the Table (p. 59)

Look around the classroom. What different materials do you see?

Materials	objects
polythene	bags
wood	pencils, doors, chairs, duster, blackboard, door
glass	windows, bulbs, tubelights
paper	books, worksheets, charts, notebooks
iron	door knobs, fans, nails, common pins
cardboard	box, cartons
rubber	erasers, wires(covering)
plastic	toys, scale, markers, stationery, switchboards, plastic covers on books and notebooks

Suggested Soft boards:



Homework:

Complete the given table in your homework notebook. Look around your home. What different materials do you see?

Materials	objects
polythene	
wood	
glass	
paper	
iron	
cardboard	
rubber	
plastic	

Note: This is a reinforcement activity.

Week 1 Day 2
Lesson 1: Materials and Their Properties

Estimated time: 60 minutes

Learning Objectives: Students will be able to:

1. Identify common materials and their uses.
2. Understand that materials are made from resources created by Allah SWT.
3. Recognize the importance of taking care of resources (e.g., water).
4. Develop critical thinking through question-based activities.

Skills in Focus:

- **Observation:** Identifying different materials and their properties.
- **Categorisation:** Classifying objects based on the materials they are made of.
- **Comprehension:** Understanding and answering questions about materials.

Islamic Integration (5 minutes):

- Share a simple story about Allah creating the sky and the earth.
- Discuss the importance of taking care of resources, such as not wasting water.

Instructional Stages:**Motivational Activity (10 minutes):**

The students will do activity on p. 59 in book. The teacher will show a video about metals.

https://youtu.be/2td5mfgf1OI?si=3JOGaVb_Oc_dmzwn

- Engage students by asking:
 - What materials did you see in the video?
 - Can you name objects made of those materials?

Written Task 1 (10 minutes):

- Distribute a worksheet related to the video and reading.
- Students will identify materials and answer simple questions based on their observations.

Question and Answer (10 minutes):

- What is a material?
Anything used to make objects is called material. Materials are made from things created by Allah SWT.
- Give three examples of materials.
Wood, cotton, sand, iron.

Guide students to complete Q1 and Q2 (STOP AND ASK YOURSELF) in their textbook.

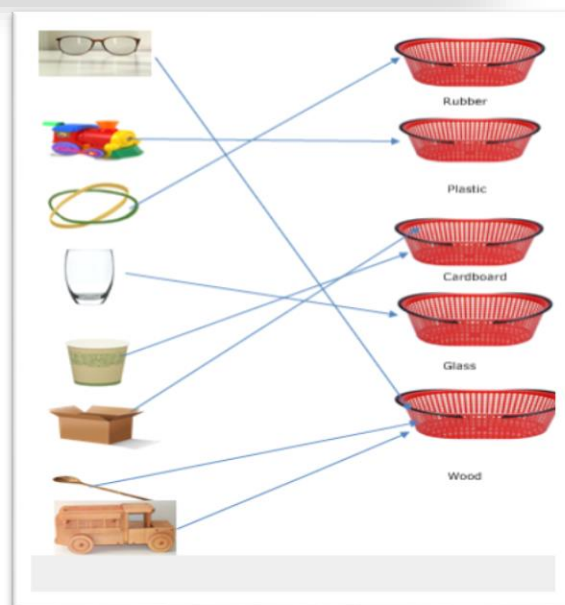
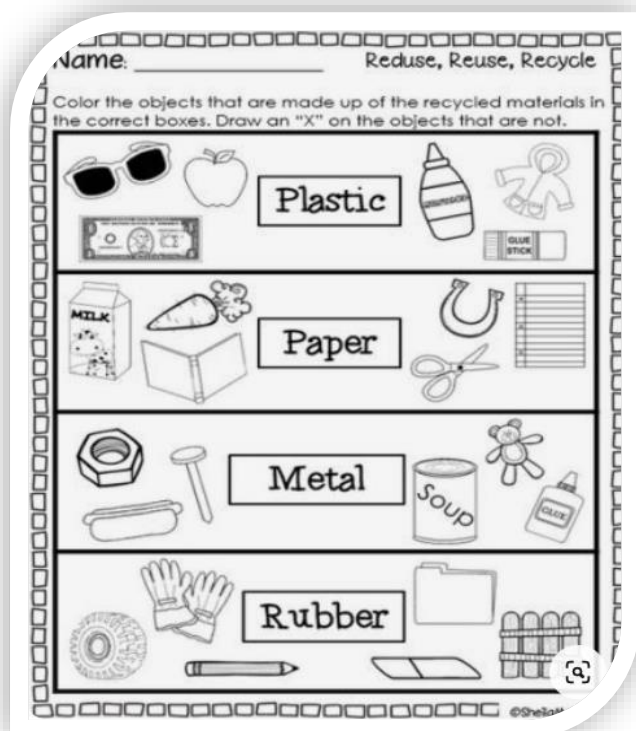
Written Task 2 (10 minutes):

Students will complete the given worksheet that requires identifying objects and their corresponding materials.

Home work:

Read p. 58 and do Ex 7 p. 64 in book.

Put each item in the right basket. Draw lines from the item to the basket.



Week 2 Day 3 Lesson 1: Materials and Their Properties

Estimated time: 90 minutes

Learning Objectives:

- Identify basic properties of materials (hard, soft, heavy, light).
- Understand that different objects have different properties.
- Develop observational skills.
- Appreciate the diversity of materials around us.

Teachers Resources:

- A variety of objects with different properties (e.g., wooden block, cotton ball, metal spoon, feather, book, plastic toy)
- Large paper or chart
- Markers

Motivational Act:

- **Show and Tell:** Bring a soft object (e.g., a teddy bear) and a hard object (e.g., a wooden block). Let students touch and feel them.
- Ask questions like, "How does this feel?" "Is it soft or hard?"

Instructional Stages:

Video Watching: (20 minutes)

https://youtu.be/340MmuY_osY?si=8M-dNy2vd2F0jZs9



Introduce the concept of "things around us" and that they have different qualities.

Use simple language like "hard," "soft," "heavy," and "light" to describe objects.



Activity 1: Exploring Objects: (15 minutes)

- Provide students with different objects to explore.
- Encourage them to describe the objects using words like "hard," "soft," "heavy," and "light."
- Create a chart with four columns: "Hard Things," "Soft Things," "Heavy Things," and "Light Things." Ask students to categorize the objects.

Islamic Integration: (10 minutes)

- Tell a simple story about how Allah created different things with different qualities.
- For example: "Allah created the mountains to be strong and hard. He created the clouds to be soft and light."
- Emphasize gratitude for the different materials around us.



Activity 2: Object Sorting (15 minutes):

- Divide students into small groups.
- Provide each group with a collection of objects.
 - Ask them to sort objects based on one property (e.g., hard or soft).
 - Use a bag containing objects for a prediction activity:
 - A student picks an object from the bag, predicts its property, and then checks it by touch.




Written Task 1: (15 minutes)

Complete Ex 5 and Ex 6 p. 63 in book.

Q6. Identify the properties of the given material. (The students will fill according to their observation)

Materials	Property		
	strong	flexible	soft
rubber			
glass			
plastic			
rock			









Q. 8 Look at this house.
Match the name of the objects to the materials they are made of.



A) door on roof	a) steel
B) window in the bedroom	b) cloth
C) ball and duck in the play area	c) glass
D) bed sheet and Curtains	d) rubber
E) walls	e) wood
F) cooking pan in the kitchen	f) Bricks

Suggested Worksheets: (15 minutes)

Complete the sentences.

			
chair	key	window	bottle
			
brick	book	hat	wheel

The _____ is made of paper.
 The _____ is made of wood.
 The _____ is made of glass.
 The _____ is made of rubber.
 The _____ is made of metal.
 The _____ is made of plastic.
 The _____ is made of clay.
 The _____ is made of wool.

Week 2 Day 4 Lesson 1: Materials and Their Properties

Estimated Object: 60 minutes

Learning Objectives:

The students will be able to:

- Identify the sources of different materials (earth, plants, animals, and man-made).

- Differentiate between natural and man-made materials.
- Develop critical thinking skills by solving riddles.

Skills in Focus:

- **Observation:** Identifying materials and their sources.
- **Categorization:** Sorting materials based on their origins.
- **Critical Thinking:** Solving riddles related to materials.

Materials Needed:

- Pictures or real objects made of different materials (e.g., wooden chair, woolen sweater, plastic bottle, iron nail, cotton ball).
- Task sheets with riddles.
- Chart paper and markers.

Instructional Stages:

Motivational Act: (10 minutes):

- Show a variety of objects (e.g., a wooden block, cotton ball, woolen scarf, plastic toy, metal spoon).
- Ask, “Where do you think this came from?” Encourage responses.
- Briefly explain that materials come from the earth, plants, animals, or are made by people.

Preparation: (10 minutes):

- Use a chart with four categories: **Earth, Plants, Animals, Man-Made.**
- Place objects or pictures under the appropriate category (e.g., wool = animals, plastic = man-made).

Activity 1: Group Sorting (20 minutes):

- Divide students into groups.
- Provide each group with a set of objects or pictures.
- Ask them to sort the items into the four categories on a chart.
- Review each group's sorting.
- Discuss why certain materials belong to specific categories.
- Highlight examples (e.g., plastic is made by humans from oil found in the earth).

Written Task 1: (20 minutes):

- Distribute the task sheet with riddles.
- Read the riddles aloud and let students guess the materials.

Written Task 2: (10 minutes)

The teacher will distribute the task sheets which has different riddles about materials and students will write the answers.

Instructions: Read each riddle below and write the material it describes.

1. I come from the ground; I'm shiny and strong. You'll find me in jewelry. What am I?
• **Answer:** _____
2. I grow tall in the forest; you can sit on me, but I'm not a chair. What am I?
• **Answer:** _____
3. I am soft and fluffy; I come from sheep. What am I?
• **Answer:** _____
4. I'm made by people; I'm clear like water but don't drink me. What am I?
• **Answer:** _____
5. I am used to make your clothes; I grow on a plant. What am I?
• **Answer:** _____
6. I am hard and baked in fire; you see me in walls and floors. What am I?
• **Answer:** _____

Home work:

Do Ex 3 p. 62 in notebooks and Ex 2 in book.

E2. Fill in the blanks:

1. All objects are made up of different materials.
2. Different materials have different properties.
3. The body of aeroplanes is made from a material called aluminium.
4. Plants and animals are the creations of Allah SWT.

E3. What things can be made from the following materials? List as many as you can. Draw two objects for each in your notebook.

- a) Wood- chair, door, desk, pencil
- b) Paper- books, worksheets, paper bags
- c) Plastic- plates, lunch boxes, chairs, stationery items
- d) Glass- windows, bulbs, glasses
- e) Iron-doors, cars, knives, nails, machines
- f) Clay- pots, vases, dinner sets, flower pots

Note: Answers may vary.

Week 3 Day 5
Lesson 1: Materials and Their Properties

Estimated time: 90 minutes

Learning Objectives: The students will be able to:

- Identify materials made by Allah (natural materials) and man-made materials.
- Understand the concept of natural resources and their use in creating man-made materials.
- Develop observation and categorization skills.

- Appreciate the diversity and origin of materials around us.

Teacher's Resources:

- A variety of objects: wood block, cotton ball, stone, metal spoon, plastic bottle, glass, paper, fabric
- Chart paper and markers
- Pictures of natural resources (trees, animals, rocks) and man-made items (buildings, toys, clothes)
- Riddle worksheet (attached below)

Islamic Integration (10 minutes)

- Share that Allah created all natural resources with great wisdom and purpose.
- Recite and reflect on the verse:
"It is He who created everything in perfect measure." (Quran 25:2)
- Emphasize gratitude for Allah's creations and the responsibility to use them wisely.

Instructional Stages:

Motivational Activity: (10 minutes)

- Begin by showing a wooden block and asking, "Where do you think this comes from?"
- Discuss with students that some materials come directly from Allah's creations like trees, animals, and the earth (natural materials).
- Show a plastic bottle and explain that humans create some materials using natural resources (man-made materials).
- **Natural Materials:** Materials provided by Allah, like wood, cotton, stone, and wool.
- **Man-Made Materials:** Materials made by humans using natural resources, like plastic, paper, and glass.

Activity 1: Sorting Materials (15 minutes)

Set-up:

- Divide students into small groups.
- Provide each group with a mix of objects (wooden block, cotton ball, plastic toy, etc.).

Task:

- Students will categorize the objects into two groups: Natural Materials and Man-Made Materials.
- Write the sorted materials on a chart.

Discussion:

Discuss how natural materials are used to make man-made items (e.g., wood is used to make furniture, cotton to make clothes).

Video Watching: (20)

The teacher will show a video about man made materials and materials created by Allah SWT.

<https://www.youtube.com/watch?v=LruEyqPrmAM>



Written Task 1: (30 minutes)

Do the given task sheet about the video.

Task Sheet

Q 1. Fill in the blanks

1. Natural materials are created by _____.
2. _____ is an example of a natural material that comes from trees.
3. Glass is a _____ material made by heating sand.
4. Wool comes from _____, and it is used to make clothes.
5. Plastic is made using _____, which comes from the earth.

Q 2. Write 'True' or 'False' for the given statements:

1. Natural materials like wood and cotton come directly from plants.

2. Man-made materials are created without using any natural resources.

3. Metal can be melted and shaped into different objects.

4. Rubber is a natural material that can also be made in factories.

5. All materials around us are either natural or man-made.

Q 3: Match the Column

Match the material to its source:

Material	Source
1. Wool	a. Plants
2. Glass	b. Sand
3. Plastic	c. Oil
4. Paper	d. Sheep
5. Rubber	e. Trees

1 ____ 2 ____ 3 ____ 4 ____ 5 ____

Q 4. Riddles: Guess the material.

1. I'm soft and fluffy, from plants I'm spun. I'm used for clothes when the work is done.
(Answer: _____)
2. I'm clear and shiny, made from sand. I help you drink with my strong hand.
(Answer: _____)
3. I'm stretchy and bouncy, from sap I'm made. Tires and toys are my parade.
(Answer: _____)

4. **I'm made from wood, thin and white. You use me to write with all your might.**
(Answer: _____)

Q 5. Note taking

Name three natural materials and three man-made materials shown in the video.

Natural Materials:

Man-Made Materials:

Q 6. Why do we need both natural and man-made materials in our daily lives? Write two sentences.

Homework:

Read Did You Know from p. 61. Do Q3 and Q4 of p. 61 in notebook.

Week 3 Day 6
Lesson 1: Materials and Their Properties

Estimated Time: (60 minutes)

Lesson Objectives:

The teacher will review all the concepts using riddles and other activities to aid in revision.

Riddle Activity: Guess the Material! (15 minutes)

Distribute the riddle worksheet (attached below). Students will read each riddle, guess the material, and categorize it as natural or man-made.

Written Task 1: (20 minutes)

Do Ex 1 of p. 62.

Ex 1. Define the following:

Materials: Material is anything which is used to make objects.

Property: The quality of a material is called its property.

Written Task 2 (20 minutes)

1. **I'm fluffy and white; I grow on a plant. I'm spun into threads for a shirt or pants.**
(Answer: Cotton – Natural)
2. **I'm clear and shiny, fragile yet strong. I hold your drinks but don't last long.**
(Answer: Glass – Man-Made)
3. **I'm hard and shiny, strong and cold. People use me for spoons and gold.**
(Answer: Metal – Natural)
4. **I'm soft and warm, from sheep I come. I keep you cozy when winter's begun.**
(Answer: Wool – Natural)
5. **I'm stretchy and bouncy, from sap I'm made. Tires and toys are my parade.**
(Answer: Rubber – Natural/Man-Made)

6. **I'm light and colorful, from oil I'm born. In bottles and bags, I'm often worn.**
(Answer: Plastic – Man-Made)

Homework:

Draw and label one natural material and one man-made material you see at home. Write a sentence about how it is used. Do Ex 4 of p. 62 in book.

Fill in the following T-chart:

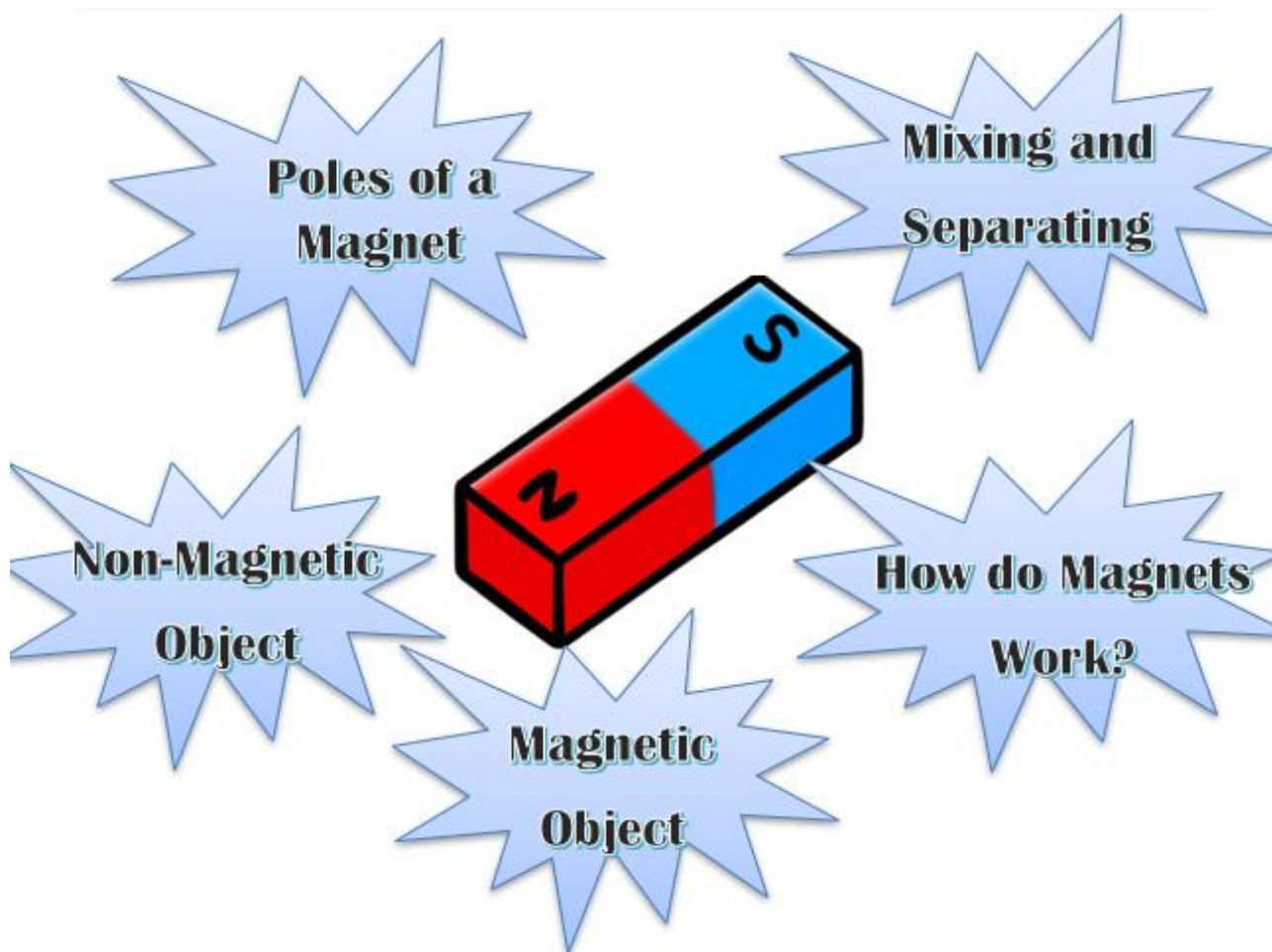
	MAN-MADE MATERIALS	MATERIALS MADE BY ALLAH SWT
1	glass	oil
2	plastic	wood
3	paper	cotton
4.	nylon	rocks
5	polythene	wool

Unit 07: Understanding Magnets

SNC Learning Outcomes for Unit 07

All the students will be able to:

- Separate a mixture of magnetic and non-magnetic materials using a magnet.
- Explain that a magnet attracts things made up of iron and steel.
- Demonstrate and explain that a magnet does not attract objects made up of wood, plastic, rubber etc.,
- Label the poles of the magnet.



Week 1 Day 1 Lesson 1: How do Magnets Work?

Estimated Time: 90 minutes

Learning Objectives:

The students will be able:

- To introduce the concept of magnetism.

To understand the difference between magnetic and non-magnetic objects.

- To develop the concept of mixing and separating materials using magnets.
- To engage students in a hands-on activity to reinforce learning.

Skill in Focus:

- Observation
- Classification

Instructional Stages:

Motivational Activity: (10 minutes)

Discussion Starter:

- The teacher will show the magnet and ask a simple question to the class. Begin with the question: "What do you know about magnets?"
- Encourage students to share their knowledge or experiences.

Show and Tell:

- Display a magnet and common items (e.g., paperclip, plastic spoon, coin).
- Ask students to predict which items will be attracted to the magnet.

Activity: (10 minutes)

Do the activity given on p. 65.

Written Task 1: (10 minutes)

Students will write answers to the questions based on the activity on **p. 65** in their notebooks

Video Watching (25 minutes)

Play the video:

<https://youtu.be/yXCeuSiTOug?si=do-Tam9-eqtas8OI>

- Discuss the key points of the video:
 - What magnets are.
 - How magnets attract specific materials.
 - Examples of devices that use magnets.

Class Discussion: (25 minutes)

- Explain how magnets work in simple terms: "Magnets have an invisible force that attracts certain metals like iron."
- Show various objects and ask students to classify them as magnetic or non-magnetic.
- The teacher will also discuss the key vocabulary with the students with its meaning as well as

Written Task 2: (20 minutes)

Students will answer the following questions in their notebooks:

Key Vocabulary

northpole

south pole

magnetic

non-magnetic

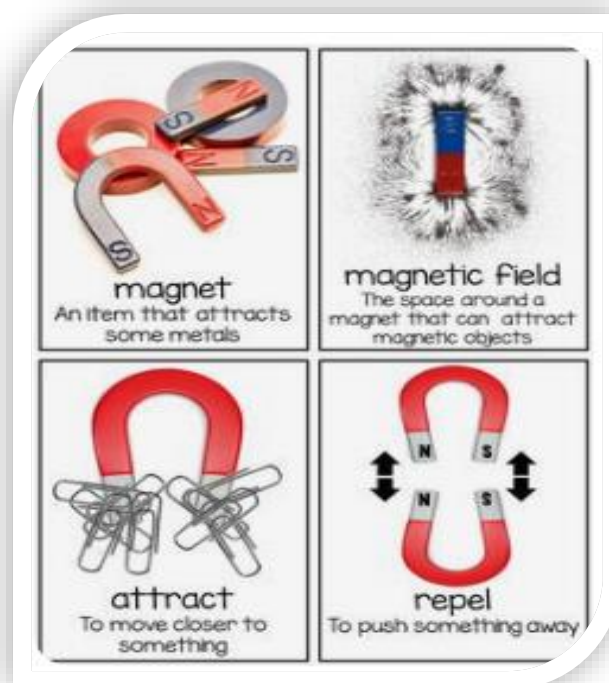
repel

attract

1. What is a magnet?
2. Make a list of five magnetic and five non-magnetic objects.
3. Draw and label any 2 from each list.

Suggested Soft board Display:

Create a display of magnetic and non-magnetic objects categorized by the students during the lesson.



Homework:

Do Q 1 and Q2 (STOP AND ASK YOURSELF) p. 69 in notebook.

1. Name some materials which are pulled by a magnet.

Some materials that are pulled by a magnet are: **iron** - like nails or paper clips, **steel** - like some spoons or screws. The things which are made of iron or steel are pulled by a magnet for e.g. paper clips, nails, metal spoon etc.

2. Name some materials that are not pulled by a magnet.

The things which are made of wood, plastic, paper, or rubber are not pulled by a magnet. For e.g. wooden spoon, pencil, rubber band, kite, glass bottle.

Week 1 Day 2 Lesson 1: How do Magnets Work?

Estimated Time: 60 minutes

Learning Objectives:

The students will be able to:

- To introduce the concept of magnetism.
- To understand the difference between magnetic and non-magnetic objects.
- To develop the concept of mixing and separating materials using magnets.

- To engage students in a hands-on activity to reinforce learning.

Skills in Focus:

- Observation
- Classification

Instructional Stages:

Warm-Up (10 minutes)

Discussion Starter:

- Begin with the question: look around your class and identify which things are pulled or not pulled by a magnet. The teacher will make a T-chart on the board and write their responses. (For reference see p. 66)
- Encourage students to share their knowledge or experiences.

Show and Tell:

- Display a magnet and common items (e.g., paperclip, sharpener, bag, coin).
- Ask students to predict which items will be attracted to the magnet.
- Discuss definition of magnetic and non-magnetic object from soft board.

Activity: Mixing and Separating Materials (10 minutes)

The procedure of this activity is given on p. 65. Follow it accordingly.

Written Task 1: (20 minutes)

Students will fill the T- chart on the activity on p. 66 in their notebooks

Video Watching (20 minutes)

Play the video: [How Magnets Work](https://youtu.be/hk9tV4OE8Ns?si=NA_tlG4ZtJ-sDVof).

https://youtu.be/hk9tV4OE8Ns?si=NA_tlG4ZtJ-sDVof

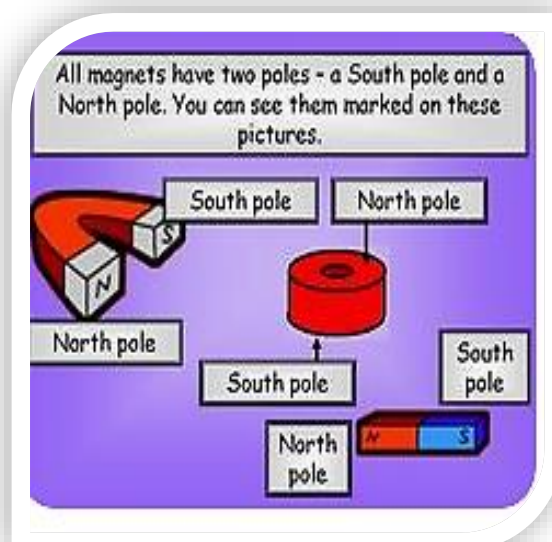
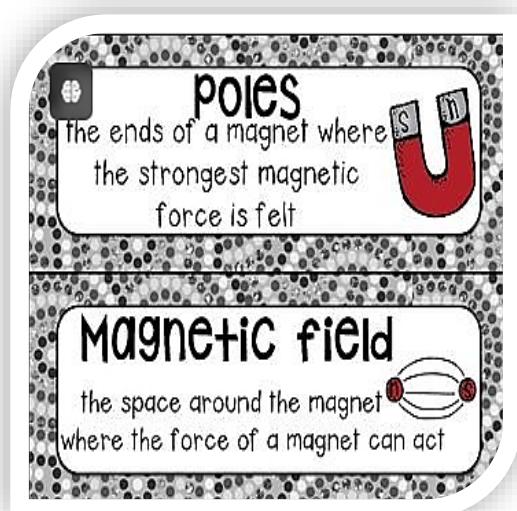
- Discuss the key points of the video:
 - What magnets are.
 - How magnets attract specific materials.
 - Examples of devices that use magnets.

Class Discussion:

- Explain how magnets work in simple terms: "Magnets have an invisible force that attracts certain metals like iron."
- Show various objects and ask students to classify them as magnetic or non-magnetic.

Suggested Softboard Display:

Create a display of magnetic and non-magnetic objects categorized by the students during the lesson.



Suggested Worksheet:

Name: _____ Date: _____

Magnetic or Nonmagnetic?

Directions: Cut out the pictures at the bottom of this page and glue them under "magnetic" or "nonmagnetic".

magnetic	nonmagnetic

leaf scissors paperclip box nail
key sock apple can crayon

Magnetic and Non-Magnetic

Test the objects with a magnet. Colour the faces to show which are magnetic and which are not magnetic.

Object	Magnetic	Non-Magnetic
paper clip	😊	😞
building brick	😊	😞
rubber	😊	😞
coin	😊	😞
nail	😊	😞
scissors	😊	😞
pencil	😊	😞
paper fasteners	😊	😞
book	😊	😞
eraser	😊	😞

Fishing Game Activity on p. 67

- Materials:** Small fish cut-outs with paperclips attached, a stick with a string and a magnet at the end (fishing rod).
- Instructions:** Place the fish cut-outs on the floor or a table. Demonstrate how to use the magnetic fishing rod to "catch" the fish. Allow each student to have a turn fishing.
- Discussion:** After the game, discuss why the magnet was able to catch the fish and relate it back to the concept of magnetic attraction.

Week 2 Day 3
Lesson 1: How do Magnets Work?

Estimated Time: 90 minutes

Learning Objectives:

By the end of the lesson, students will be able to:

- Identify different types of magnets (bar, horseshoe, and ring).
- Understand the concept of magnetic poles (north and south).
- Explore the behavior of magnets when poles interact.
- Differentiate between magnetic and non-magnetic objects.

Skill in Focus:

- Observation,
- Critical Thinking
- Hands-On Exploration

Lesson Flow:

Warm-Up (5 minutes)

- Begin with a question: "Who has seen a magnet before? What do you think it does?"
- Does magnet have same shape?
- Show different shapes of a magnet and describe (bar, u-shaped, ring, horseshoe)

Introduction (10 minutes)

- **Show and Explain:**
Explain the poles of each magnet and how they function.
- **Demonstration:**
Use two bar magnets to show:
 - Opposite poles attract.
 - Like poles repel.

Hands-On Activity: Magnetic Treasure Hunt (15 minutes)

Materials:

- Trays with a mix of items (paperclips, plastic spoons, coins, erasers, pins).
- Magnets for each group.

Instructions:

1. Divide students into small groups and provide each group with a magnet and a tray of items.
2. Ask them to find which items the magnet attracts and separate magnetic objects from non-magnetic ones.

Discussion:

- Ask: *"Why do you think the magnet attracted certain items but not others?"*
- Reinforce the concept of magnetic and non-magnetic materials.

Reading Aloud and Discussion (15 minutes)

Pre-Reading:

The teacher will pre-teach the vocabulary also define and explain its terms by asking questions.

pull, push, similarly, close marked, like poles, unlike poles

- Read p. 69 of the textbook aloud to the class.
- Pause to explain key terms and answer questions.
- Use a labeled diagram to emphasize how poles work.

Game: Magnet Match-Up (10 minutes)

Materials:

Pairs of bar magnets for students.

Instructions:

1. Pair up students and give each pair two bar magnets.
2. Ask them to bring the magnets close and observe:
 - What happens when the north pole comes close to the north pole?
 - What happens when the north pole comes close to the south pole?
3. Let them experiment freely with the magnets.

Debrief:

Discuss why magnets behave differently depending on how the poles interact.

Written Task (10 minutes)

Students will do Ex 1 p. 70.

Key Vocabulary

pull

push

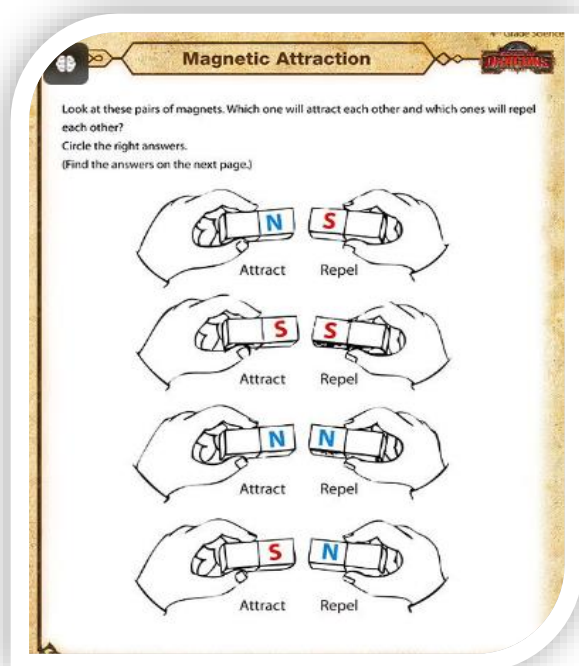
similarly

close

marked

like poles

like poles



Homework

Do Q3 p. 69. (STOP AND ASK YOURSELF) in notebooks.

Q 3. Magnets come in different shapes. Name some shapes and draw them.

Ans: Magnets come in different shape. Some are as follows:

Bar Magnet - This magnet is shaped like a bar or a rectangle.

Horseshoe Magnet - This magnet is shaped like a horseshoe or the letter "U."

Ring Magnet - This magnet is shaped like a ring or a circle.

Disk Magnet - This magnet is shaped like a flat disk or a coin.

Exercise:

Q 1: Write differences between magnetic and non-magnetic materials.

Ans: The difference between magnetic and non-magnetic materials are as follows:

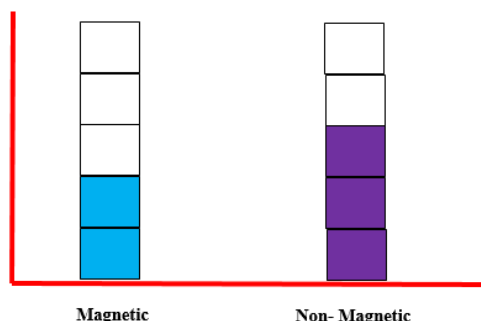
Magnetic Material	Non-Magnetic Material
A magnet pulls objects made of iron or steel.	A magnet does not pull objects made of plastic, cloth, ceramic or wood.
Iron and steel are called magnetic materials.	These are called non-magnetic materials

Q 2 (a): What are the following objects made of? Is the material magnetic or non-magnetic?

Ans: The following objects are made of:

Object	Material made of it	Magnetic/Non-magnetic
cricket bat	wood	non-magnetic
balloon	rubber	non-magnetic
spoon	metal	magnetic
keys	metal	magnetic
flower vase	glass	non-magnetic

(b) For each object in the table, colour one box in the following bar-graph:



Week 2 Day 4
Lesson 1: How do Magnets Work?

Estimated Time: 60 minutes

Lesson Objectives: Students will be able to:

- To understand and identify magnetic and non-magnetic materials.
- To learn about the different shapes of magnets.
- To revise key terms related to magnets (magnet, attract, repel, poles).

Instructional Stages:

Revision of Key Words through Soft board (5 minutes)

- Display the following key terms on the soft board: **magnet, magnetic, non-magnetic, attract, repel, poles, north pole, south pole, horseshoe magnet.**
- Briefly explain the meaning of each word to the class and ask students to repeat the words aloud.

Revision of Magnetic and Non-Magnetic Materials (10 minutes)

- **Activity:** Show some everyday objects to the class (e.g., paper clip, rubber, spoon, plastic toy).
- **Discussion:** Ask the students to identify which materials are magnetic and which are non-magnetic.
- **Explanation:** Explain that magnetic materials attract to magnets (like iron, steel), while non-magnetic materials do not (like plastic, wood).

Revision of Different Shapes of a Magnet (5 minutes)

- **Demonstration:** Display different magnet shapes (bar magnet, horseshoe magnet, and cylindrical magnet).
- **Discussion:** Briefly explain the use of each magnet shape and where they are commonly found.

Written Task 1: (5 minutes)

- **Activity:** Ask the students to complete the "Guess It" task on p. 69 of the textbook.
- **Objective:** This will help students recall and apply what they've learned about magnets.

Written Task 2: (20 minutes)

- **Activity:** Students will work on Exercises 2a and 2b on p. 70 of the book, which focuses on identifying magnetic and non-magnetic materials.
- **Discussion:** After completing the exercises, review the answers with the class and clarify any doubts.

Written Task 3: (10 minutes)

- **Activity:** Students will complete Exercises 3 and 4 on p. 7 of the textbook. These exercises focus on the properties and uses of magnets.
- **Discussion:** Review the answers together as a class. Discuss any challenging questions.

Homework: (5 minutes)

The teacher will explain the project given on p. 71

- **Project:** Complete the project on p. 71 related to magnets. Students will explore magnets in their daily life and create a simple project.
- **Spelling Practice:** Learn and write the spellings of the following words:
 - magnets
 - south Pole
 - north Pole
 - horseshoe
 - repel
 - attract

Unit 08: Understanding Sound

SNC Learning Outcomes for Unit 08

All the students will be able to:

- Craft a toy hammer and use it for producing sound.
- Define and explain vibration.
- Demonstrate and Explain how vibration can be produced.
- Demonstrate how vibrations can be used to generate sound in items of daily use.
- Demonstrate and explain that when vibrations stop, the sound also stops.



Week 1 Day 1

Understanding Sound

Estimated Time: 60 minutes

Lesson Objective:

Students will understand the basic concept of sound, how it is produced, and how it can be heard and felt.

By the end of the lesson, students will be able to:

- understand the basic concept of sound, how it is produced and how it can be heard.
- Identify that sound is produced by vibrations.
- Recognise the difference between soft and loud sounds.
- Record observations about sounds they hear and feel.

Instructional Stages:

Motivational Activity: (5 minutes)

Discussion: Start with a simple question to engage the students.

- Ask: "What sounds can you hear right now? How do they make you feel?"
- Encourage students to share their thoughts.

Methodology:

Introduction:

Explain that sound is made when things vibrate. Demonstrate by plucking a rubber band and showing how it vibrates to make a sound.

Activity 1: Toy Hammer Experiment: (30 minutes)

The activity is given on p. 72. The students will make it in the class.



Materials Needed:

An empty cardboard, scotch tape, a wooden stick, glazed paper, old newspaper and glue stick.

Instructions: the instructions are given on p. 72

Recording Data: (10 minutes)

After making the toy hammer in the class the students will record the findings with the different experiments on p. 73 and fill the blanks. (hit the sheet and hammer the table.)

Instructions:

- Let the students move around the classroom and hammer different objects.
- Ask them to listen carefully and feel the different sounds they encounter.
- Identify does the object move? Do you hear any sound?

Written Tasks 1: (10 minutes)

Have students draw or write down the different sounds they hear

After observation the students will fill the following data sheet given on p. 73 in book.

Objects	Does it move?		Do you hear any sound?	
	Yes	No	Yes	No

Homework:

Draw 5 things that make loud sounds. Draw 5 things that make soft sounds

Suggested Soft board:













You can get the softboards. Here is the link below:

<https://www.instantdisplay.co.uk/physicalprocesses.html>

more ideas for













Written Task 2: (10 minutes)

	soft loud		soft loud
	soft loud		soft loud
	soft loud		soft loud
	soft loud		soft loud
	soft loud		soft loud

name _____

Circle it

Circle or dab the correct sound of g.

 <div>soft hard</div>	 <div>soft hard</div>	 <div>soft hard</div>
 <div>soft hard</div>	 <div>soft hard</div>	 <div>soft hard</div>
 <div>soft hard</div>	 <div>soft hard</div>	 <div>soft hard</div>
 <div>soft hard</div>	 <div>soft hard</div>	 <div>soft hard</div>

Week 1 Day 2 Understanding Sound

Estimated Time: 90 minutes

Lesson Objectives:

- Students will be able to identify various sound-producing objects in their environment.

- Students will understand that sound is produced by vibrations.

Skill in Focus:

- observation
- exploration
- critical thinking

Teachers Resources

- Pictures of sound-producing objects
- Coloring pencils or crayons
- Tuning fork
- Variety of sound-producing objects

Instructional Stages:

Motivational Activity (155 minutes)

- **Activity:** Play a short segment of soft Quranic verse. Ask students to close their eyes and focus on the sounds they hear.
- **Discussion Question:** "What feelings do these sounds bring? Can you imagine what's making them?"
This sets a positive and engaging tone for the lesson.

Listening walk Activity: (20 minutes)










The students will walk around the school while the teacher asks them to listen carefully and identify the different types of sounds they hear.

Written task 1: (15 minutes)

Make a list of sound they heard while listening walk. Write in front of them whether it was a loud sound or soft. Pre Reading: (20 minutes)

Pre-Reading:

The teacher will introduce the vocabulary from p. 74 and 75 using the "look, say, cover, write and check" method to ensure students grasp the words effectively and will also discuss its meaning and define them.

Look	Say	Cover	Write	Check
				
Look at the word.	Say the word.	Cover the word.	Write the word.	Check the word.
<ul style="list-style-type: none"> • What is the first letter? • Look all the way through the word. • Notice word parts. • Get your mouth ready! 	<ul style="list-style-type: none"> • Stretch the word out. • Listen to the letter sounds. 	<ul style="list-style-type: none"> • Spell the word. • Does it sound right? • Visualize what it looks like. • No peeking! 😊 	<ul style="list-style-type: none"> • Does it look right? • Check the letters again. 	<ul style="list-style-type: none"> • If you spelled it correctly, go on to the next word. • If it is not spelled correctly, cover the word and try again.
				

Key Vocabulary

back and forth

movement

vibration

produce

strong

weak

edge

objects

Reading: (15 minutes)

The students will read aloud p. 74 and 75 one by one by the teacher and will discuss the concept further.

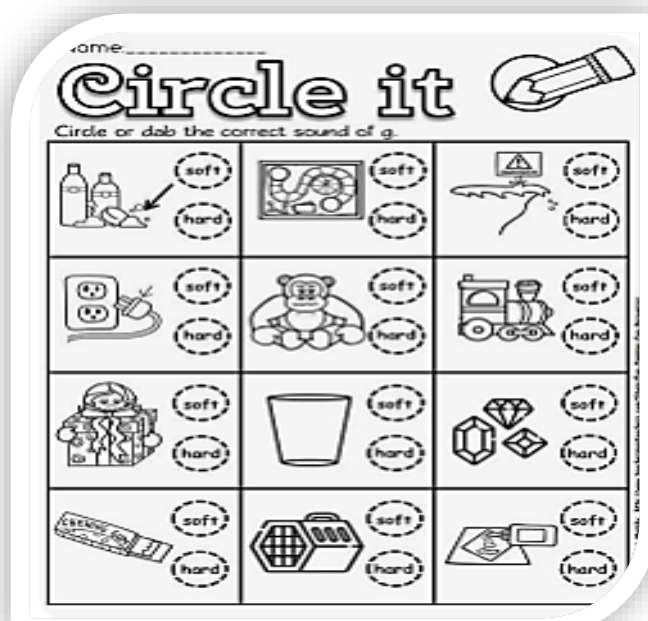
- Begin by asking: “What sounds can you hear around you now?”
- Discuss different types of sounds (loud, soft, high-pitched, low-pitched).
- Introduce the concept of vibration by demonstrating how a rubber band or drum produces sound.

Written task 2: (10 minutes)

The students will do the given worksheet.

Home work:

Learn the given words for dictation.



back and forth, movement, vibration, produce, strong, weak, edge, objects

Week 2 Day 3 Understanding Sound

Estimated time: 60 minutes

Lesson Objective: The students will be able to:

- understand the concept of sound and how it is produced through vibrations.
- identify different sources of sound and categorize them based on their loudness.
- assess students' spelling and understanding of sound-related vocabulary.

Teachers Resources:

- Tuning fork
- Bells, papers, small drums, whistles (for group work)
- Video (Sound and Vibrations)
- Whiteboard and markers
- Notebook and pencils for written task.

Instructional Stages:

Dictation: (10 minutes)

The teacher will take the dictation of the following words:

Video Watching (20 minutes)

Play the video titled "*Sound and Vibrations*" from the link below:

Sound and Vibrations Video

https://youtu.be/gdGyvGPZ1G0?si=qOmCKE1GFswTfo_O

Pause the video at key points to explain important concepts:

- How vibrations create sound.

- How sound travels to our ears.

Activity 1: Sound Exploration (15 minutes)

Group Work:

- Divide the class into small groups and give each group objects that produce sound (e.g., bells, paper, small drums, whistles).
- Ask the students to explore how these objects make sounds (e.g., hitting, shaking, blowing).
 - **Discussion:**
- Have each group share their findings with the class.
- Discuss the different ways sound can be produced and categorise objects based on how sound is created.

Questions for Discussion:

- How did the object make a sound?
- Was the sound loud or soft?

Activity 2: Vibration Experiment (15 minutes)

- **Objective:** To demonstrate how vibrations create sound.
- **Procedure:**
- **Demonstration:** Strike a tuning fork and let students feel its vibration by holding it gently against their fingers.
- **Explanation:**
 - Explain that "These vibrations create sound waves that travel to our ears."
 - Discuss how vibrations are responsible for the sounds we hear.

Homework:

Do Q4 of p. 76 in book. Make a list of things that make loud and soft sounds at your home.

Week 2 Day 4 Understanding Sound

Estimated Time: 90 minutes

Learning Objectives

- Students will recognise that sounds can differ in pitch, loudness, and source.
- Students will understand that sound is produced by vibrations.

Instructional Stages

Warm-Up (5 minutes)

- Play a mix of sounds (e.g., dog barking, whisper, drumbeat, ticking clock).
- Ask students: "Can you guess what made these sounds? How are they different?"

Vocabulary puzzle: (15 minutes)

The teacher will write the unscramble words on the board and the students will do in their notebook.

Unscramble the following words:

1. **kcab dna fowrth** (back and forth)
2. **vbitirona** (vibration)
3. **odurpec** (produce)
4. **gnotsr** (strong)
5. **kaew** (weak)
6. **dege** (edge)
7. **scotbej** (objects)
8. **rehmam** (hammer)
9. **psrseing** (pressing)

Written Task (20 minutes)

- **Procedure:** Students will complete the following questions in their notebooks:
 1. **How is sound produced?**
 - Sound is made when things shake or vibrate. For example, hitting a paper with a hammer makes it vibrate, which creates sound.
 2. **What is vibration?**
 - Vibration is when something shakes quickly back and forth.
 3. **Does an object change its position when it vibrates?**
 - Yes, an object moves a little bit when it vibrates. It moves back and forth quickly, but it doesn't travel far. We can hear the sound, but we may not always see the movement.

Loud vs. Soft Sounds: (15 minutes)

- **Procedure:**
 - On the whiteboard, write two columns: "Things that make loud sounds" and "Things that make soft sounds."
 - Ask students to help you categorise the following items:
 - **Loud sounds:**
 - A dog barking
 - A car horn
 - A slamming door
 - Loudspeaker
 - A mixer
 - **Soft sounds:**
 - A whisper
 - A ticking clock
 - Rustling paper
 - Falling leaves
 - Tillawat, recitation of Quran
 - Discuss how the vibrations from these objects create sounds of different volumes.

Practical Activity: Vibrations in Action (20 minutes)

- **Experiment:**
 - Strike a tuning fork and place it near water. Observe ripples.
 - Pluck a rubber band to observe vibrations.
 - Tap a drum and feel its surface vibrate.
- **Discussion:** How do vibrations create sound waves?

Activity: (15 minutes)

The students will do activity 2 on p. 77 in notebook.

Homework:

Explore your house and create a list of all the sounds you hear. Then, draw pictures of the objects producing those sounds.

Week 2 Day 5
Understanding Sound

Estimated Time: 60 minutes

Skill in Focus: Observation, critical thinking, and explanation

Learning Objectives

Students will be able to

- understand that sound is created by vibrations caused by back-and-forth movement.
- Students will be able to identify and explain the concept of sound through real-life examples.

Skills in Focus:

- Observation,
- Critical thinking
- Explanation

Teachers Resources

- Ruler
- Table or flat surface
- Notebook and pencils

Instructional Stages:**Motivational Activity: (5 minutes)**

- Ask students:
 - “What happens when you clap your hands? Why do you hear a sound?”
 - “Can you think of objects around you that make a sound?”
- Briefly introduce the idea that sound comes from vibrations.

Concept Explanation: Back-and-Forth Movement (10 minutes)

- **Demonstration:**
 - Place a ruler on a table with part of it hanging off the edge. Hold one end firmly and pluck the other end.
 - Show how the ruler vibrates back and forth, producing a sound.
- **Discussion:**
 - Explain that the ruler’s vibrations create sound waves that travel through the air to our ears.
 - Highlight that sound is made whenever there’s back-and-forth movement.

- **Group Activity:**
 - Divide students into small groups and provide each group with a ruler.
 - Ask them to try the same experiment on their tables.
 - **Challenge Question:** What happens to the sound if you change the length of the ruler hanging off the table?
- Groups share their observations with the class.

Written Task 1 (15 minutes)

Students answer the following questions in their notebooks:

1. How is sound made when the ruler is tapped on the table?
2. Why does the sound change when the length of the ruler is different?
3. List three more examples of objects that make sounds because of vibrations.

Written Task 2 (15 minutes)

The students will do Ex 2 p. 77 with the help of the teacher after the discussion.

Omer loves to play cricket. He always hears a sound when the ball hits the bat. Can you explain why?

Write three sentences to explain how the sound is made:

- The bat and ball hit each other and make a sound.
- This sound moves through the air to our ears.
- The hit makes the bat shake a little, and that shaking makes the sound.

Homework:

Complete the given worksheet.

How Sound is Made

Directions: Use what you have learned about sound to complete the sentences below.

Word Bank

low pitch waves high pitch
back-and-forth sound

1. is made by vibrations.
2. Vibrations happen when something moves quickly.
3. Sound travel through the air.
4. When sound waves are fast the sound has .
5. When sound waves are slow, the sound has .

What are three ways you can make sound?

1
2
3

Week 3 Day 6
Understanding Sound

Estimated time: 60 minutes

Lesson Objectives:

The students will review the entire chapter through the following practical activities and will enhance their understanding.

Practical Activity: Making a Simple Telephone (20 minutes)

The activity 1 on p. 77 has all the procedure of making telephone the teacher will follow the procedure.

Skill-Focused Group Activity: Sorting Sounds (15 minutes)

- Provide students with flashcards/pictures of objects (e.g., bell, clock, dog, fan).
- **Task:** Sort them into categories:
 - **Soft sounds** (e.g., whisper, rustling leaves).
 - **Loud sounds** (e.g., drum, car horn).
- Share findings with the class.

PREDICT

1. Will we able to hear from this cup telephone?
2. Was your prediction correct?
3. What did you learn about sound?

Suggested Practical Activities: (25 minutes)

Here are some suggested practical activities about sound along with task sheets.

Name _____

Sound Lab 1

What is sound?

Experiment #1
Strike a tuning fork on the side of a table (or the bottom of your shoe). Bring it close to your ear. What do you hear? _____

Strike the tuning fork again. Touch the surface of the water with the tuning fork. What do you see? _____

Experiment #2
Stretch plastic wrap across the top of an empty can. Sprinkle some salt on top. Strike the tuning fork and hold it near the salt. What do you see? _____


Experiment #3
Stretch a rubber band between two fingers. Pluck it. What do you see? _____

Hold it close to your ear and pluck it. What do you hear? _____

Making Generalizations
What did you see each time a sound was produced? _____

Therefore, sound is a _____

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Name _____

Sound Lab 2

How does sound travel?

Experiment #1
Clap your hands in front of you, above your head, and behind your back. With which of these can you hear the sound? _____

Experiment #2
Drop a penny in a bowl of water. What do you hear? _____


Draw a picture of what you see. _____

Experiment #3
Hold one end of a Slinky while your friend holds the other end. Move the end you are holding up and down. Strike the end of the Slinky. What do you see? _____

Making Generalizations
In what directions does sound travel? _____

In what shape(s) does sound travel? _____

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Name _____

Sound Lab 3

What is amplitude?

Experiment #1
Amplitude: Loudness of a Sound
Tap the top of a desk or table lightly with a metal spoon. Then tap it harder. Which produced a louder sound? _____

Experiment #2
Stretch a rubber band between two fingers. Pluck it lightly. What do you see? _____

Hold it close to your ear and pluck it. What do you hear? _____


Pluck the rubber band harder. What do you see? _____

Hold it close to your ear and pluck it harder. What do you hear? _____

Experiment #3
Clap your hands lightly. Clap them hard. Which produced a louder sound? _____

Making Generalizations
When more force was applied, the sound was louder. Therefore, when more energy is used for a sound, the sound is louder. _____

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Name _____

Sound Lab 4

What is pitch?

Pitch: Highness or Lowness of a Sound

Experiment #1
Stretch a thick rubber band and a thin rubber band around an empty box. Pluck and strum each rubber band. Which produces a higher sound? _____

Experiment #2
Fill three identical bottles with different amounts of water. Strike each with a metal spoon. Which produces the highest sound? _____


Which produces the lowest sound? _____

Experiment #3
Blow across the mouths of the three bottles. Which produces the highest sound? _____

Which produces the lowest sound? _____

Making Generalizations
In the experiments, a lower sound had [choose one] move, and a higher sound had [choose one] move. Therefore, longer sound waves must produce lower sounds and shorter sound waves must produce higher sounds. _____

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Unit 09: The Earth, Sun, Moon and Stars

SNC Learning Outcomes for Unit 09

All the students will be able to:

- Draw objects that they observe in the sky during day and night.
- Explain the stars are huge hot balls of gasses during day and night.
- Recognise that the sun is a source of light and heat.
- Explain that the sun is a star and it is the star nearest to us.
- Define planets, satellites and orbits.
- Differentiate between rotation and revolution
- Explain that the moon orbits around the earth.
- Explain the differences between the light of the sun and the moon.
- Demonstrate rotation and revolution with the help of a working model.

Week 1 Day 1 The Earth, Sun, Moon and Stars

Estimated Time: 90 minutes

Learning Objectives

- Students will identify and differentiate between objects observed in the sky during the day and night.
- Students will understand the sun as a massive, hot ball of gas, and its role as the primary source of light and heat.
- Students will recognise stars as distant, hot, gaseous bodies, and the sun as the closest star to Earth

Skills in Focus:

- Observation and critical thinking
- Creative expression through art and writing
- Connecting scientific and religious knowledge

Teacher's Resources:

- Large sheets of paper or drawing boards
- Tempera paints or crayons
- Pictures of the sun, moon, clouds, stars, birds, and airplanes
- Globe or world map
- Flashlight (to demonstrate light)

Instructional Stages:

Motivational Activity (10 minutes)

- **Activity:**

Take students outside briefly to observe the daytime sky.

- Ask students to close their eyes and imagine the sky. Prompt them:
 - “What do you see in the daytime sky? What colors do you notice?”
 - “What do you see in the nighttime sky?”
- Encourage them to share their thoughts.

Introduction (10 minutes)

- Ask students to share their favourite things about daytime and nighttime.
- Introduce the concept of the sky as a space that changes based on the time of day.
- Use vivid descriptions, such as:
 - "The sky is a bright blue blanket during the day."
 - "At night, the sky turns into a dark, sparkly canvas."
- Highlight key observations, such as the sun during the day and the moon and stars at night.

Islamic Integration (5 minutes)

- Recite and explain the following verses:
 - **Surah Al-An'am (6:96):** Discuss how Allah created the day and night for our benefit.
 - **Surah Al-A'raf (7:54):** Explain Allah’s creation of the heavens, sun, moon, and stars.

Activity 1: Daytime Sky Exploration (10 minutes)

- Show pictures of the sun, clouds, and birds.
- **Demonstration:** Use a flashlight to explain how light travels in straight lines, similar to sunlight.
- Encourage students to draw or paint the daytime sky, including the sun, clouds, and other objects they observe.

Activity 2: Nighttime Sky Wonder (5 minutes)

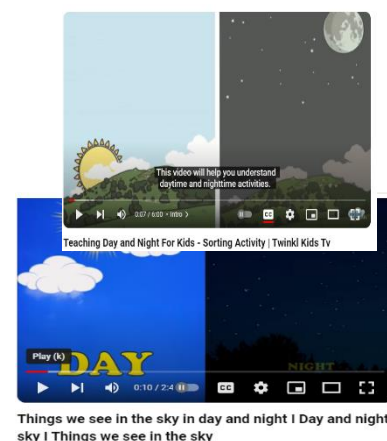
Show pictures of the moon and stars and ask students how they find these heavenly bodies.

Activity 3: Sun as a Star (10 minutes)

- Discuss the sun as the nearest star and its importance for life on Earth.
- Compare the sun to other stars and highlight its unique role.

Video Watching (20 minutes)

- Show the suggested videos:
- This video can be shown at the beginning of the lesson.
- <https://youtu.be/GL6Ne6c1cz0?si=5uDMZK7TwNgFrsJY>
- https://youtu.be/V-hQy_4MqGM?si=FDmiZuFtg6pTunjT
- Engage students in a short discussion after each video:
 - “What did you learn about the sun and stars?”
 - “What makes daytime and nighttime different?”



Written Task (15 minutes)

The students will draw the following diagrams in book on the space given p. 78 and 79.

- This is what I saw in the sky, at day time.
- This is what I saw in the sky, at night.

Conclusion (5 minutes)

- Summarise key points:
 - Daytime sky includes the sun, clouds, and birds.
 - Nighttime sky features the moon and stars.
 - The sun is a star that provides light and warmth.
- Encourage students to observe the sky with their families and discuss what they see.

Homework:

Create a chart on A4 paper or a cardboard sheet showing what can be seen in the sky during the day and at night. Include observations from both school and home.



Week 1 Day 2 The Earth, Sun, Moon and Stars

Estimated Time: 60 minutes

Learning Objectives:

- Students will be able to identify and describe the objects observed in the sky during the day and night.
- Students will understand the difference between the sky during the day and night.
- Students will recognise the sun, moon, and stars as the key objects in the sky and describe their characteristics.

Teachers Resources:

- Book (pp. 80-81)
- Flashlight (to demonstrate the sun)
- Pictures of the sun, moon, and stars
- Large sheets of paper and crayons or colored pencils
- Globe or world map
- Chart for group work
- Worksheet with written tasks

Instructional Stages:

Motivational Activity: (5 minutes)

Begin by asking the students about what they see in the sky during the day and the night.

- What do you see in the sky during the day?
- What do you see in the sky at night?
- Can you tell me the difference between the sky during the day and at night?

Introduction (5 minutes):

Introduce the sky and discuss the objects we see during the day (sun, clouds, birds, airplanes) and at night (moon, stars).

- **Daytime sky:** The sky is usually bright and blue, and the sun gives us light and warmth.
- **Nighttime Sky:** The sky becomes dark, and the moon and stars come out.
- **Sun:** The sun is a big, hot ball of gas that shines during the day.
- **Moon and Stars:** The moon shines because of the sunlight reflecting off it, and the stars are far away and twinkle.

Pre-Reading:

The teacher will pre teach the vocabulary. The words can also be pasted one the softboard. She will use **look, say, cover, write and check**" method to ensure students grasp the words effectively and will also discuss its meaning and define them.

Key Vocabulary

rotations

revolution

orbit

space

sky

gases

Reading Aloud:

Read pp. 80 and 81 aloud to the class.

- Discuss the important concepts on the pp.
- p. 80: "What makes the sky bright during the day? The sun makes the sky bright."
- What would happen if there is no sun?
- Why can't we see the moon during the day?
- Why do stars shine?
- Why stars look tiny spot of light if they are bigger than earth?
- Why is the sun called a star?
- Why the sun looks bigger?

Written Task 1: 15 minutes:

The student will do the following in their notebook.

- Ask them to draw the sky during the day, including the sun, clouds, and any other objects they know (birds, airplanes, etc.).

Ask them to draw the sky at night, showing the moon, stars, and anything else they observe at night.

Activity 2: Sun, Moon, and Stars Discussion (10 minutes):

Demonstrate how the sun gives light to the Earth during the day.

- **Shine the flashlight on the globe** to show how sunlight makes the Earth bright during the

Explain that the moon shines because of the sun's light, and stars are like the sun but very far away.

Written Task 2: (15 minutes):

Do Q1 and Q2 from p. 82 (STOP AND ASK YOURSELF).

1. Which of these have light of their own: the sun, the moon or the stars?

The sun and the stars have their own light. The moon does not.

2. Name the star which is nearest to the earth?

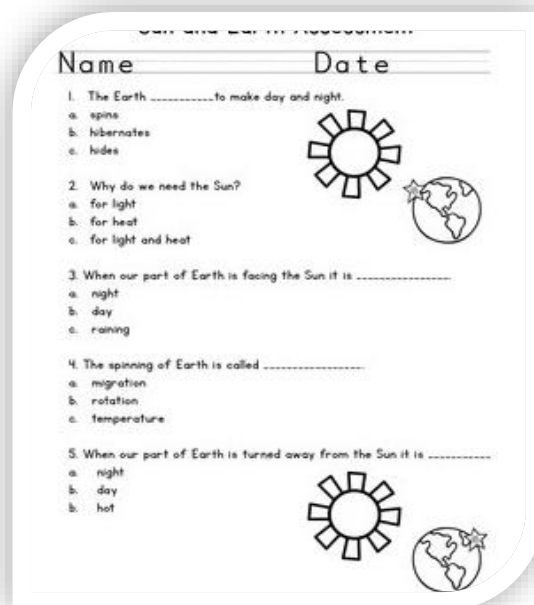
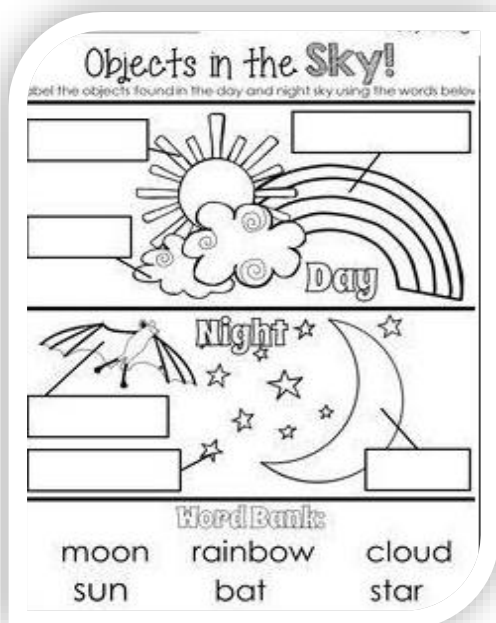
The sun is the star nearest to the Earth.

Homework:

Read p. 80 (about stars and sun). Do Ex 1 and Ex 2 of p. 84 in the book.



Suggested Worksheets



Week 2 Day 3 The Earth, Sun, Moon and Stars

Estimated Time: 90 minutes

Lesson Objectives:

Students will be able to

- identify the sun as a star and the closest star to Earth.
- understand the basic concepts of planets, satellites, orbits, rotation, and revolution.
- differentiate between rotation and revolution.
- explain the moon's orbit around Earth.
- distinguish between the light of the sun and the moon.

Islamic Integration: (10 minutes)

Surah Yasin (36:37-40):

"And a sign for them is the night: We withdraw therefrom the day, and behold they are plunged in darkness; And the sun runs its course for a period determined for it; that is the decree of (Him), the Exalted in Might, the All-Knowing; And the Moon,- We have measured for her mansions (to traverse) till she returns like the old (and withered) lower part of a date-stalk. It is not permitted to the Sun to catch up the Moon, nor can the Night outstrip the Day: Each (just) swims along in (its own) orbit (according to Law)."

Surah Al-Furqan (25:61-62):

"Blessed is He who has placed in the sky great stars and placed therein a [burning] lamp and luminous moon. And it is He who has made the night and the day in succession for whoever desires to remember or desires gratitude."

Teacher's Resources:

- Styrofoam balls of different sizes (for the sun and planets)
- Toothpicks or skewers
- Clay
- Flashlight
- Earth and moon model (optional)

Methodology:

Motivational Activity (5 minutes)

- Show a picture of the night sky with the moon and stars.
- Ask students what they see in the picture.
- Encourage them to share their ideas about what the moon and stars are.

Introduction: (5 minutes)

- Introduce the concept of space as a vast and mysterious place.
- Explain that our planet, Earth, is part of a larger system called the solar system.
- Show pictures of the sun, planets, and the moon.

Video Watching: (15 minutes)

Play the video titled from the link below:

<https://youtu.be/6SzjlsuyTdk?si=K-3twxkNDLbUUxY4>

https://youtu.be/sePqPIXMsAc?si=fZJ_imxz2_h568Jv

Activity 1: Building a Solar System Model: 20 minutes

- Divide students into groups.
- Provide each group with Styrofoam balls, toothpicks, and clay.
- Explain the sizes of the planets relative to each other and the sun.
- Guide students in creating their solar system models, placing the planets in the correct order around the sun.

Activity 2: Rotation and Revolution: (15 minutes)

- Explain the difference between rotation (spinning on an axis) and revolution (moving around something).
- Demonstrate rotation and revolution using a student as the Earth and a ball as the sun.
- Introduce the concept of the Earth's rotation causing day and night.

Activity 3: The Moon and Its Orbit: (15 minutes)

- Explain that the moon is a natural satellite of Earth.
- Demonstrate the moon's orbit around Earth using a model or by acting it out.

- Explain why the moon appears to change shape (phases of the moon) due to its position relative to the sun and Earth.
- Use a flashlight to simulate the sun's light and show how it illuminates different parts of the moon.

Reading and Discussion:

Read p. 81 (The Moon) and discuss.

Written Task 1: 15 minutes

Do Q3 (STOP AND ASK YOURSELF) p. 83 in notebook.

Do Ex 3 p. 85 in book.

3. How are the sun and the moon different from each other?

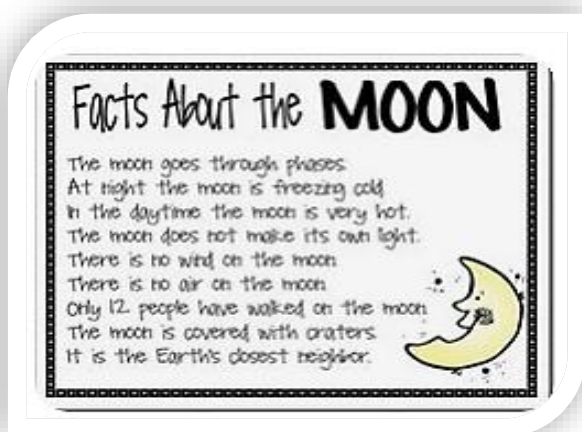
The sun is a big, hot ball of fire that gives us light and heat. It is a star. The moon does not have its own light. It shines because the sun's light falls on it.

Answers:

Q3.

- Star
- Sun
- Earth
- Sun
- planet, star




Suggested Soft board:



Suggested worksheet:




1. **Circle:** What can be seen in the sky during the day

sun moon stars

2. **Circle:** Which objects in the sky move?

sun moon stars

3. **Draw** shapes the moon can appear to be:



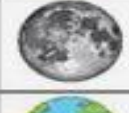



Name: _____ Date: _____

SCIENCE WORKSHEETS: THE SUN, THE EARTH AND THE MOON

Word Bank:

What is it called?: The Moon, The Sun, The Earth.

What is it?: A satellite, A planet, A star.

	Color in:	What is it called?	What is it?
		_____	_____
		_____	_____
		_____	_____

Homework:

Read p. 82 and 83 and learn the vocabulary for dictation. Do Ex 4 p. 85 in book.

Q4. Tick the best answer:

- a. Moon
- b. Earth
- c. moon

Week 2 Day 4

Estimated Time: 60 minutes

Lesson Objective:

By the end of this lesson, students will

- have a clear understanding of the main concepts from the whole chapter.
- demonstrate their knowledge through a quiz.
- reinforce their learning by completing written tasks and creative activities.

Discussion on Main Concepts (10 min)

- Begin by discussing the key concepts from pp. 80 to 82.
- Provide explanations and clarify any doubts students may have about the material.

Revision of Key Words (5 min)

- Review and discuss important key terms from the chapter to ensure students understand their meanings and can apply them in context.

Quiz Preparation (10min)

- Prepare a quiz for the students, focusing on the content covered in the chapter. This will help assess their retention and understanding of the material.

Written Task (15 min)

- Assign **Q4** and **Q5** from "Stop and Ask Yourself" (p. 83). Students will complete these tasks in their notebooks to apply their understanding in writing.

Q: Why can't we see the moon during the day?

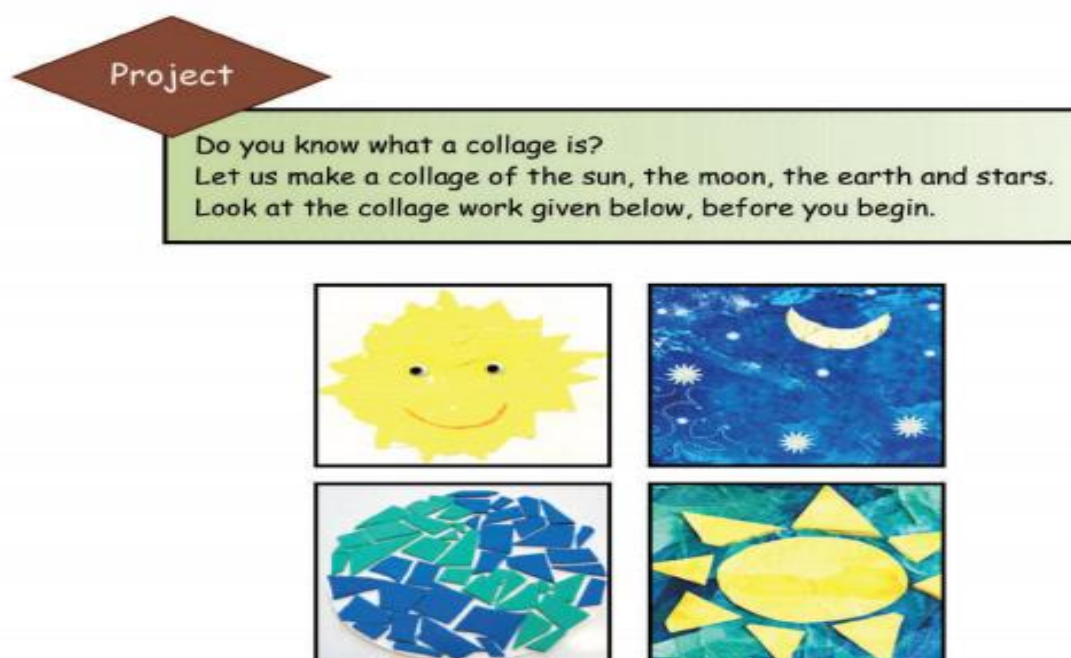
A: We can't always see the moon during the day because the sunlight is too bright. The sunlight makes the sky too bright for us to see the moon, even though it's up there.

Q: Why can't we see the stars during the day?

A: We can't see the stars during the day because the Sun's light is too strong. The sunlight makes the sky too bright for us to see the stars. At night, when the Sun is not shining, the stars become visible because the sky is dark.

Creative Collage Work (10 min)

- Students will create a collage based on the concepts from p. 85. This visual activity will allow them to demonstrate their understanding in a creative way.



Wrap-Up:

Collect the written tasks and review the completed collage work. Provide feedback and encourage students to ask any final questions.