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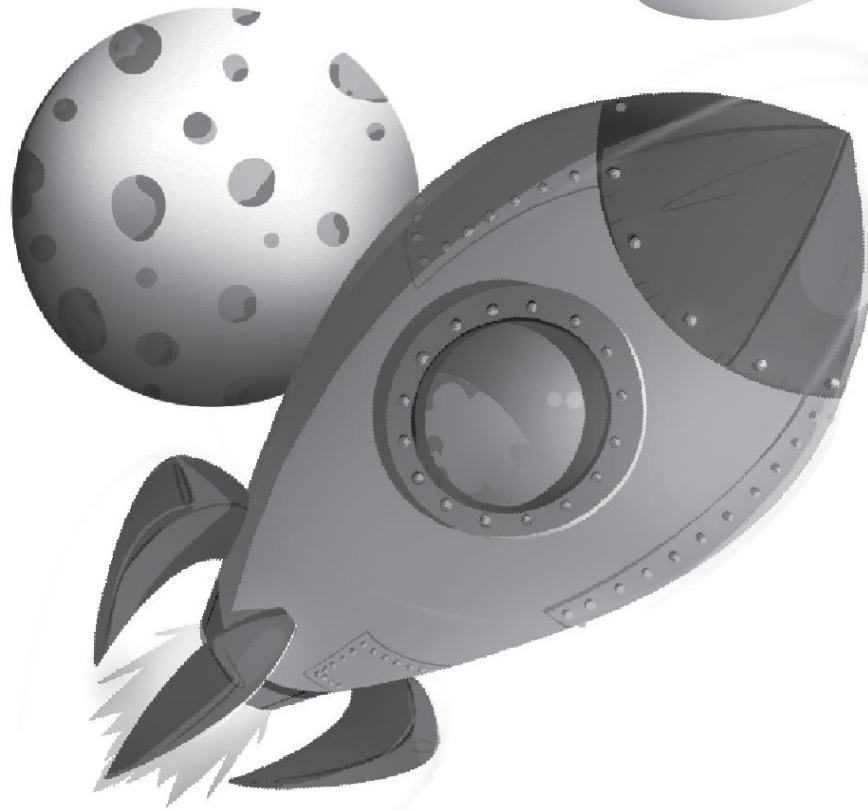
In the Name of Allah, the Most Gracious, the Most Merciful

SPECTRUM Science

TEACHING GUIDE

FIRST TERM

1



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Spectrum
Enlightening Generations

Spectrum Science

Grade-1 Teaching Guide

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Introduction to Spectrum Science Series Book 1 to 5

Spectrum Science Series is a completely new approach to textbooks. This series focuses on doing one thing right, imparting necessary education to young learners with no frills.

The main aim of *the Science Series Grade-1* textbook is to provide a real-life hands-on experience to the young learners regarding scientific phenomena around us. For this reason, we have ensured multiple sections within a chapter to help students absorb scientific knowledge and concepts, through a step-by-step process, rushing nothing.

Every chapter starts with a warm-up section, which includes the *Think* and *Explores* section. It is followed by the *Know* section, which presents new concepts. In the end, we have an *Exercise* section, which includes the *Activity Time* section to test that which students have learnt.

Think

This section rekindles the *existing repository of knowledge* and information about young children. Each *Think* activity is aligned with given SLOs, focusing on exercising the mental processing of a child. It aims at directing students toward the subject of the chapter.

Explore

The *Explore* section asks the children to *perform* an activity. The student has to write the results of their exploration. Combined with *Think* activity, the *Explore* section aims at gearing up the young learners towards the content of the chapter.

Know

The essence of the unit lies in this section. It is carefully *constructed* to disseminate knowledge that adheres to the SLOs and that caters to the curious young minds of the readers. The structure has been ensured to maintain continuity of topics within a chapter, which leads to fun reading and a better understanding of concepts.

Activity

This section comes at the end of all chapters with a focus on *cementing* the knowledge learned by students through *practical* activity. These activities take a cue from the content of the chapter and ask the student to apply it in various ways.

The language of the book has been reviewed and proofed by our language experts, who have painstakingly tried to smooth the edges and maintain continuity within texts.

Spectrum Science Teaching Guide Grade-1

Spectrum Science Teaching Guide consists of unit-wise worksheets, solved exercises of the book, unit-wise assessment papers, a terminal assessment and lesson plans. It is designed to effectively support the teachers in student-centered teaching strategies, with simple and clear instructions.

The following key features of the lesson plans make teaching easier for teachers:

⇒ **Student Learning Outcomes (SLOs)** are carefully planned goals for what students will learn. These also define what students will know and be able to do by the end of the lesson.

⇒ **Prior Knowledge** connects students to what is being taught in class.

⇒ **Resources** are required material in the lesson. Teachers are encouraged to arrange necessary materials in advance.

⇒ **Warm-up** is an icebreaker. These are done to develop students' interest in the subject and generate engagement.

⇒ **Lesson Structure** is the central part of the lesson plan. Its goal is to ensure that learning outcomes are achieved through explanations, demonstrations, activities, class discussions, and brainstorming. Referencing the text, illustrations and pictures in the manual will make the lesson engaging and interesting. Teachers are encouraged to collect student feedback to determine if learning outcomes are being achieved.

⇒ **Conclusion** summarizes the topic and often includes an assessment of the topics covered in a particular lesson.

⇒ **Class Assignments** based on worksheets or activities. The teacher can assign it for homework

⇒ **Homework** is assigned to students during the lesson to reinforce what they have learnt.

Conclusion

We hope teachers and students will find *Spectrum Science Series Books 1-5* thoroughly beneficial. These books contain modern teaching approaches which help students to become curious learners of science.

Remember, traditional teaching styles have become obsolete now and the young minds of today want 'learning facilitators; not typical teachers. Therefore, empower students and see how students will take charge of their learning.

We wish all the teachers and students using *Spectrum Science Series Books 1-5* all the best.

Unit-1- Our Body Parts

Unit Overview

The first unit 'Our Body Parts' will help reinforce our body is a great blessing of Allah ﷻ. It has a number of body parts that help it move and function in the right order.

Each body part has a specific function. For example, we use our noses to smell, whereas we use our eyes to see.

All parts of the body work in a combination to perform respective functions at their full capacity.

Model Answers

Exercise 1

Answer the following questions.

- i. We use our mouth to eat.
- ii. We hold and lift things and write with our arms and hands.
- iii. Our mouth has a tongue and thirty two teeth.

Exercise 2

Fill in the blanks with correct words.

- i. We have two eyes to see things.
 - one
 - two
- ii. Our neck helps our head to move from side to side.
 - neck
 - shoulder
- iii. Legs help us to walk and run.
 - legs
 - arms

Exercise 3

Match the part of body in column A with its function in column B.

Column A	Column B
<i>Feet</i>	Helps in eating food
<i>Hands</i>	Help in twisting our arms
<i>Neck</i>	Help in walking
<i>Mouth</i>	Help in lifting things
<i>Shoulders</i>	Helps in moving our head

Lesson Plan 1

Subject: Science

Grade: 1

Term: 1st

Week: 1

Unit: 1

Unit Title: Our Body Parts

LP: 1

Textbook Page/s: 7

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- name parts of the human body.
- tell functions of parts of the human body.

Prior Knowledge of Students:

- They can name some parts of the human body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcards of different body parts

Time Frame (40 Minutes)	Proceedings
5 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcards of different body parts one after another. Ask them what the flashcards show. Take answers from random students. Now, explain the function of each body part. Ask students to repeat the name of the respective body part with you.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation: Write the name of the unit on the whiteboard. Tell students they will learn about several body parts in today's lesson.</p> <p>Activity 1: Ask students to open the textbooks and look at the pictures on page 7. Ask a random student to read the text of the unit aloud. Explain to them the head, eyes, ears, nose, mouth, neck, shoulders, arms, hands, legs, and feet are our major body parts.</p>

	<p>Pronounce each labelled body part by pointing your finger towards it. After you have finished, ask them to repeat these names in the same manner.</p> <p>Activity 2: Ask students to come in front of the class one by one, and point to their body parts like 'I have a mouth' or 'I have two hands'. <i>(Textbook page no.9)</i> Ask other students to listen attentively. Talk to them that all normal humans have these common body parts. Ask students to look around and observe other class fellows. They can find the same body parts as them.</p>
	<p>Differentiated Learning: Some students might find it difficult to understand the concept of body parts. Call them near to the whiteboard, and draw a human body there. Point each body part by finger and pronounce its name. Ask them to repeat after you so that they could be understood this concept clearly.</p>
2 minutes	Conclusion/Review: Tell students they have many body parts.
8 minutes	Classwork/ Assessment: Ask them to list down the names of body parts found on their face.
2 minutes	Homework/Assignment: Students will make a chart of a human body and label it. The best chart will be displayed in the classroom.

Lesson Plan 2

Subject: Science

Grade: 1

Term: 1st

Week: 1

Unit: 1

Unit Title: Our Body Parts

LP: 2

Textbook Page/s: 6 - 7

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- recall parts of the human body.
- tell the number of human body parts.

Prior Knowledge of Students:

- They can identify human body parts.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Poster of human body parts

Time Frame (40 Minutes)	Proceedings
5 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Tell students about the body parts vocabulary. Hang the poster of the body parts near the whiteboard for clear visibility. Ask for the names of body parts from some random students. Explain the function of each body part by pointing a stick at the respective part of the body.</p>
24minutes	<p>Lesson Structure/Activities/Presentation: Write the name of the unit on the whiteboard. Tell students they will learn about our body parts and their functions in today's lesson.</p> <p>Activity 1: Ask students to open their textbook on page no.6 and write the first letter of each body part in the boxes. Walk around the classroom and guide students where needed.</p>

	<p>Activity 2: Ask students to open the textbooks and look at the picture on page 7. Ask a random student to read the text of the unit aloud. Explain to them we have a head, two eyes, two ears, a nose, a mouth, a neck, two shoulders, two arms, two hands, two legs, and two feet in our body. (Pointing your finger to each pronounced body part will enhance their understanding). Then ask them to stand up in their seat on their turn and repeat these names and numbers in the same manner.</p> <p>Differentiated Learning: Some students might find it hard to remember the name and number of all body parts. Sit with them, write a few body parts in their notebooks and explain the concept again.</p>
02 minutes	Conclusion/Review: Tell the students they have many body parts.
03 minutes	Classwork/ Assessment: Ask them to list down the names of those body parts which are in a pair.
01 minute	Homework/Assignment: Students will learn all the names of human body parts.

Lesson Plan 3

Subject: Science

Grade: 1

Term: 1st

Week: 1

Unit: 1

Unit Title: Our Body Parts

LP: 3

Textbook Page/s: 6 – 9

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know major parts of the body.
- solve the exercise of the unit.

Prior Knowledge of Students:

- They can answer the questions about the function of some body parts.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Worksheet of Unit.1

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Write the main points of the unit on the whiteboard and repeat them all in the classroom to reinforce basic concepts.</p>
22 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Make a sketch of human body on the whiteboard and draw lines for labelling. Call some random students to come and label at least one body part. Encourage them to take part in this activity.</p> <p>Activity 2: Ask students to open their textbook exercise page 8. Write the three questions in Exercise 1 on the whiteboard. Ask students to open their notebooks and help them answer these questions.</p>

	<p>Then move towards Exercise 2 on page 8 and help students fill in the blanks with correct answers.</p> <p>Activity 3: Ask students to open the textbook page 6. Ask them to count their teeth and write the number in the explore section. Enlighten them that an adult is supposed to have all 32 teeth in his/her but most of the children do not have them all.</p> <p>(Note: Because of the age factor, some students may have their teeth broken. Therefore, make sure the other students would not make fun of them during this activity).</p>
	<p>Differentiated Learning: Walk around in the classroom. Some students might find it hard to solve exercises. Sit with them, guide and help them. Some students might solve them earlier. Instruct them to practise the sentences like 'I have two eyes'; 'You have one nose'; 'I hear with my ears'.</p>
01 minute	Conclusion/Review: Tell the students they have many body parts to perform different functions.
10 minutes	Classwork/ Assessment: Distribute the worksheet of unit 1 in the classroom and ask students to solve it.
02 minutes	Homework/Assignment: Students will enlist body parts and their count in the body other than those they have learnt.

Unit-2- Our Sense Organs

Unit Overview

The second unit, 'Our Sense Organs' will help reinforce the names of our sense organs and their functions. All sense organs are great blessings of Allah ﷻ. The five senses seeing, hearing, smelling, tasting, and touching help us to learn about our surroundings.

Students will be made aware of the function of each sense organ. For example, we use our eyes to see, we use our nose to smell, whereas we use our ears to hear sounds.

Model Answers

Exercise 1

Answers of questions.

- i. We have five senses.
- ii. We have the senses of Sight, hearing, smell, taste, and touch.
- iii. We see things around us.
- iv. We smell and breathe with our nose.

Exercise 2

Fill in the blanks with correct words.

- i. Our skin helps us feel things. (skin, eyes)
- ii. We use our sense of hearing to hear sounds. (hearing, smell)
- iii. Our sense of taste helps us tell the difference between good and bad taste. (hearing, taste)

Exercise 3

Match each sense organ with its sense.

Students will match the circles on their own. Walk around and help them in matching the pictures.

Lesson Plan 4

Subject: Science

Grade: 1

Term: 1st

Week: 2

Unit: 2

Unit Title: Our Sense Organs

LP: 4

Textbook Page/s: 11 &13

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- tell the names of sense organs.
- identify the sense of sight.

Prior Knowledge of Students:

- They can identify sensory organs of the body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Multi-colour charts pieces

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Play a traditional game of "I Spy," to describe physical things in the classroom. Some random students upon his/her turn will say:</p> <p>"I spy something big and white."</p> <p>Other students can ask questions about the thing until someone guesses what it is. Continue playing the game, inviting students to spy on other things for their classmates to guess.</p> <p>This activity will help in improving their observation and sense of sight.</p>

25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit and sense organs on the whiteboard.</p> <ul style="list-style-type: none"> • eyes • ears • nose • tongue • skin <p>Tell them they are going to learn about sense organs. Ask students to open the textbook on page 11. Read the first page of the unit aloud and explain to them firstly about the sense organs, then the eyes and their function (sight). Tell them “We have two eyes to see things around”. (Ask students to focus on pictures given on the textbook page 11 at the same time)</p> <p>Activity 2: Ask students to come in front of the class upon their turn, and point to their sense organ which helps them to see things around like “I see things with the help of my _____”.</p> <p>Ask other students to listen attentively. Ask students to look around and observe other class fellows. Tell them “We all have similar eyes. All of us see with our eyes. This sense is called sight.”</p> <p>Activity 3: Distribute multi-colour chart pieces among students. Ask them to stand up in their seat upon turn and pronounce the colour of that piece of chart aloud. Explain to them they can identify the coloured charts because of the sense of sight.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the function of the eyes. Sit with them, point to your eyes with your finger and explain the concept again. Now ask them to repeat after you so that they can memorize the names quickly.</p>
02minutes	Conclusion/Review: Tell the students they have two eyes to see the things around.
05 minutes	Classwork/ Assessment: Ask students to write the answers of Exercise 1 part (i), (ii) and (iii) in their notebooks.
03 minutes	Homework/Assignment: Students will make a chart of sense organs and label it.

Lesson Plan 5

Subject: Science

Grade: 1

Term: 1st

Week: 2

Unit: 2

Unit Title: Our Sense Organs

LP: 5

Textbook Page/s: 10 , 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- name of five senses.
- identify the sense of hearing.

Prior Knowledge of Students:

- They can identify sensory organs of the body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of the ear
- Empty tin packs, coins, small pebbles, sand (consider taking precautions to avoid small pieces hazards)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcard of an ear and ask them about it. Explain to them it shows an ear that helps us in hearing sounds. Ask them to name some different sounds they hear in their everyday lives.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of the unit on the whiteboard. Recap about sense organs from previous lecture. Ask students to open the textbook on page 11. Read the first page of the unit, then move to page 12 and read about 'Ears' aloud. Tell them we have two ears.</p>

	<p>Explain to them first about the sense organs and their function (hearing) respectively. (Ask students to focus on the picture of the ear on the textbook page no.12 at the same time)</p> <p>Activity 2: Ask students to come in front of the class upon their turn, and point to their sense organ which helps them to hear like 'I hear sounds with the help of my _____'. Ask other students to listen attentively. Ask students to look around and observe other class fellows. They can find similar ears.</p> <p>Activity 3: Divide students into groups of four students each. Distribute three tin packs to each head of the group. Ask the head of the group to put coins, sand and pebbles into three different tin packs and shake each well randomly. Ask the other three members to close their eyes and just focus on their sense of hearing:</p> <ul style="list-style-type: none"> • What do you hear? • Can you tell me what is in each container? • How do you know? <p>Take their answers and appreciate them if they would answer correctly. Explain to them they can identify the sounds because of their sense of hearing.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the function of the ears. Sit with them, point to your ears with your finger and explain the concept again. Now ask them to repeat after you so that they can memorize the names quickly.</p>
02 minutes	Conclusion/Review: Tell the student they have two ears to hear the sounds.
05 minutes	Classwork/ Assessment: Ask them to write their answers to the question asked on page 10 explore section.
03 minutes	Homework/Assignment: Students will make learn by heart the names and functions of sense organs.

Lesson Plan 6

Subject: Science

Grade: 1

Term: 1st

Week: 2

Unit: 2

Unit Title: Our Sense Organs

LP: 6

Textbook Page/s: 10 & 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- name of five senses.
- identify the sense of smell.

Prior Knowledge of Students:

- They can identify sensory organs of the body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of the nose
- Small bottles, cotton balls, odorous liquids

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcard of a nose and ask them about it. Explain to them it shows a nose that helps us in the smelling.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of the unit on the whiteboard. Recall them about sense organs. Ask students to open the textbook on page 12 and read the topic 'Nose' aloud. Talk to them we have one nose. Explain to them the function of smelling simultaneous. (Ask students to focus on the picture of the nose on the page 12 at the same time)</p> <p>Activity 2:</p>

	<p>Ask students to come in front of the class upon their turn, and point at their sense organ which help them to hear around like 'I smell with the help of my _____'. Ask other students to listen attentively.</p> <p>Activity 3: Divide students into groups of four students each. Then distribute three small bottles after putting odorous liquid on a cotton ball and place into a bottle to each head of the group. Ask the other three members to come closer to the head of the group and just focus on the sense of smell. :</p> <ul style="list-style-type: none"> • What do you smell? • Does the smell remind you of anything? • Can you tell me what is in each container? <p>Take their answers and appreciate them if they answer correctly. Explain to them they can identify the different smells because of the sense of smell.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the function of the nose. Sit with them, point to your nose with your finger and explain the concept again. Now ask them to repeat after you so that they can memorize the names quickly.</p>
02 minutes	Conclusion/Review: Tell the student they have a nose to smell.
05 minutes	Classwork/ Assessment: Ask students to look at the first picture on textbook page 10 in 'Think' section and answer to question.
03 minutes	Homework/Assignment: Students will write the answer of the Exercise 1 part (iv) in their notebooks.

Lesson Plan 7

Subject: Science

Grade: 1

Term: 1st

Week: 3

Unit: 2

Unit Title: Our Sense Organs

LP: 7

Textbook Page/s: 12-13

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- Name of five senses.
- Identify the sense of taste.

Prior Knowledge of Students:

- They can identify sensory organs of the body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of the tongue
- Small paper cups, popcorns, candies

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students flashcard of a tongue and ask them about it. Explain to them it shows a tongue that helps us in the tasting. Ask them to name some different tastes they enjoy in their everyday life.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Recall for them about sense organs. Ask students to open the textbook on page 12 and read the topic 'Tongue' aloud. Talk to them we have a tongue in our mouth which helps us to taste sweet, salty, bitter or sour. (Ask students to focus on the picture of the tongue on the textbook page 12 at the same time)</p>

	<p>Activity 2: Ask students to come in front of the class upon their turn, and point to their sense organ which helps them to taste different things like 'I taste with the help of my _____'.</p> <p>Ask other students to listen attentively.</p> <p>Activity 3: Divide students into groups of four students each. Then distribute two small paper cups to each head of the group after putting popcorn in one cup and candies in the other. The rest of students will taste each cup one by one.</p> <p>Ask the other three members to close their eyes and just focus on their sense of taste and answer:</p> <ul style="list-style-type: none"> • How would you describe the taste of each sample? • Is it sweet or salty? • Is it bitter or sour? <p>Take their answers and appreciate them if they answer correctly. Explain to them they can enjoy different tastes because of the sense of taste.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the function of the tongue. Sit with them, point to your tongue with your finger and explain the concept again.</p> <p>Now ask them to repeat after you so that they can memorize the names quickly.</p>
02 minutes	Conclusion/Review: Tell the student they have a tongue to taste.
05 minutes	Classwork/ Assessment: Ask students to match each organ with its sense on textbook page 13 Exercise 3.
03 minutes	Homework/Assignment: Students will make learn by heart the names of different tastes.

Lesson Plan 8

Subject: Science

Grade: 1

Term: 1st

Week: 3

Unit: 2

Unit Title: Our Sense Organs

LP: 8

Textbook Page/s: 12-13

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- name of five senses.
- identify the sense of touch.

Prior Knowledge of Students:

- They are able to identify sensory organs of the body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Ice cubes
- Paper bags, sandpaper, silk cloth samples, feathers, plastic straws, modelling clay

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Let students hold an ice cube in each hand. Ask them “What do you feel?” Explain to them we can feel something through the sense of touch.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Recall for them about sense organs. Ask students to open the textbook on page 12 and read the topic ‘Skin’ aloud. Talk to them we have skin all over the body which helps us to feel hard, soft, smooth, rough, cold and hot. (Ask students to focus on the picture of the boy touching his face on the textbook page 12 at the same time)</p>

	<p>Activity 2: Ask students to come in front of the class upon their turn, and point to their sense organs which help them feel different things like 'I feel and touch with the help of my _____'.</p> <p>Ask other students to listen attentively.</p> <p>Activity 3: Divide students into groups of four students each. Then distribute two small paper bags after placing one material in each bag and labelling each bag to each head of the group. The rest of students will close their eyes and put their hands in each bag one at a time and touch the material.</p> <p>Ask them to just focus on the sense of touch and answer:</p> <ul style="list-style-type: none"> • What do you feel? • What do you think is inside each bag? <p>Take their answers and appreciate them if they answer correctly. Explain to them they can guess materials because of the sense of touch.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the function of the skins. Sit with them, point to your skin with your finger and explain the concept again.</p> <p>Now ask them to repeat after you so that they can memorize the names quickly.</p>
02 minutes	Conclusion/Review: Tell the student they have skin all over their body which helps them to feel and touch.
05 minutes	Classwork/ Assessment: Ask students to match each organ with its sense on textbook page no. 13 question no.2.
03 minutes	Homework/Assignment: Students will make a poster of all the senses.

Lesson Plan 9

Subject: Science

Grade: 1

Term: 1st

Week: 3

Unit: 2

Unit Title: Our Sense Organs

LP: 9

Textbook Page/s: 12-14

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know all the five senses.
- identify each sense organ.

Prior Knowledge of Students:

- They can identify sensory organs of the body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Poster of sensory body parts
- Worksheets of Unit.2
- White charts, colour pencils

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Hang the poster near the whiteboard. Point the sensory organs with a stick one by one and ask some random students to stand up in their seats and name that organ with the function of each. After they have been done, repeat all sensory organs along with functions.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Recall for them about sense organs. Ask students to open the textbook on page 14 and help them in completing the table of sense organs.</p>

	<p>Activity 2:</p> <p>Tell students they are going to use their senses to identify objects found outside. Take students outside. Let them observe their surroundings using their senses of sight, smell, hearing, taste and touch.</p> <p>Let them observe surrounding things, such as the colours of flowers, the different sizes of plants, leaves in different shapes, etc.</p> <p>Let them smell different things around them such as flowers, garbage, cans, etc. (Take precautions lest any student should fall ill due to any smell, especially garbage.)</p> <p>Let them listen to the different sounds around them such as birds singing, cars, etc.</p> <p>Collect some rocks, leaves, and flowers.</p> <p>Let them touch the tree trunks and see how they feel.</p> <p>Let them eat their snacks and discuss if it's sweet, sour, salty, etc.</p> <p>Ask them the following questions:</p> <ul style="list-style-type: none"> • How do we see it? • How do we smell? • How do we hear? • How do we feel about things? • How do we taste? <p>Take their answers and respond accordingly.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it difficult to answer the questions. Set them up in pairs or sit with them and help them look for answers. They have forgotten the unit or might not have understood it all. In either case, briefly explain the unit again using the given pictures of sense organs. Help them understand each sense's description.</p>
01 minutes	<p>Conclusion/Review: Tell the student about the five sense organs and their functions.</p>
08 minutes	<p>Classwork/ Assessment: Distribute the Unit 2 worksheets to students. Ask them to solve it. Walk around in the class to help them in solving the worksheets.</p>
01 minutes	<p>Homework/Assignment:</p> <p>Students will draw each sense organ in their notebooks and label it.</p>

Unit-3- Healthy Body

Unit Overview

The third unit, 'Healthy Body' will help reinforce the concept of the importance of a healthy body.

They will also be made aware of all the healthy habits to maintain a healthy body such as eating a healthy diet, drinking a lot of water, exercising regularly, and getting enough rest and sleep.

Model Answers

Exercise 1

Answer the following questions.

1. Fruit 2. Vegetables 3. Milk 4. Meat 5. Nuts
2. Healthy foods keep us healthy and fit.
3. Proper sleep helps our body rest.

Exercise 2

Fill in the blank with the correct words.

- | | | |
|------|--|----------------------|
| i. | Fruits and vegetables are <u>healthy</u> foods. | (healthy, unhealthy) |
| ii. | Exercise involves <u>moving</u> your body in different ways. | (shaping, moving) |
| iii. | Our body needs proper <u>sleep</u> to rest and grow. | (sleep, exercise) |

Exercise 3

Match the column A with pictures of column B.

Help students in matching the columns.

Lesson Plan 10

Subject: Science

Grade: 1

Term: 1st

Week: 4

Unit: 3

Unit Title: Healthy Body

LP: 10

Textbook Page/s: 15 - 17

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- Describe what it means to be healthy.
- Explain why a healthy diet is important for good health.

Prior Knowledge of Students:

- They can tell health is wealth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of healthy and unhealthy foods(fruits, vegetables, meat, burger, pizza)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcards of healthy food one after one. Ask some random students what these show. Take their answers and correct them if needed. Then show the flashcards of unhealthy food and similarly take their answers. Repeat the names of healthy and unhealthy food for better understanding.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn about a healthy body. Explain to them how they can maintain a healthy body. Brief them that healthy foods help us maintain a healthy body while unhealthy foods are not good for our health. Ask students to open the textbooks and look at the pictures in the 'Think' section on page 15. Guide them to solve the activity by ticking the healthy foods.</p>

	<p>Activity 2: Tell them they are going to sing a poem about a healthy body. Write the 'Being Healthy' poem on the whiteboard and sing it in a chorus.</p> <p style="text-align: center;">Being Healthy</p> <p style="text-align: center;">Mum says I have to brush my teeth In the morning and at night. They look and taste much better But I hate it when she's right.</p> <p style="text-align: center;">Dad says I have to take a bath And wash my body well. I do feel nice and clean and fresh But now he's right as well!</p> <p style="text-align: center;">My brother says I have to wash My hands to keep them clean. He's right, my fingers feel so good Without dirt in between.</p> <p style="text-align: center;">My sister says I have to eat Some vegetables each day. She's right, I have more energy</p> <p>Activity 3: Tell students that the importance of eating a healthy diet. Emphasize them a healthy diet give us the energy to work. It contains fruit and vegetables. Ask them to open their notebooks and write the names of fruits and vegetables they like the most.</p>
	<p>Differentiated Learning: Some students might find it difficult to differentiate the healthy food and unhealthy food. Sit with them and sketch down at least one healthy and one unhealthy food for more clarity.</p>
01 minutes	Conclusion/Review: Tell students a healthy diet keep us healthy.
08 minutes	Classwork/ Assessment: Students will write the answers of question 1 (i) and (ii) in their notebook.
01 minutes	Homework/Assignment: Students will make a list of unhealthy foods.

Lesson Plan 11

Subject: Science

Grade: 1

Term: 1st

Week: 4

Unit: 3

Unit Title: Healthy Body

LP: 11

Textbook Page/s: 15-17

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- describe what it means to be healthy.
- explain why regular exercise is important for good health.

Prior Knowledge of Students:

- They can tell health is wealth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask students how many of them exercise regularly. Take their answers explain to them the benefits of regular exercise.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them that a health body is a great blessing of Allah. So, we should take care of our bodies. Ask students to open the textbook on page 16. Ask them to find a picture of a body that is doing exercise. Emphasize to them that exercise is the best way to keep healthy and fit. (Teacher may show them a simple walk is also exercise)</p>

	<p>Activity 2: Ask students to come in front of the class on their turn. Each student will describe at least one way of exercise such as playing a physical game, walking, etc. Appreciate students after they get a finish.</p> <p>Activity 3: Make two groups. Play the 'Tug of War; game on the school ground. Encourage students to take part in this activity. Tell them this physical activity is also good for health.</p>
	<p>Differentiated Learning: Some students might find it difficult to understand the concept of exercise. Gather them at a table. Perform any one simple exercise to demonstrate the concept. Then ask them to do the same.</p>
02 minutes	Conclusion/Review: Tell the student the importance of exercise for health.
10 minutes	Classwork/ Assessment: Ask students to open the textbook on page 17 and fill in the blanks (ii) of Exercise 2. Help them in this activity.
	<p>Homework/Assignment: Students will make a list of other sports/activities which can help them to be healthy.</p>

Lesson Plan 12

Subject: Science

Grade: 1

Term: 1st

Week: 4

Unit: 3

Unit Title: Healthy Body

LP: 12

Textbook Page/s: 11 - 12

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- describe what it means to be healthy.
- explain why proper sleep is important for good health.

Prior Knowledge of Students:

- They can tell health is wealth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of a sleeping child

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcards of different body parts one after one and take answers from some random students. Listen to their responses. Now, explain them the benefits of proper sleep.</p>
20 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of the unit on the whiteboard. Repeat the importance of proper sleep for health. Ask some random students about their sleep time and tell them a proper sleep help our body rest and grow. Explain to them early to bed and early rise make us healthy and wise.</p>

	<p>Activity 2: Ask students to open the textbook on page 16. Read the three ways they can keep their bodies healthy. Emphasize them to adopt these healthy habits.</p>
	<p>Differentiated Learning: Some students might find it difficult to understand the concept of proper sleep. Sit with them and explain how sleep is good for health. Do explain to them that improper sleep can damage our health.</p>
02 minutes	Conclusion/Review: Tell the student the healthy habits.
10 minutes	Classwork/ Assessment: Ask students to write the answer to the question.1 part (iii) on their notebooks.
03 minutes	Homework/Assignment: Make a chart of good habits that maintain our health. Cut relevant pictures from old magazines/newspapers.

Lesson Plan 13

Subject: Science

Grade: 1

Term: 1st

Week: 5

Unit: 3

Unit Title: Healthy Body

LP: 13

Textbook Page/s: 17-18

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to a healthy body.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Worksheets of Unit.3

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Exercise A Write the name of the unit on the whiteboard. Ask students to open the textbook on page 17. Instruct students to match the columns of Exercise 3 on their textbooks. Walk around the class and supervise students' work. Some students might need your help in matching the columns correctly.</p> <p>Activity 2: Divide students into three groups. Each group would mention a healthy diet for each of: _____ (page 18)</p> <p style="text-align: center;">Breakfast Lunch Dinner</p> <p>Activity 3: Ask students to open the textbooks and look at the pictures in the 'Explore' section on page 15. Guide them in circling the correct picture.</p>
01 minute	Conclusion/Review: Tell students all the ways to maintain a healthy body.

10 minutes	Classwork/ Assessment: Distribute the worksheets of unit 3 and ask students to solve them.
01 minute	Homework/Assignment: Students will enlist healthy habits.

Unit-4-Cleanliness

Unit Overview

The fourth unit, 'Cleanliness' will help reinforce the cleanliness and its importance.

Students will be made aware of ways of keeping clean such as brushing their teeth, washing their face and brushing their hair. Students will know that it is important for their health to practice cleanliness. They will also understand the importance keeping their surroundings neat and clean.

Model Answers

Exercise 1

Answer the following questions.

- i. Cleanliness is the habit of keeping ourselves dirt free.
- ii. They keep germs and diseases away from us.
- iii. Two times.

Exercise 2

- (i) Majid
- (ii) Sajid
- (iii) Majid

Exercise 3

Write 'T' for true and 'F' for false statement.

- i. Cleanliness keeps germs and diseases away from us. T
- ii. Healthy habits make us sick. F
- iii. Regular baths wash away germs from our body. T

Lesson Plan 14

Subject: Science

Grade: 1

Term: 1st

Week: 5

Unit: 4

Unit Title: Cleanliness

LP: 14

Textbook Page/s: 19 - 20

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:

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

- tell the importance of cleanliness.
- identify the healthy habits of cleanliness.

Prior Knowledge of Students:

- They can tell what cleanliness is.

Teaching Aids/Materials/Resources:

- Textbook
- Board/Marker
- Worksheet of the unit.4

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn about cleanliness. Explain to them cleanliness is the habit of keeping ourselves clean. Ask students to open the textbooks and look at the pictures on page 20. Let them compare both pictures. Ask them about the difference in both pictures. Take answers from some random students and explain to them the difference.</p> <p>Activity 2:</p>

	<p>Tell students the importance of cleanliness of ourselves and our surroundings to stay healthy. Tell them if they practice cleanliness habits, germs and diseases remain away from them.</p> <p>Ask them to open their textbook on page 19 in the 'Think' section and tick the healthy habits in the pictures.</p> <p>Help and guide them.</p> <p>Activity 3:</p> <p>Ask them to brainstorm and write one of their cleanliness habits in the textbooks in the 'Explore' section. When they get finished, let them share their answer with other classmates.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it difficult to understand the concept of cleanliness. Sit with them and explain how cleanliness is good for us. Do explain to them we should keep ourselves.</p>
01 minutes	Conclusion/Review: Tell the student the importance of cleanliness habits.
08 minutes	Classwork/ Assessment: Distribute the worksheets of unit.4 to students and let them solve them.
01 minutes	Homework/Assignment: Students will make a list of cleanliness habits.

Lesson Plan 15

Subject: Science

Grade: 1

Term: 1st

Week: 5

Unit: 4

Unit Title: Cleanliness

LP: 15

Textbook Page/s: 19 - 20

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:

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

- tell the importance of cleanliness.
- identify the ways to keep themselves clean.

Prior Knowledge of Students:

- They can tell what cleanliness is.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Poster of habits of cleanliness

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show the 'Habits of Cleanliness' poster to students and explain it to them. Ask them to tell the habits on their turn. Listen to their responses.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the board. Tell them they are going to learn the ways to keep themselves clean. Ask students to open textbook on page 15 and ask a random student to read the topic 'Ways to keep Ourselves Clean' aloud. Stop the student where necessary and explain them each way simultaneously by pointing to the pictures. Ask them to identify each way at the end of the lesson.</p>

	<p>Activity 2: Write the poem 'Ways of Cleanliness' on the whiteboard as given below. Ask students to sing the poem with you in the chorus.</p> <p style="text-align: center;">Ways of Cleanliness</p> <p style="text-align: center;">Get up early And brush your teeth; Seek bath shower Sit underneath.</p> <p style="text-align: center;">Look at your hands And at your feet; Cut your nails well To keep them neat.</p> <p style="text-align: center;">Wear your clean uniform Have breakfast; Go to school first Don't be the last.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the ways of cleanliness. Sit with them and write these ways on their notebooks while explaining them simultaneously. Ask them to repeat after you so that they can memorize the names quickly.</p>
01 minutes	Conclusion/Review: Tell students ways of cleanliness to keep us healthy.
08 minutes	Classwork/ Assessment: Guide students to exercise 1 part (i), (ii) and (iii). To write the answers in their notebooks.
01 minutes	Homework/Assignment: Students will make a chart of ways of cleanliness.

Lesson Plan 16

Subject: Science

Grade: 1

Term: 1st

Week: 6

Unit: 4

Unit Title: Cleanliness

LP: 16

Textbook Page/s: 21 - 22

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to cleanliness.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Repeat the lesson's main points for reinforcement and encourage students to repeat after you.</p>
20 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Exercise 2 Write the name of the unit on the whiteboard. Tell them they are going to solve the exercise. Ask students to open the textbook on page 21 and look at the pictures. Instruct them to recognize masjid and Sajid and write their answers of each family member of Usman's Family on textbook page 17. Walk around the class and supervise students' answers. Some students might need your help in writing the answers correctly.</p> <p>Activity 2: Celebrate 'Cleanliness Day' in your school. Ask students to make charts, play cards and posters relevant to cleanliness. (Textbook page 22)</p>
	<p>Differentiated Learning: Some students might find it hard to solve the exercise. Guide and help them.</p>
02 minutes	<p>Conclusion/Review: Tell students the importance of keeping themselves and their surroundings clean.</p>
13 minutes	<p>Classwork/ Assessment: Ask them to write true and false on their textbooks page 22. Guide and help them in writing true and false.</p>
	<p>Homework/Assignment:</p>

Unit-10-Objects in our Surroundings

Unit Overview

The tenth unit, 'Objects in our Surroundings' will help reinforce the concept of objects found in our surroundings (School and Home).

Students will be made aware about objects have different properties with respect to their shape, size, texture, weight, hardness and softness. The student will get familiar with the role of their five sense to find out all these properties of objects. They will also understand the importance using these properties of objects in their lives.

Model Answers

Exercise 1

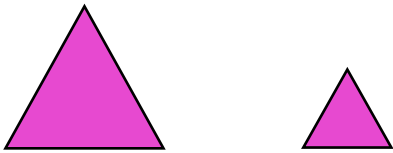
Answer the following questions.

- i. Shape and colour.
- ii. Texture and hardness or softness.
- iii. Students will give their answers.

Exercise 2

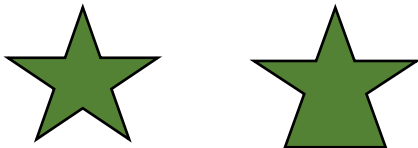
Identify the similarities and differences between the following.

- i. What is similar about these two shapes?



Size	Colour ✓	Shape ✓
------	----------	---------

- ii. What is different about these two shapes?



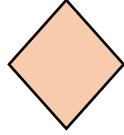
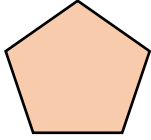
Size	Colour	Shape ✓
------	--------	---------

- iii. What is similar about these two shapes?



Size✓	Colour	Shape✓
-------	--------	--------

iv. What is similar about these two shapes?



Size	Colour✓	Shape
------	---------	-------

Exercise 3

Ali has a cricket ball in his right hand and a cotton ball in his left hand.



Both appear white, round and similar in size.

But Ali can feel the difference between these two.

Encircle the correct answer.

- i. Which one has more weight?
 - cricket ball✓
 - cotton ball
- ii. Which one is soft?
 - cricket ball
 - cotton ball✓

Exercise 4

Observe three different objects from your surroundings and write their properties.

Students will fill the table. Help and guide them in filling.

Lesson Plan 17

Subject: Science	Grade: 1	Term: 1st
Week: 6	Unit: 10	Unit Title: Objects in our Surroundings
LP: 17	Textbook Page/s: 48, 49, and 51	Duration: 40 minutes
Teacher:	School	Date:

Student Learning Outcomes:

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

- name the objects in their surroundings.
- sort the objects based on size.

Prior Knowledge of Students:

- They can recognize different objects.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Different coloured blocks

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask the student to observe their classroom and tell the names of any five objects with the different sizes. Take their answers.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn to sort of objects based of properties. Ask students to open their textbook on page 48 and look at the ‘Think’ section. Let them brainstorm and answer the question.</p> <p>Activity 2:</p>

	<p>Tell them the five senses help us in finding the properties of the objects such as colour, size, shape, roughness, smoothness, hardness or softness.</p> <p>Ask students to open the textbook page 49. Read the introduction and the topic 'Size' aloud.</p> <p>Elaborate them we can tell the size of an object by the sense of sight and even by touch i.e. small or big.</p> <p>Activity 3:</p> <p>Place different-sized blocks on the table. Ask some random students to come near the teacher's table. Blindfold them on their turn or ask them to close their eyes and let them guess the size (small or big) of two blocks by touching with hands one by one.</p> <p>Remove the blindfold or have them open their eyes to see if their guess was correct by using their sense of sight. Listen to their answers and appreciate them if they could guess the size correctly.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it difficult to understand the concept of sorting objects based on sizes. Sit with them and explain whether objects are either big or small in size. Some students might finish their classwork earlier. Ask them to review the words given in Exercise 1.</p>
01 minute	Conclusion/Review: Tell students about the properties of different objects.
08 minutes	Classwork/ Assessment: Students will make a list of two objects of different sizes in your classroom. (Textbook page 51 Exercise 1 part (iii).
01 minute	Homework/Assignment: List the different-sized objects found at your home.

Lesson Plan 18

Subject: Science	Grade: 1	Term: 1st
Week: 6	Unit: 10	Unit Title: Objects in our Surroundings
LP: 18	Textbook Page/s: 48-49, 51	Duration: 40 minutes
Teacher:	School	Date:

Student Learning Outcomes:

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

- name the objects in their surroundings.
- sort the objects based on colours.

Prior Knowledge of Students:

- They can recognize different objects.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcards of different colours

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask some random students to tell the names of colours of different things found in the classroom like colour of the charts, chairs, table, uniform, shoes, etc. Listen to their responses and explain to them we can sort objects based on their colours.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn to sort objects based on colours. Ask students to open their textbook page 48 and look at the 'Explore' section. Let them brainstorm and answer the first question.</p>

	<p>Activity 2: Tell them the sense of sight helps us in finding the colour of objects. Ask students to open the textbook on page 49 and look at the picture. Read the topic 'Colour' aloud. Elaborate them we can tell the colour of an object by just looking at it. Some objects look dark while others look light.</p> <p>Activity 3: Show students the different coloured flashcards one by one and ask them to name the colour. Listen to their answers and appreciate them if they could guess the colour correctly. Then ask them to answer Exercise 1 part (i).</p>
	<p>Differentiated Learning: Some students might find the lesson difficult. Sit with them, as others complete their classwork and explain to them the sorting of objects based on colours.</p>
01 minute	Conclusion/Review: Tell students about the properties of objects.
08 minutes	Classwork/ Assessment: Students will make a list of two objects having different colours in your classroom. (Textbook page 51 Exercise 1 part (iii)).
01 minute	Homework/Assignment: List the different coloured objects found at your home.

Lesson Plan 19

Subject: Science	Grade: 1	Term: 1st
Week: 7	Unit: 10	Unit Title: Objects in our Surroundings
LP: 19	Textbook Page/s: 48-49, 51	Duration: 40 minutes
Teacher:	School	Date:

Student Learning Outcomes:

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

- name the objects in their surroundings.
- sort the objects based on shapes.

Prior Knowledge of Students:

- They can recognize different objects along with their colours.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Posters of different shapes

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask students to identify any five objects in your classroom. Listen to their responses and explain to them sorting of objects on basis of their shapes.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn to sort objects based on shapes. Ask students to open their textbook page 48 and look at the 'Explore' section. Let them brainstorm and answer the second question.</p> <p>Activity 2:</p>

	<p>Tell them the sense of sight helps us in finding the shape of an object such as round, square or triangular.</p> <p>Ask students to open the textbook on page 49 and look at the picture.</p> <p>Read the topic 'Shape' aloud.</p> <p>Elaborate them we can tell the shape of an object by just looking at it.</p> <p>Different objects have different shapes.</p> <p>Activity 3:</p> <p>Hang the poster of different shapes near the whiteboard. Explain to students each shape one by one. Then ask some random students to come to draw different shapes such as round, square or triangle on the whiteboard. Encourage students for taking part in this activity.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it difficult to understand the concept of sorting objects on the basis of shapes. Sit with them and explain whether objects are of different shapes. Some students might finish their classwork earlier. Ask them to review the answer to Exercise 1.</p>
01 minute	<p>Conclusion/Review: Tell students about the properties of different objects and shapes.</p>
08 minutes	<p>Classwork/ Assessment: Ask students to answer exercise 1 part (ii).</p> <p>Walk around the classroom and help them in answering.</p>
01 minute	<p>Homework/Assignment: List the objects of different shapes found at your home.</p>

Lesson Plan 20

Subject: Science	Grade: 1	Term: 1st
Week: 7	Unit: 10	Unit Title: Objects in our Surroundings
LP: 20	Textbook Page/s: 49, 53	Duration: 40 minutes
Teacher:	School	Date:

Student Learning Outcomes:

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

- name the objects in their surroundings.
- sort the objects based on textures.

Prior Knowledge of Students:

- They can recognize different objects along with their shapes.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Things with different textures(egg, spoon, USB, apple, rock, tissue paper, glass, a piece of sponge, a piece of sandpaper)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask students to touch the surfaces of their chair/desk, bag, and textbook pages respectively. Let them explain if they found any difference in these surfaces. Listen to their responses.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn to sort objects based on textures. Explain to them that the texture is how an object feels when you touch it for example smooth or rough. Ask students to open the textbook page 50 and look at the picture.</p>

	<p>Read the topic 'Texture' aloud. Elaborate them we can tell the texture of an object by just touching it.</p> <p>Activity 2: Guide the student about the activity given on textbook page 53. Let them explore the things by holding them in their hand and feeling them. In the end, ask them to classify these things as smooth or rough by writing their names in the correct column.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the sorting of objects based on texture. Sit with them, write the types of texture on their notebooks and explain the concept again. Now ask them to repeat after you.</p>
01 minute	Conclusion/Review: Tell students about the properties of objects.
08 minutes	Classwork/ Assessment: Ask students to answer Exercise 1 part (ii).
01 minute	Homework/Assignment: List the objects of different textures found at your home.

Lesson Plan 21

Subject: Science	Grade: 1	Term: 1st
Week: 7	Unit: 10	Unit Title: Objects in our Surroundings
LP: 21	Textbook Page/s: 50, 52	Duration: 40 minutes
Teacher:	School	Date:

Student Learning Outcomes:

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

- name the objects in their surroundings.
- sort the objects based on weight.

Prior Knowledge of Students:

- They can recognize different objects along with shapes and colours of some.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Two balls(a cricket ball and a cotton ball)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask the student to observe you carefully. Hold a pen from your table by using your two fingers. Then try to lift your chair with two fingers. Ask students which thing was easy to lift and why? Listen to their responses and explain them accordingly.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn to sort objects based on weight. Ask students to open their textbook page 48 and look at the 'Explore' section. Let them brainstorm and answer the second question.</p> <p>Activity 2:</p>

	<p>Tell them the sense of touch helps us in finding the weight of an object such as heavy or light.</p> <p>Ask students to open the textbook on page 50 and look at the picture.</p> <p>Read the topic 'Weight' aloud.</p> <p>Elaborate them we can tell whether an object is heavy or light by just holding it in our hand or moving it. Heavy objects are difficult to lift while light objects are easy to lift.</p> <p>Activity 3:</p> <p>Call a random student in front of the class. Ask him/her to hold a cricket ball in his/her right hand and a cotton ball in his/her left hand. Then ask him/her which ball is heavy and which one is light? Repeat a similar process with other students with different alike articles.</p> <p>Ask them to open their textbook page 52 and encircle the correct answers to exercise 3 part (i) and (ii) based on their observation.</p> <p>Encourage students for taking part in this activity.</p>
	<p>Differentiated Learning:</p> <p>Some students might find it hard to understand the sorting of objects based on weights. Explain the concept to them again with new examples.</p> <p>Now ask them to repeat after you so that they can memorize the lesson quickly.</p>
01 minute	Conclusion/Review: Tell students about the properties of objects.
08 minutes	Classwork/ Assessment: Ask students to answer Exercise 4. Walk around the classroom and help them in answering.
01 minute	Homework/Assignment: List the objects of different weights found at your home.

Lesson Plan 22

Subject: Science	Grade: 1	Term: 1st
Week: 8	Unit: 10	Unit Title: Objects in our Surroundings
LP: 22	Textbook Page/s: 50, 51	Duration: 40 minutes
Teacher:	School	Date:

Student Learning Outcomes:

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

- name the objects in their surroundings.
- sort the objects based on softness and hardness.

Prior Knowledge of Students:

- They can recognize different objects.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Hard and soft materials(a piece of rock, a small towel, a bird’s feather, a small pillow, a piece of brick, a hammer, a cricket bat)
- Worksheets of Unit 10

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask students to think and list down any five soft and hard objects found in their surroundings (home/school).</p>
25 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to learn to sort of objects based on hardness or softness. Tell them the sense of touch helps us in finding the hardness or softness of an object. Ask students to open the textbook on page 50 and look at the picture. Read the topic ‘Softness and Hardness’ aloud. Explain to them an object has either a soft surface or a hard surface.</p>

	<p>Activity 2: Place hard and soft materials on the table. Ask some random students to come near the teacher's table. Blindfold them on their turn or ask them to close their eyes and let them tell the softness or hardness of two materials by touching with hands one by one. (Take precautions lest any kid got hurt due to the blindfold.) Remove the blindfold or have them open their eyes to see if their guess was correct. Listen to their answers and appreciate them if they could guess correctly. Encourage students for taking part in this activity.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the sorting of objects based on hardness or softness. Explain the concept to them again. Now ask them to repeat after you so that they can memorize the lesson quickly.</p>
01 minute	<p>Conclusion/Review: Tell students about the properties of objects in terms of softness and hardness.</p>
08 minutes	<p>Classwork/ Assessment: Distribute the worksheets of unit 10 to students. Ask students to solve it. Walk around the classroom and help them in solving the worksheet.</p>
01 minute	<p>Homework/Assignment: List the objects of different hardness and softness found at your home.</p>

Unit-14 Planet Earth

Unit Overview

The fourteenth unit, 'Planet Earth' will help reinforce the concept of about shape of the Earth and life on it. Students will be made aware that they live on the planet Earth which is round in shape. They will also get familiar with its two main parts of land and water. They will understand some living things live on the land and others live under water. Students will know that living things need air, sunlight, food and water for their survival.

Model Answers

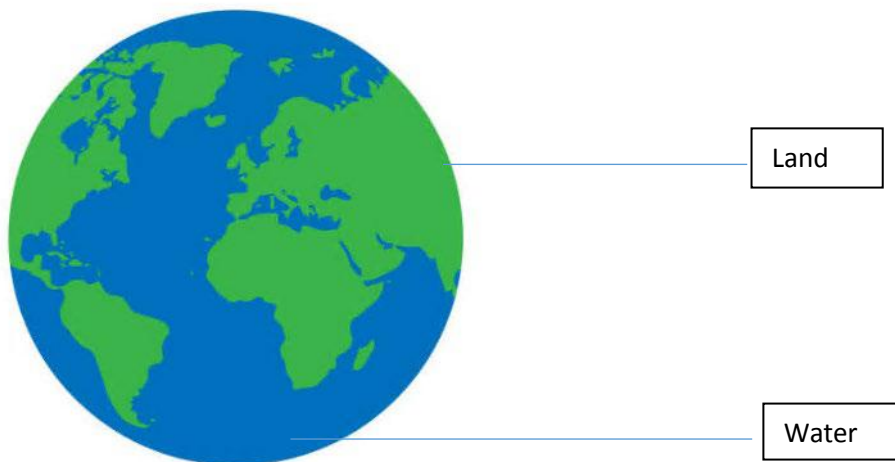
Exercise 1

Answer the following questions.

- i. The shape of the Earth is round.
- ii. Water covers most of Earth's surface.
- iii. Air, sunlight, food, soil, and water are needs of living things.

Exercise 2

Label the land, and water in the following picture.



Exercise 3

Write 'T' for a true and 'F' for a false statement.

- i. Our Earth is flat, and looks like a square. **F**
- ii. The Earth is covered with land and water. **T**
- iii. Living things need air, sunlight, food, soil and water. **T**

Question 4

Colour objects shaped like our Earth.

Students will colour the objects.

Lesson Plan 23

Subject: Science

Grade: 1

Term: 1st

Week: 8

Unit: 1

Unit Title: Planet Earth

LP: 23

Textbook Page/s: 67-68

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know the planet Earth is round.
- recognize the Earth is covered with land.

Prior Knowledge of Students:

- They can tell about the planet Earth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- White charts and colour pencils

Time Frame (40 Minutes)	Proceedings
5 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Write the short poem 'Earth' on the whiteboard. Ask students to learn it by heart. Then sing it in a chorus.</p> <p style="text-align: center;">Earth</p> <p style="text-align: center;">Round and blue</p> <p style="text-align: center;">And just for you</p> <p style="text-align: center;">I spin around the Sun</p> <p style="text-align: center;">Take care of me</p> <p style="text-align: center;">And you will see</p>

<p>23 minutes</p>	<p>Lesson Structure/Activities/Presentation: Write the name of the unit on the whiteboard. Tell students they will learn about the planet Earth in today's lesson.</p> <p>Activity 1: Ask students to open the textbook and look at the pictures in the 'Think' section on page 67. Let them brainstorm and tick the things present on the Earth. Walk around the classroom and observe their work. Some students may need help in doing this activity.</p> <p>Activity 2: Ask students to open the textbooks page 68. Ask a random student to read the first paragraph text of the unit aloud. Explain to them the Earth has a round shape and comprises of land. Ask students to pronounce the names of water bodies present on the Earth and write these on the whiteboard simultaneously like forests, mountains, deserts, plains, etc. (Pointing your finger to the picture at bottom of the page).</p> <p>Activity 3: Split students into groups of five each. Distribute the white chars and colours among them. Ask them to make a chart of 'Planet Earth' and colour it. Display the most beautiful chart in the classroom.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the shape of the Earth. Explain the concept of the round shape of the Earth to them again. Now ask them to repeat after you so that they can memorize the lesson quickly.</p>
<p>2 minutes</p>	<p>Conclusion/Review: Tell the student the planet Earth comprises land.</p>
<p>8 minutes</p>	<p>Classwork/ Assessment: Ask them to list down the other things which are like Earth's shape.</p>
<p>2 minutes</p>	<p>Homework/Assignment: Students will write the name of ten things present on the Earth.</p>

Lesson Plan 24

Subject: Science

Grade: 1

Term: 1st

Week: 8

Unit: 1

Unit Title: Planet Earth

LP: 24

Textbook Page/s: 67-69

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know the planet Earth is round.
- recognize the Earth is covered with water.

Prior Knowledge of Students:

- They can tell about the planet Earth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcard of the Earth
- Worksheets of Unit.10

Time Frame (40 Minutes)	Proceedings
5 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcard of the Earth and ask them what it shows. Take their answers and explain to them about the planet Earth.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Write the name of the unit on the whiteboard. Tell students they will learn about the planet Earth in today's lesson.</p> <p>Activity 1: Ask students to open the textbook the 'Explore' section on page 67. Let them brainstorm and write the things present on the Earth. Walk around the classroom and observe their work. Some students may need help in doing this activity.</p>

	<p>Activity 2: Ask students to open the textbook on page 68. Ask a random student to read the first paragraph text of the unit aloud. Explain to them the Earth has a round shape and comprises water. Tell them about 70% of the surface of the Earth is covered with water. Ask the student to pronounce the names of water bodies present on the Earth and write the names on the whiteboard simultaneously like seas, rivers, lakes, etc. (Pointing your finger to the picture at bottom of the page).</p> <p>Activity 3: Distribute the worksheets to students. Guide them in solving it correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to understand the concept of land and water found on Earth. Explain the concept to them again. Now ask them to repeat after you so that they can memorize the lesson quickly.</p>
3 minutes	<p>Conclusion/Review: Tell the student that planet Earth comprises water.</p>
5 minutes	<p>Classwork/ Assessment: Ask them to answer the Exercise 1 parts (i), (ii).</p>
2 minutes	<p>Homework/Assignment: Students will make a chart of things present on the Earth and label it. The best chart can be displayed in the classroom.</p>

Lesson Plan 25

Subject: Science

Grade: 1

Term: 1st

Week: 9

Unit: 1

Unit Title: Planet Earth

LP: 25

Textbook Page/s: 68-69

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- tell the colours of the globe.
- identify the living things found on the Earth.

Prior Knowledge of Students:

- They can name some living things present on the Earth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Flashcards of living things(animals and plants)
- Globe

Time Frame (40 Minutes)	Proceedings
5 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Show students the flashcards of animals and plants found on Earth. Ask them what the cards show. Take their answers and explain to them about living things found on planet Earth.</p>
25 minutes	<p>Lesson Structure/Activities/Presentation: Write the name of the unit on the whiteboard. Tell students they will learn about the living things present on planet Earth.</p> <p>Activity 1: Ask students to come close to the teacher’s table. Hold the globe and explain to students that a globe is a spherical model of Earth. Tell them the green colour on it shows the land areas while blue colour shows the water bodies.</p>

	<p>Activity 2: Ask students to open the textbook on page 68 and look at the picture at the bottom. Explain it shows the living things present on Earth. Some living things live on the land while some of them live underwater. Let students brainstorm about living things that live on land and underwater. Ask them to draw a table and fill it with the names of living things. Make the sample table on the whiteboard.</p> <table border="1" data-bbox="394 436 1416 646"> <thead> <tr> <th data-bbox="394 436 906 478">Living Things on Land</th> <th data-bbox="906 436 1416 478">Living Things under Water</th> </tr> </thead> <tbody> <tr> <td data-bbox="394 478 906 646"></td> <td data-bbox="906 478 1416 646"></td> </tr> </tbody> </table> <p>Walk around the classroom and observe their work. Some students may need help in completing this activity.</p>	Living Things on Land	Living Things under Water		
Living Things on Land	Living Things under Water				
	<p>Differentiated Learning: Some students might find it hard to understand the concept of living things found on Earth. Explain the concept to them again. Now ask them to repeat after you so that they can memorize the lesson quickly.</p>				
3 minutes	Conclusion/Review: Tell the student about living things present on the Earth.				
5 minutes	Classwork/ Assessment: Ask them to sketch a globe in their notebooks and colour it.				
2 minutes	<p>Homework/Assignment: Students will make a chart of living things that live underwater.</p>				

Lesson Plan 26

Subject: Science

Grade: 1

Term: 1st

Week: 9

Unit: 1

Unit Title: Planet Earth

LP: 26

Textbook Page/s: 68-69

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- name the living things present on the Earth.
- enlist the needs of living things of the Earth.

Prior Knowledge of Students:

- They can tell some living things present on Earth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Poster of Plants and animals

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up:</p> <p>Greet students cheerfully with السلام عليكم</p> <p>[Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask students to think and list down any five needs of living things found on Earth. Help and guide them.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1:</p> <p>Write the name of the unit on the whiteboard. Tell them they are going to learn about living things and their needs.</p> <p>Ask them to open textbook page 68 and read the first line of the second paragraph and explain to them simultaneously about living things (animals and plants) found on the Earth. They need air, sunlight, food, soil and water for their survival.</p> <p>Activity 2:</p> <p>Hang the poster of animals and plants near the whiteboard and ask students what it shows? (give them hint that these living things are other than human beings)</p> <p>Listen to their answer and tell them it shows living things (animals and plants) found on Earth.</p>
	Differentiated Learning:

	Some students might find it hard to understand the concept of needs of living things found on Earth. Sit with them and write the need of living things on their notebooks and explain the concept to them again. Now ask them to repeat after you so that they can memorize the lesson quickly.
02 minutes	Conclusion/Review: Tell students about the needs of living things.
10 minutes	Classwork/ Assessment: Ask students to label the picture on page 69.

Lesson Plan 27

Subject: Science

Grade: 1

Term: 1st

Week: 9

Unit: 5

Unit Title: Planet Earth

LP: 27

Textbook Page/s: 69-70

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- solve the exercise on their own.

Prior Knowledge of Students:

- They can answer the questions related to the planet Earth.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Colour pencils

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Ask students to name any five things needed by living things to live on Earth. Take their answers and respond accordingly.</p>
23 minutes	<p>Lesson Structure/Activities/Presentation:</p> <p>Activity 1: Write the name of the unit on the whiteboard. Tell them they are going to solve the exercise of the unit. Ask students to open textbook page 69 and write the answer to Exercise 1 part (iii) in their notebooks.</p> <p>Activity 2: Ask students to open textbook page 69 and mark write 'T' for a true and 'F' for a False statement. Walk around the classroom and observe whether students writing correctly. Help and guide them.</p> <p>Activity 3:</p>

	<p>Ask students to take any round object. Wrap it with white paper. Colour it as an image of the Earth. Present it in the classroom and show land and water over it.</p> <p>Differentiated Learning: Some students might find it hard to complete the worksheets. Help and guide them in answering the questions.</p>
02 minutes	Conclusion/Review: Tell students about the Earth.
10 minutes	Classwork/ Assessment: Ask students to open textbook on page 70 and colour those objects shaped like our Earth.

Lesson Plan 28

Subject: Science

Grade: 1

Term: 1st

Week: 10

Unit: 1-2

Unit Title: Revision

LP: 28

Textbook Page/s: 6-9, 10-14

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know the main concepts of all the units.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Worksheet (Unit 1—2)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Tell students they are going to revise the first three units of the first term.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Repeat the main points of units 1-3 in the classroom to reinforce basic concepts. Ask students if they are facing any difficulties with any of these units, and then properly resolve them. Supervise students while doing all the activities of these units for better understanding.</p> <p>Activity 1: Distribute the worksheets of units-1—2 between students randomly. Guide and help them to solve correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to complete the worksheets. Help and guide them in answering the questions.</p>
1 minutes	Conclusion/Review: Tell students the main concepts of all the units.
10 minutes	Classwork/ Assessment: Repeat the activities on pages 9 and 13 respectively.
	Homework/Assignment: Sketch of the human body and label it.

Lesson Plan 29

Subject: Science

Grade: 1

Term: 1st

Week: 10

Unit: 3-4

Unit Title: Revision

LP: 29

Textbook Page/s: 15-18, 19-22

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know the main concepts of all the units.

Teaching Aids/Materials/Resources:

- Textbook
- Whiteboard/Marker
- Worksheet (Unit 3-4)

Time Frame (40 minutes)	Proceedings
05 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Tell students they are going to revise the first three units of the first term.</p>
24 minutes	<p>Lesson Structure/Activities/Presentation: Repeat the main points of units 3-4 in the classroom to reinforce basic concepts. Ask students if they are facing any difficulties with any of these units, and then properly resolve them. Supervise students while doing all the activities of these units for better understanding.</p> <p>Activity 1: Distribute the worksheets of units 3-4 between students randomly. Guide and help them solve correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to complete the worksheets. Help and guide them in answering the questions.</p>
1 minutes	Conclusion/Review: Tell students the main concepts of all the units.
10 minutes	Classwork/ Assessment: Repeat the activities on pages 18 and 22 respectively.
	Homework/Assignment: Make a chart of a healthy diet and label it.

Lesson Plan 30

Subject: Science

Grade: 1

Term: 1st

Week: 10

Unit: 10, 14

Unit Title: Revision

LP: 30

Textbook Page/s: 48-53, 67-70

Duration: 40 minutes

Teacher:

School:

Date:

Student Learning Outcomes:*At the end of this lesson, students will be able to:*

- know the main concepts of all the units.

Teaching Aids/Materials/Resources:

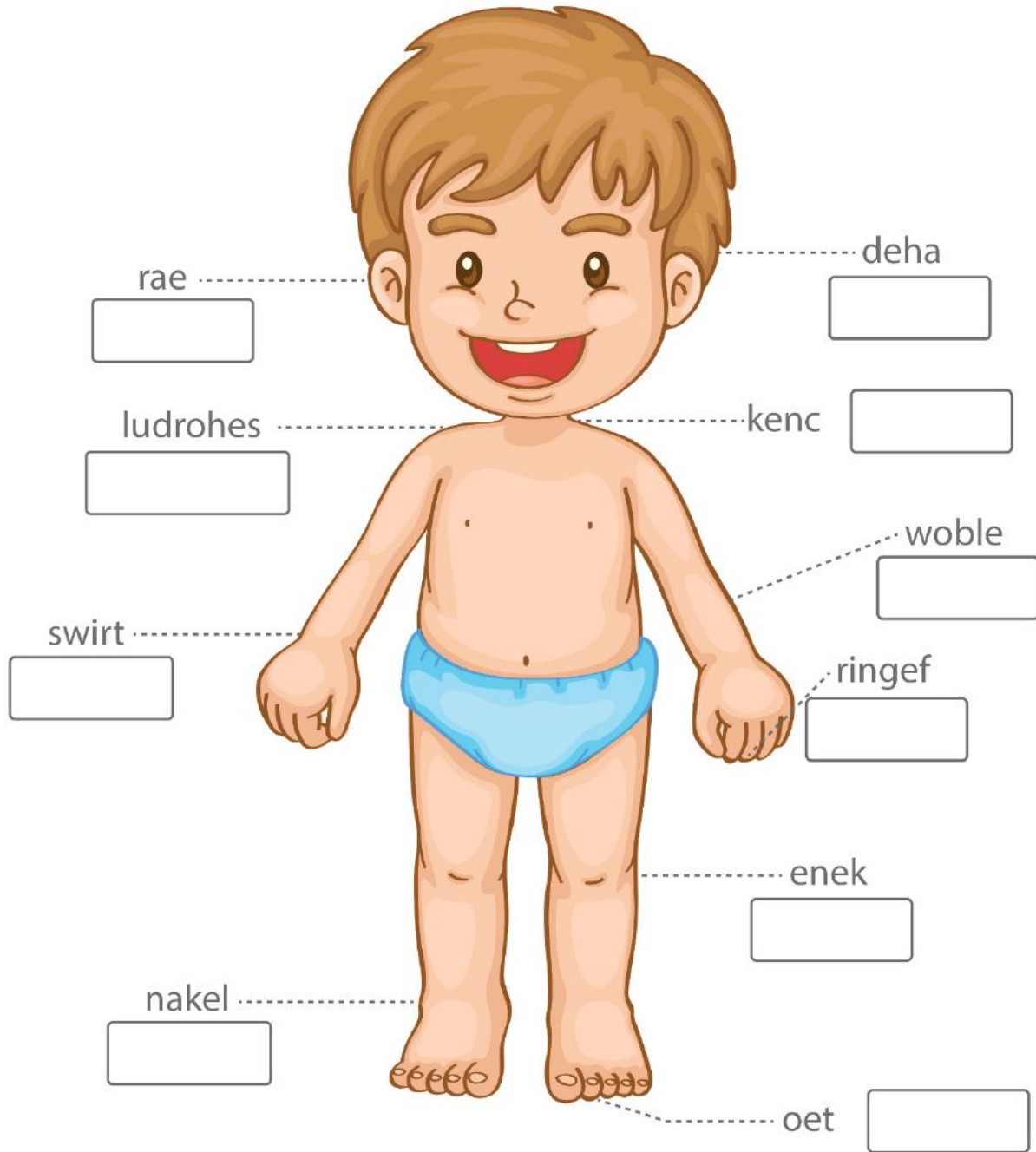
- Textbook
- Whiteboard/Marker
- Worksheets of Unit.10,14

Time Frame (40 minutes)	Proceedings
03 minutes	<p>Opening/Motivation/Warm-up: Greet students cheerfully with السلام عليكم [Note: Always remember to say بسم الله الرحمن الرحيم out loud before you start any lesson or activity and say الحمد لله after finishing it and encourage students to do the same, too.]</p> <p>Tell the student they are going to revise the remaining units of the first term.</p>
20 minutes	<p>Lesson Structure/Activities/Presentation: Repeat the main points of units 10, 14 in the classroom to reinforce all the basic concepts. Ask students if they are facing any difficulties with any of these units, and then properly resolve them. Supervise students while doing all the activities of these units for better understanding.</p> <p>Activity 1: Distribute the worksheets of units 10, 14 between students randomly. Guide and help them solve correctly.</p>
	<p>Differentiated Learning: Some students might find it hard to complete the worksheets. Help and guide them in answering the questions.</p>
02 minutes	Conclusion/Review: Tell students the main concepts of all the units.
15 minutes	Classwork/ Assessment: Repeat the activities on pages 47 and page 53 respectively.
	Homework/Assignment: Draw Earth on a chart sheet and colour it.

Unit 1- Our Body Parts-Worksheet

Lesson Plan 3

Unscramble the letters to name the different parts of human body.



Unit 2- Our Sense Organs-Worksheet

Lesson Plan 9

Identify the sense organs and fill in the blanks.

My Five Senses



I see with my _____



I hear with my _____



I taste with my _____



I touch with my _____



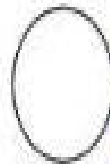
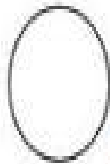
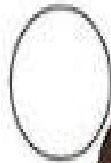
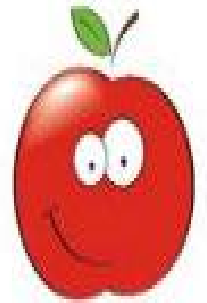
I smell with my _____

Unit-3 Health Body-Worksheet

Lesson Plan 13

Healthy habits make a body. Number the pictures below with the correct word.

Healthy Habits



Word bank

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

Unit-4 Cleanliness-Worksheet

Lesson Plan 14

Fill in the blanks with the correct option.



Nail Cutter



Shampoo



Tooth Brush

We wash our hair with _____.



Shoe Brush



Tooth Brush



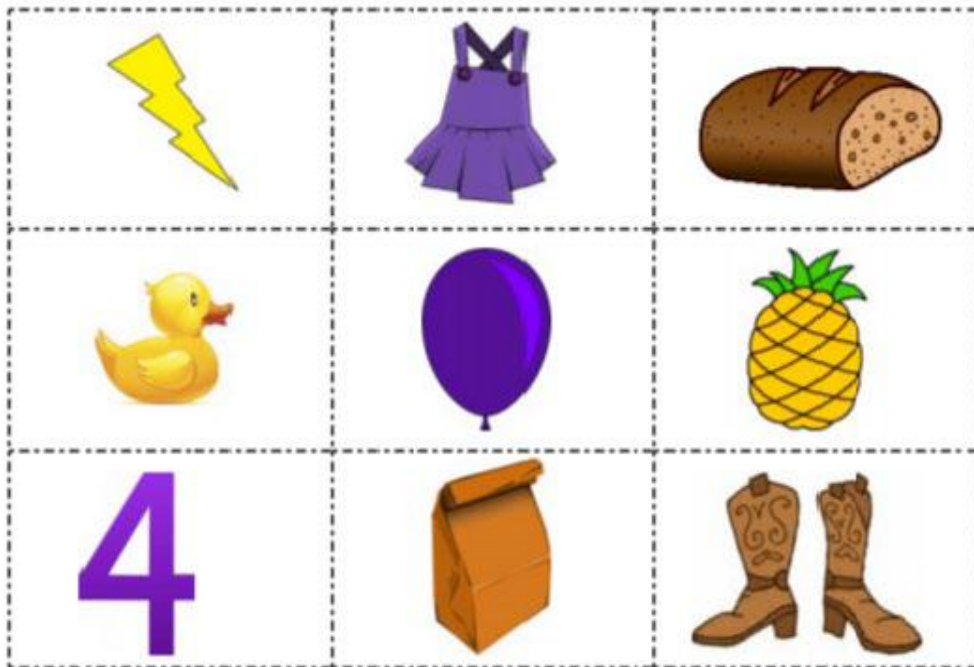
Hair Brush

Unit-10 Objects in our Surroundings-Worksheet

Lesson Plan 22

Look at the pictures below and count objects with same colour.

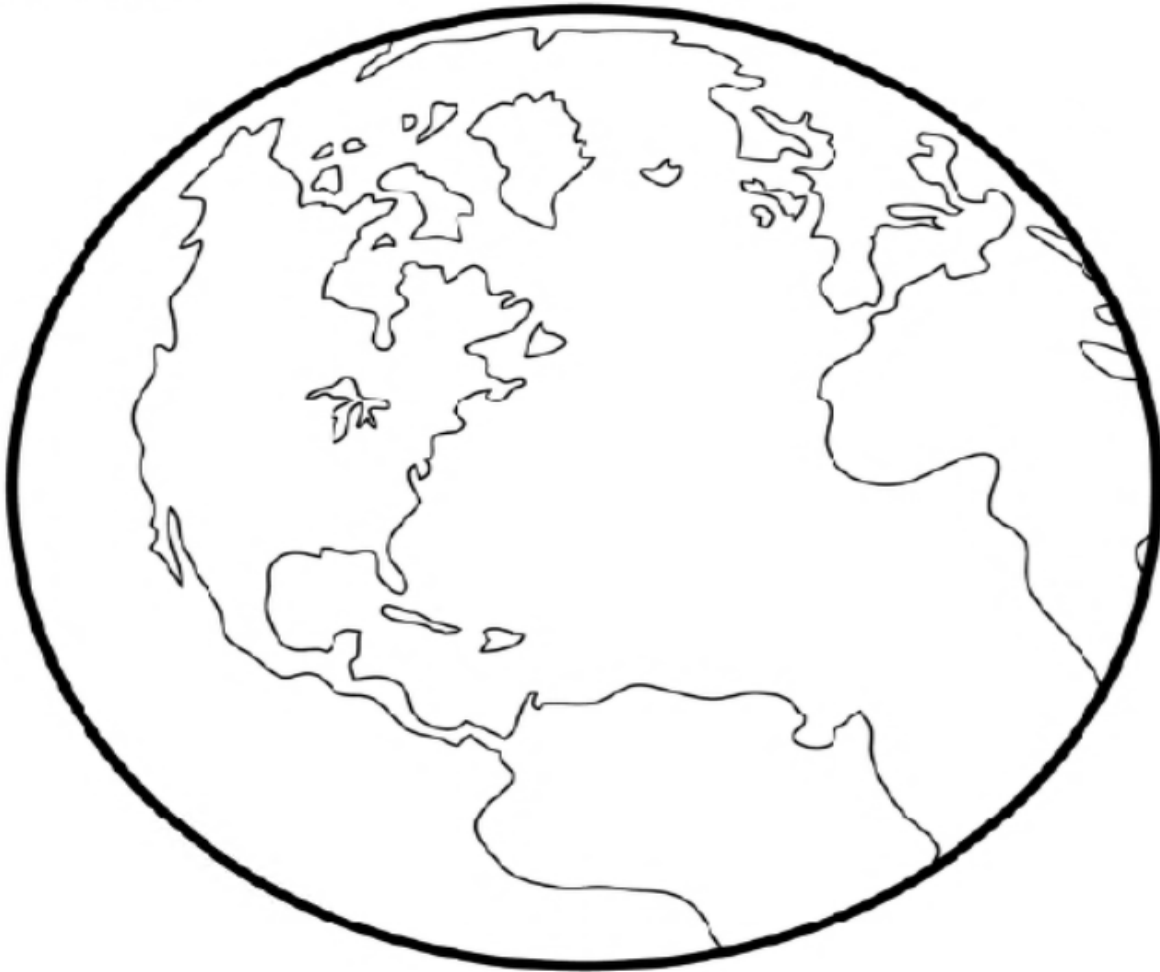
purple	
yellow	
brown	



Unit 14- Planet Earth-Worksheet

Lesson Plan 24

Colour and label the Earth as land and water.



Unit-Assessments

Unit-1 Our Body Parts

Name: _____ Roll No: _____ Date: _____

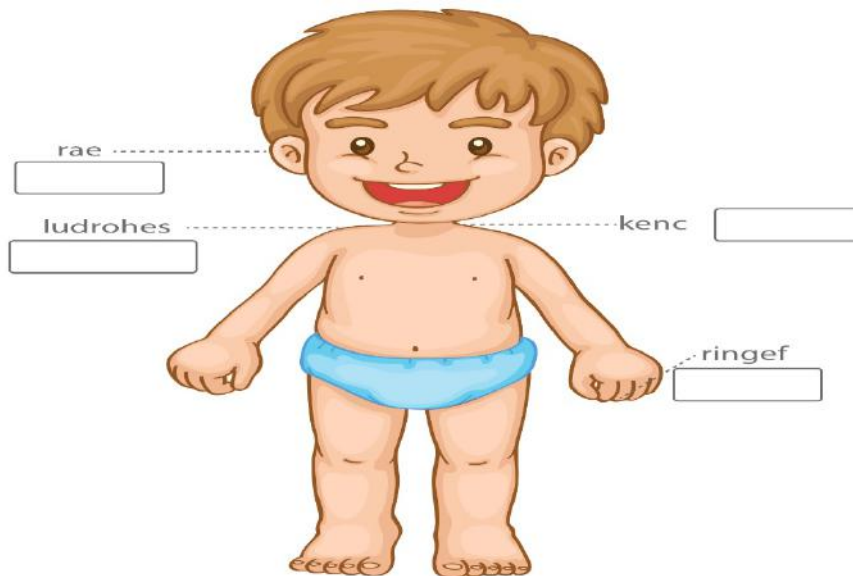
Time: 10 Minutes	Total Marks: /10
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Fill in the blanks with correct words. /4

- i. Each part of our body has a different _____.
a) job b) colour
- ii. Shoulders help our _____ to twist around.
a) arms b) legs
- iii. Our hands help us to _____.
a) read b) write
- iv. We have _____ eyes to see things.
a) one b) two

Question C

Unscramble letters to name the different parts of human body. /4



Question C

Answer the questions. /2

1. How many fingers are there in your hands and feet?

Answer: _____

2. Name any three parts of body on your face.

Answer: _____

Unit-2 Our Sense Organs

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
------------------	------------------

Question A

Fill in the blanks with correct words. /4

- i. Allah has blessed us with _____ different senses.
a) four b) five
- ii. Our skin helps us _____ things.
a) smell b) feel
- iii. We taste different things with our _____.
a) teeth b) tongue
- iv. Our sense of _____ help us to hear different sounds.
a) taste b) hearing

Question C

Draw a line to match correct sense organ. /3



1. SIGHT
2. HEARING
3. SMELL
4. TOUCH
5. TASTE

Question C

Answer the questions. /3

1. What are sense organs?

Answer: _____

2. What do we do with our tongue?

Answer: _____

3. What does our eyes do?

Answer: _____

Unit-3 Healthy Body

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
------------------	------------------

Question A

Fill in the blanks with correct words.

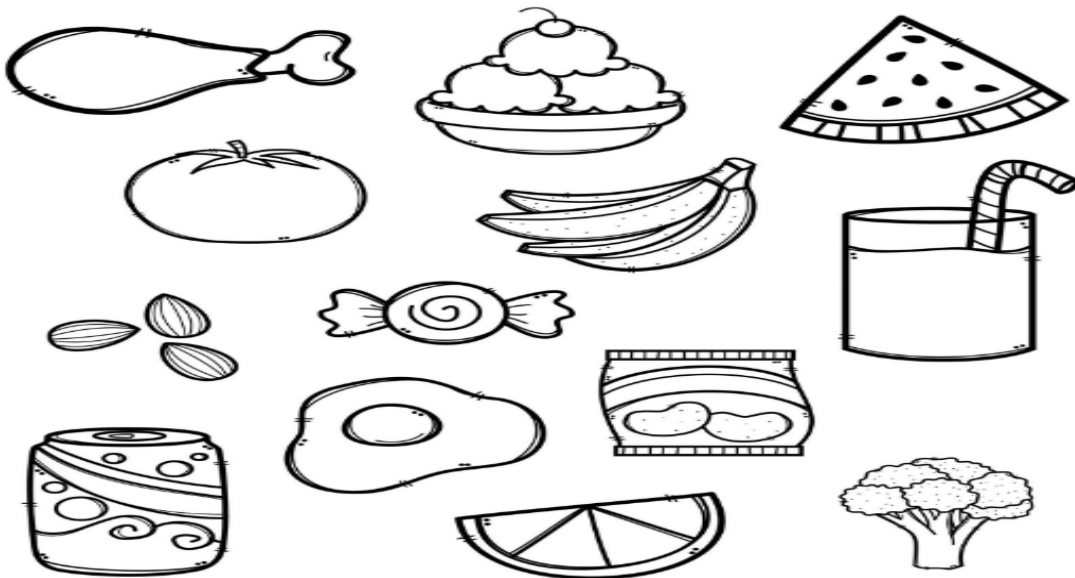
/4

- i. Healthy diet contains eating a variety of ____ food.
 - a) good
 - b) bad
- ii. _____ involves your body in different ways.
 - a) sleeping
 - b) exercise
- iii. We should drink lot of _____.
 - a) water
 - b) cold drinks
- iv. Proper sleep helps our body rest and _____.
 - a) grow
 - b) grow

Question B

Cross out and colour any three the healthy foods.

/3



Question C

Answer the questions.

/3

1. What is a healthy diet?

Answer: _____

2. What makes active and fit?

Answer: _____

3. Name any five healthy food.

Answer: _____

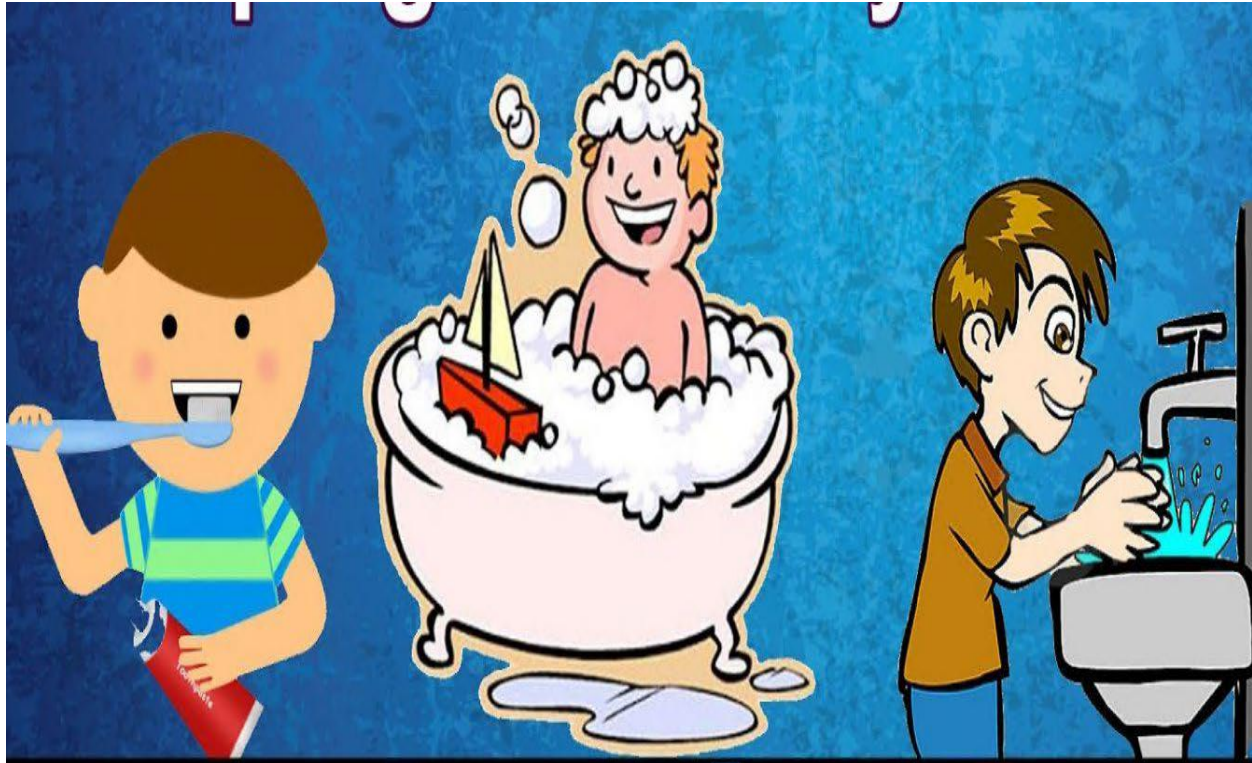
Unit 4 Cleanliness

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
------------------	------------------

Question A**Write 'T' for true and 'F' for a false statement. /4**

- i. Cleanliness is the habit of keeping ourselves clean.
- ii. Unhealthy habits keep germs and diseases away.
- iii. We must brush our teeth twice a day.
- iv. Always wear neat and clean clothes.

Question B**Look at the pictures below and write what these kids are doing? /3****Question C****Answer the questions. /3**

1. What is the importance of habits of cleanliness?

Answer: _____

2. When we must wash our hands?

Answer: _____

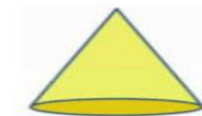
Unit 10 Objects in Our Surroundings

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
-------------------------	-------------------------

Question A**Fill in the blanks with correct words.****/3**

- We can guess _____ by looking at it. (shape, weight)
- Objects may feel hard or soft when _____. (touched, looked)
- We can find shape and colour of an object through our sense of _____. (taste, sight)

Question B**Match the objects with given shapes.****/4****Question C****Answer the questions.****/3**

- What is an object?

Answer: _____

- Name two properties of an object you can find out by seeing it.

Answer: _____

- Name two properties of an object you can find out by touching it.

Answer: _____

Unit 14 Plant Earth

Name: _____ Roll No: _____ Date: _____

Time: 10 Minutes	Total Marks: /10
------------------	------------------

Question A

Write 'T' for the true and 'F' for a false statement. /4

- i. The Earth is covered with land and water.
- ii. The green area of Earth shows water.
- iii. The blue area of Earth shows land.
- iv. The Earth has sunlight, food, air and soil.

Question B

Colour the areas of Earth as water and land and label it. /3



Question C

Answer the questions. /3

1. How does the Earth look like?

Answer: _____

2. Name the things found on Earth.

Answer: _____

3. What do the colours on model of Earth show?

Answer: _____

Terminal Assessment Paper**First Term**

1st Term Assessment	Time: 40 Minutes
	SCIENCE SERIES 1

Name: _____ Roll No: _____ Date: _____

Section	Section-I	Section-II	Practical Activities	Viva	Total
Maximum Marks	45	10	05	05	60
Obtained Marks					

Section-I**Question 1**

Fill in the blanks with correct word.

/07

- iv. We have _____ eyes to see things. (one, two)
- v. Our _____ helps our head to move from side to side. (neck, shoulder)
- vi. _____ help us walk and run. (legs, arms)
- vii. Our _____ helps feel things. (skin, eyes)
- viii. We use sense of _____ to hear sounds. (hearing, smell)
- ix. Exercise involves _____ your body in different ways. (shaping, moving)
- x. Our body needs proper _____ to rest and grow. (sleep, exercise)

Question 2

Write 'T' for true and 'F' for false statement.

/08

- iv. Our arms and hand help us to hold and lift things.
- v. Nose is only used for smelling.
- vi. Fruits and vegetable are unhealthy foods.
- vii. Exercise also good for a good night sleep.
- viii. Cleanliness keeps germs and diseases away from us.
- ix. Regular baths wash away germs from our body.
- x. We can tell the colour of an object by touching it.
- xi. Major area of our Earth is covered with land.

Question 5

Enlist things present on the land.

/05

1. _____
2. _____
3. _____
4. _____
5. _____

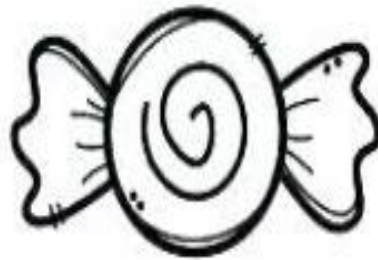
Question 3**Match the column A with column B.****/10**

Column A	Column B
<i>Neck</i>	<i>Fruits</i>
<i>Feet</i>	<i>Helps moving our head</i>
<i>Skin</i>	<i>Help in walking</i>
<i>Green Area on Earth</i>	<i>Helps in eating food</i>
<i>Mouth</i>	<i>Touch and Feel</i>
<i>Healthy Food</i>	<i>Help in twisting our arms</i>
<i>Blue Area on Earth</i>	<i>Shows water bodies on Earth</i>
<i>Shoulders</i>	<i>Burger</i>
<i>Green Area on Earth</i>	<i>Helps in touch and feel</i>
<i>Unhealthy Food</i>	<i>Shows land on Earth</i>

Question 4

Colour healthy food green and unhealthy food red.

/05



Question 5

/05

Complete the following.



I see with my _____



I hear with my _____



I taste with my _____



I touch with my _____



I smell with my _____

Section-II

Question 6

Answer the questions.

/10

1. What does our mouth have?

Answer:

2. What does our nose do?

Answer:

3. Name the five senses we have.

Answer:

4. Which food keep us healthy and fit?

Answer:

5. What is cleanliness?

Answer:

6. Write a benefit of healthy habits.

Answer:

7. Which properties of an object can you tell by touching it?

Answer:

8. Which properties of an object can you tell by seeing it?

Answer:

9. What are the needs of living things?

Answer:

10. What is the shape of the Earth?

Answer:

Practical A

Performance of the student in activities of units 2 and 10.

/05

Viva (Oral Assessment)

Give at least five real life examples from the concepts given below. (Any Five)

/05

- **Five Body Parts (other than lesson)**
- **Healthy Food**
- **Unhealthy Foods**
- **Five Habits of Cleanliness**
- **Objects of Different Sizes**
- **Objects of Different Colours**
- **Objects of Different Shapes**
- **Five Water Bodies on the Earth**