



# LearningWell's **Science**

**1**

***Teacher's  
Resource Book***

For Order : 0320-5899031

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**LESSON 1: KNOWING LIVINGS AND NONLIVINGS**

Time required: **180 minutes** or **3 hours** with Activity book and revision of the



Start this lesson in continuation with their existing understanding of living and non-living things.

**Aim of the lesson:**

The basic aim of this lesson is to make students understand that living things need food, air, water, and shelter to survive. Through this lesson students will be able to identify nonliving and living things. Once they understand the differences, they will be able to understand humans, plants, animals and materials in detail.

**Learning objectives:**

In this lesson students will be able to understand:

- Needs of living things.
- Characteristics of living things
- Differences between living and nonliving things.
- Animals, plants and humans as living things

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at

[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to other sites also which are **educational kids conceptual videos and activities** for elementary students to learn on the web.

**Visit:**

- [https://www.google.com.pk/search?q=livingthing+and+non+living+thing&biw=1280&bih=879&source=lnms&sa=X&ved=0CAUQ\\_AUoAGoVChMI8oP-g779xwIVBNlaCh2q1gxh&dpr=1](https://www.google.com.pk/search?q=livingthing+and+non+living+thing&biw=1280&bih=879&source=lnms&sa=X&ved=0CAUQ_AUoAGoVChMI8oP-g779xwIVBNlaCh2q1gxh&dpr=1)



- [https://www.google.com.pk/search?q=livingthing+and+non+living+thing&biw=1280&bih=879&source=lnms&sa=X&ved=0CAUQ\\_AUoAGoVChMI8oP-g779xwIVBNlaCh2q1gxh&dpr=1#q=livingthing+and+non+living+thing+needs](https://www.google.com.pk/search?q=livingthing+and+non+living+thing&biw=1280&bih=879&source=lnms&sa=X&ved=0CAUQ_AUoAGoVChMI8oP-g779xwIVBNlaCh2q1gxh&dpr=1#q=livingthing+and+non+living+thing+needs)

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:

Warm up or brainstorming is an essential tool of teaching for learning. In a class, ask different questions to know the existing information of the students. It will help you to focus on what and on whom during the lesson. You can bundle of friendly questions, related to living and non living things, such as,

- Why we can't hold our breath more than one minute?
- Can you spend your day without drinking water?
- What will happen to your pet cat if you don't give food to it?
- If you put your plant in the dark room what will happen with it?
- Do you doll grow like you every year?
- You may also measure heights of your students.

**(Note: There are more questions to ask. Try to involve every student in answering regardless of correct answer. )**

### Discussion:

As your students are now curious and ready to understand, give them the actual concept connecting their correct answers. You should write difficult words and terms of the topic on the board. It will enhance their vocabulary and they will be more familiar with the terms during the lesson.

Ask them what is the difference between chairs in the class and us. You may ask that we eat food and drink water; do these chairs eat and drink?, etc. Once students realize that there is the difference between us and tables and chairs, give them the concept of living and non living things then. You should give as many examples of living and non living as much present around you. Do not forget to tell about plants, the living things that die if do not get water and light.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
eat	size
breathe	shape
move	plants
youngones	animals
grow	humans
change	adult



**Summarizing:**

Summarize the lesson in points as mentioned in ***check if you know now.***

- Animals and plants are living things.
- All living things breathe, eat, move and change.
- Plants need water, air and food to live.
- Living things change as they grow.
- Non-living things do not grow and change.
- Non-living things do not need food, water and air.

**Assessment:**

- What do living things need to live?
- Give some examples of living things present in your surroundings.
- Why are nonliving things not like living things? Make a list of nonliving things.
- What do living things do that non-living things do not?

**Interpreting****Think and write**

1. Chair is nonliving things because it does not eat, grow and move.
2. Plants are living things because they need food and water to grow.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

**LESSON 2 HUMANS (OUR BODY PARTS)**

**Start lesson 2 with the continuity of lesson**



**Aim of the lesson:**

The aim of this lesson is to give the concept of common body parts of humans. They will be able to understand that humans have same body parts but they look different. Student will also be able to understand how different body parts move differently.

**Learning objectives:**

Students will be able to know:

- Common body parts
- How different body parts work together
- Similar body and different looks

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

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**Visit:**

- [https://www.google.com.pk/search?q=human+parts&biw=1280&bih=879&source=lnms&tbm=sch&sa=X&ved=0CAYQ\\_AUoAWoVChMI-9-gttf9xwIVRdUaCh18fg9H&dpr=1](https://www.google.com.pk/search?q=human+parts&biw=1280&bih=879&source=lnms&tbm=sch&sa=X&ved=0CAYQ_AUoAWoVChMI-9-gttf9xwIVRdUaCh18fg9H&dpr=1)
- <http://kidspicturedictionary.com/english-through-pictures/people-english-through-pictures/human-body/>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

Warm up or brainstorming is an essential tool of teaching for learning. In a class, ask different questions to know the existing information of the students. It will help you to focus on what and on whom during the lesson. You can bundle of friendly questions, related to human body parts, such as,

- How are your hands and legs helpful?
- What do you do with your eyes?
- Ask everyone to show their hands, eyes, wrist, palm, etc.
- You may measure heights of everyone.

**(Note: There are more questions to ask. Try to involve every student in answering regardless of correct answer. )**

#### Discussion:

Main objective of this lesson is to make them identify different body parts, their functions and different looks of similar body parts. For that you may ask them to play "Simon says". Once they all enjoyed and involved, you may tell that we all have common body parts that work the same. You may also tell them that once you raise your hands, you use your ear to listen the instructions and see others. It means we use different body parts doing single action. Once they understand common body parts, you may measure their heights, their health, and their body structure, colour of their eyes, hairs, and skin. Here they will realize that everyone common parts with different looks. You may ask them to compare looks with the others. They will enjoy this too.

In class, let the students read the lesson aloud and underline difficult and the key words.

Key words	Common words
torso joints neck limbs head	alike different

#### Summarizing:

Summarize the lesson in points as:

- We have common body parts that do their work.
- Body parts work together.
- Body parts are common but they look different in their size and colour usually.

#### Assessment:

Once you find that students have understood the lesson, test their concepts. You may ask:

- Our body parts are same but we look different. Give examples.
- Do we have common body parts? Give examples
- Do our body parts work together? Give examples

### Interpreting

#### Think and write

1. Our body parts work together. Explain.  
When we eat, we use our eyes to see, nose to smell, mouth to eat and hands to pick up the food.
2. When a cat hunts cockroach, which body parts does it use?  
Cat uses its limbs to run, eyes to see, and paws to catch and mouth to eat.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

### LESSON 3 HUMANS (OUR SENSES)

Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

**Start lesson 3 with the continuation of lesson 2**





**Aim of the lesson:**

Aim of this lesson is to make understand and identify five senses and their function. They will know that without senses we cannot understand the things around.

**Learning objectives:**

In this lesson students will be able to identify

- Five senses and sense organs
- Role of our senses in our lives
- Ways to protect our sense organs.

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

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- [https://www.google.com.pk/?gws\\_rd=ssl#q=human+senses](https://www.google.com.pk/?gws_rd=ssl#q=human+senses)
- [https://www.google.com.pk/search?q=human+senses&biw=1024&bih=667&source=Inms&tbnisch&sa=X&sqi=2&ved=0CAYQ\\_AUoAWoVChMlp\\_InD-xwIVijcUCh1qOQjH&dpr=1](https://www.google.com.pk/search?q=human+senses&biw=1024&bih=667&source=Inms&tbnisch&sa=X&sqi=2&ved=0CAYQ_AUoAWoVChMlp_InD-xwIVijcUCh1qOQjH&dpr=1)

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

Before you start a lesson, you should check in their books the understanding level of the students through brainstorming exercise. Then you may ask:



- Which body part helps us to smell?
- How do taste any food?
- How do you come to know that something is bitter?
- Which colour do you like most?
- Which song do you hear most?

**(Note: There are more questions to ask. Try to involve every student in answering regardless of correct answer. )**

**Discussion:**

You should bring some flowers, perfume, stationery, some stones, whistle etc to know how senses are useful for us. In class students should bring things mentioned in “you will need” in the book.

Ask students describe the smell, colour, shape, size, sound of the things. They should also tell that which things feel soft or hard, light or heavy, smooth or rough. Help them describe the things using proper describing words or adjectives. Ask them to tell colours with closed eyes or sound of whistle with closed ears etc. Once they are fully involved in the activity, give them the concept of five senses. Tell them that all senses together help us things around. As they know the importance of the senses, they must know how to protect their sense organs from harm.

In class, let the students read the lesson aloud and underline difficult and the key words.

Key words	Common words
sense	cold
sense organ	warm
hear	skin
touch	feel
organ	clean
smell	care
taste	rinse

**Summarizing:**

Once they have understood the lesson, Summarize it as:

- We have five senses organs. Eyes to see, nose to smell, ear to hear, tongue to taste and skin to feel.
- Without the senses we cannot identify things around.
- Our senses work together.
- We should take good care of sense organs.

**Assessment:**

To test the understanding of students for the lesson, you may ask:

- How many do senses we have? Give their names.
- What are sense organs? Give their names.
- Why are our sense organs important for us? Give reason of each with examples.
- What could happen if we scratch our ears with pin?

There could be more questions to ask.

### Interpreting

#### Think and write

- When we eat we use our eyes to see, nose to smell and our tongue to taste.
- For question 2, students should tell the shape, size, colour, smell and texture of the stationery in their columns.

Item	Colour	Size	Shape	Soft or hard	Rough or smooth	Smell
Eraser	pink	small	oval	hard	smooth	fruity

- Use sunglasses during daytime. Rinse eyes with tap water regularly.
  - Do not listen to loud music. Do not use headphones for long.
  - Do not use betanut. Do not use cold drinks.
  - Do not scratch nose with hand nails. Do not inhale dust.
  - Do not pinch skin with pins. Do not take cold water bath.
- Shouting, loud music, child's cry, people scream, drilling wall.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

## LESSON 4 HUMANS (HEALTHY HABITS)

Time required: **360 minutes** or **6 hours** with Activity book and revision of the lesson.

**Start this lesson in continuation with lesson 2.1 and 2.2**

**Aim of the lesson:**

Aim of this lesson is to make students understand the importance of healthy life by adopting healthy habits. They will be able to identify and adopt different healthy habits in the routine.

**Learning objectives:**

In this lesson students will know:

- Healthy eating and
- Healthy life style

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

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**Visit:**

- <https://www.google.com.pk/webhp?hl=en#hl=en&q=healthy+habits>
- <https://www.google.com.pk/webhp?hl=en#hl=en&q=human+healthy+habits>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

Before you start a lesson, you should check in their books the understanding level of the students through brainstorming exercise. To let them know enthusiastically involve in creative thinking and active learning you may ask:

- How many times do you brush your teeth in a day?
- How many of you drink milk daily?
- Who loves reading stories?
- What do you feel when you eat more than your hunger?

**(Note: There are more questions to ask. Try to involve every student in answering regardless of correct answer. )**

#### **Discussion:**

As your students are ready to get the actual concept of the lesson, tell them our body needs a proper care to work. First tell them to sit straight back in the class always, it will help them stay fresh and tired less during the lessons. Tell them that how healthy food affects our body. For example, milk makes our bones strong, fruits and vegetables keep us fresh, water removes bad liquid from our body; eating not so much keeps us active and healthy. Also tell them that other than healthy eating, some good activities are also very important for us. For example, short nails do not let germs mix in food, brushing teeth do not let bad germs spoil our teeth, keeping ourselves neat and clean do not let us sick, and taking rest keeps body work actively and perfectly. Also tell the importance of reading good books fresh up mental health. Tell them that those students, who read regularly, can give confident speech in the assembly and learn better than the non-readers. Here this is also important that student know the effect of bad behavior on health. Tell them that people, who keeps shouting or fighting with others, become sick very soon. They lose their good friends at the time of need. It is better if you have some physical exercise session in a class and ask them to do it daily when they get up at home. Write the following key words on white board and ask them to learn the spelling and see who learns first and wins.

It will be good if you motivate them to adopt every good habit mentioned in the lesson.

In class, let the students read the lesson aloud and underline difficult and the key words.

<b>Key words</b>	<b>Common words</b>
healthy habits	jogging
healthy eating	walking
fruits and	exercises
vegetables	taking bath
meat and poultry	sit straight
our eating	fast learner
healthy life style	good behaviour
junk food	

**Summarizing:**

Once students have understood the lesson, summarize the lesson as:

- Healthy habits keep us fit and strong.
- Healthy habits include healthy eating and healthy life style.
- Healthy eating includes eating fruits and vegetables, drinking milk, eating meat and poultry products, and regular intake of water. All healthy eating should be eaten in balanced amount.
- Healthy life style includes good behavior, regular exercise, regular bath, being neat and clean, reading good books and proper body gestures.

#### Assessment:

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- What will happen if we just eat and sleep, and do not walk to exercise?
- What will happen if we do over eating daily?
- Why taking rest is important for our body?
- Why meat and poultry should be included in our diet?

#### Interpreting

##### Think and write

- Eating so many chocolates is not good for our teeth. It also makes us over weight.
- Junk food is rich in oil. Eating so much oil make us fat and lazy.
- Reading good books, learning vocabulary, listening lessons carefully, playing games.
- Bad behaviour makes us mentally ill. Mental illness may cause body illness too.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

#### LESSON 5 ANIMALS (ANIMAL AROUND US)

Time required: **360 minutes** or **6 hours** with Activity book and revision of the lesson.



**Start this lesson in continuation with living and non-living things.**

**Aim of the lesson:**

Students are curious in nature. They want to know the world around them. Here the aim of the lesson is to make them understand another group of living things; the animals. They will understand what are the features and characteristics of different animals around them. This is the firm foundation for the classification of animals.

**Learning objectives:**

In this lesson students will know:

- Different groups of animals
- Features of animals.
- Characteristics of animals

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

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- <https://www.google.com.pk/webhp?hl=en#hl=en&q=human+brain+the+control+panel>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**



Warm up or brainstorming is an essential tool of teaching for learning. In a class, ask different questions to know the existing information of the students. It will help you to focus on what and on whom during the lesson. You can ask:

- How many of you have pet at home?
- What is the largest animal in the world?
- Do you know how many legs a spider has?
- What does a bird have that elephant does not?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

**Discussion:**

The main objective of the lesson is that your students should know what different animals they see around them. You should focus on different groups of animals that live in water, on land, air, and in both water and land. Ask them why fish can't live on land and we can't live in water. This is better if they themselves tell different places of animals. Once they tell you should now group them accordingly. Tell them what different features of animals of different places are. How their body structure helps them to live in their environment.

In class, let the students read the lesson aloud and underline difficult and the key words.

Key words	Common words
hunting	scales
creep	crawl
mammal	fin
reptiles	fur
amphibians	beaks
insects	

**Summarizing:**

Summarize the lesson in points as:

- Animals are found in water, land and air.
- Some animals crawl on the ground .They is reptiles.
- Some animals walk on the ground, they are mammals.
- Some animals can breathe in water as well as on land. They are amphibians.
- Birds have feathers and wings.
- Some animals only live in water. These are fish.
- Some animals live in or around our homes. They are called domestic animals.

**Assessment:**



Test the concepts of your student, once students have understood the lesson. You may ask:

- Which type of animals can fly?
- Name three domestic animals.
- Name the animal which only lives in water.
- What are amphibians?
- What would we call the animals which hunt for food and those who are prey for others?

### Interpreting

#### Think and write

- Cockroach, ant, mosquito, butterfly, bee, housefly, grasshopper, spider, caterpillar, dragonfly.  
(Preferred student's answer.)
- Reptile crawl they cannot walk.
- Because kitten is a domestic animal.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

## LESSON 6: WE AND ANIMAL



Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

**Start this lesson in continuation with living and non-living things.**

### Aim of the lesson:

Aim of this lesson is to make students understand the different types of animals and their habitat

### Learning objectives:

In this lesson students will know :

- Groups of animals.
- Features of animals.
- Activities of animals.
- Where animals lives.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

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- <https://www.google.com.pk/webhp?hl=en#hl=en&q=animals+and+us>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson , do brain storming of students from daily life to let them know enthusiastically involve in creative thinking and active learning . You can start up the bundle of questions like ,

- Which type of animals you see in your daily life ?
- Anyone have parrot at home. What it eats?
- Name one animal who crawl like lizard?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

#### **Discussion:**

As your students are ready to get the actual concept of the lesson, tell them we al know and see many types of animals around us and on TV or internet. First tell them we can group these animals into different ways like

#### **Animals live only on land:**

There are many kinds of animals that only live on land like:

- The animals that have many tiny legs or sometimes have no legs, they creep and lay eggs, and these are **insects**. For example ant, caterpillar, butterfly etc.
- The animals crawl on ground with their small legs are called **reptile**. For example snake, crocodile etc.
- Some animals have their youngness or give birth to their babies, are called **mammals**.

#### **Animals live in water:**

Some animals only live in water because they cannot breathe outside of water, they have gills, fins and scales on their bodies like **fish**.

#### **Animals live in air:**

All the birds that have feathers and fly in air like pigeon, parrot, crow etc fall in this group.

#### **Animals live on both land and water:**

We find many animals that can live on land and in water and can breathe in water and land both, these are called **amphibians**. For example turtle, frog, etc. they lay eggs.

We can group land animal in another way that is Domestic and Wild animals. the animals live around us like cat, dog, cow, sheep goats etc are domestic animals. we keep them as pet. The animals live in jungles are wild like lion, elephant, bear etc.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

<b>Key words</b>	<b>Common words</b>
Hunting	Around
Creep	Moves
Domestic	Ground
Crawl	Wild
Reptiles	Pets
	Flies



**Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

- We and animals have many common body parts but we look different.
- Like humans , animals also change as they grow.
- Animals have their babies.
- Unlike humans, animals look different and behave differently.

**Assessment:**

- Animals crawl on land are called?
- Birds fly with their?
- Animals who live in home are called?

**Interpreting****Think and write:**

- Because they have tiny legs.
- Because kitten is a domestic animal.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

**LESSON 7: PLANTS ARE LIVING THING**

Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.



**Start this lesson in continuation with living and non-living things.**

**Aim of the lesson:**

The aim of this lesson is to understand the students that plants are alive. They are alike and different in some ways from humans and animals.

**Learning objectives:**

In this lesson students will know :

- Plant needs food , water and air to grow.
- Plant grow and change.
- Plant reproduce.

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

- Besides the Net Extra, here we mention links to other sites also which are **educational kids conceptual videos and activities** for elementary students to learn on the web.
- **Visit :**
- <https://www.google.com.pk/webhp?hl=en#hl=en&q=plants+are+living+thing>
- <https://www.google.com.pk/webhp?hl=en#hl=en&q=needs+of+plants>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

It's time to plough. Before start a lesson , do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning . You can start up the bundle of questions like ,

- Plants grow everywhere ( how)?
- Plants are different from animals ( why)
- Plants die in shade (why )?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

**Discussion:**

As your students are ready to get the actual concept of the lesson, tell them we see a lot of plants around us. Plants are alike animals as both need food to grow, they reproduce themselves, they can change their size and shapes.

Then tell them they are different in some ways as plants do not eat food like animals. You didn't see any plant that eats its food like us or animals. Plants make their own food inside them with the help of water, air and sunlight. Plants cannot move like animals. They cannot go here and there; they grow at one place.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
Everywhere	School
Reproduce	Park
Become	Home
Grow	Fresh
Sunlight	Dead

**Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

- Plants and animals are alike and different in some ways.
- Plants need water and sunlight to grow.
- Plants reproduce and make their own copies.
- Plants make their own food.

**Assessment:**

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Why plants cannot move by themselves?
- What are the needs of plants?
- Plants are living things ( how)

### Interpreting

#### Think and write:

1. Because they need water, food and air to stay alive.
2. Plant breath through fresh air.
3. Because plant need fresh air to live.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.



Time required: **360 minutes** or **6 hours** with Activity book and revision of the lesson.

**Start this lesson in continuation with living and non-living things.**

### Aim of the lesson:

The aim of this lesson is to understand the students that plants have some main parts and each part has specific purpose.

### Learning objectives:

In this lesson students will know:

- Parts of plants seeds, roots, stems, leaves and flowers.
- How a plant grow.
- Plants are different in sizes.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

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- **Other links:**

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- **educational kids conceptual videos and activities** for elementary students to learn on the web.

Visit :

- <https://www.google.com.pk/webhp?hl=en#hl=en&q=parts+of+plants>
- <https://www.google.com.pk/webhp?hl=en#hl=en&q=my+plants+are+different+sizes>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:





It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- You know potato also grow under the soil?
- Name one stem plant which we eat?
- How many parts of plant?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

#### **Discussion:**

A day before this lesson, ask students to bring one vegetable and fruits .divide the different vegetables in such a way that all parts of plants are covered like roots, stem, leaves, fruit, flowers and seeds. Ask students to act out these dialogues.

First draw or paste a picture of plant that show all parts then and tell them plants have some main parts that are root, stem, leaves, flowers, fruit and seeds. Now describe them each part one by one. Root grows inside the soil and absorbs water for the plant from the soil. Remaining parts of the plants grow above the soil. Stem give the strength to the plant and make it stable in the soil. Leaves make food for the plant with the help of water and sunlight and supply to all parts of the plants. Now tell them about flower that it is the upper most part of the plant and mostly is the beautiful part with different colour and smell. In the same way tell them about the fruit and seed with the help of book and examples.

Now show them different vegetables and describe which part of plant it is. . For example show carrot and tell it is the root, sugar cane for stem, spinach for leaf, cauliflower for flower, peas for seeds etc.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

<b>Key words</b>	<b>Common words</b>
Eatable	iRoot
Straw	Flower
Supplies	Soil
Trunk	Weak
Factory	Clean
Holes	Upper
Product	Tiny

#### **Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

Plant is made up of roots, stem and leaves.

Some plants have flowers and some have fruits.

With the help of sunlight and water, leaves make food for plants.

Roots take up water from the soil and supply it to other parts of plants.

Some roots, stems, flowers, fruits and seeds are edible.

**Assessment:**

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Which part of plant has tiny holes to breath?
- Plants which grow under the soil are called?
- What are the two parts that make a shoot?

**Think and write:**

- Because root gives water to seeds and leaves take sunlight from sun and make food.
- Plants take food from sunlight and water.
- Stem acts like an elevator it begins from roots and becomes leaves.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.



Time required: **360 minutes** or **6 hours** with Activity book and revision of the lesson.

**Start this lesson in continuation with living and non-living things.**

### Aim of the lesson:

The aim of this lesson is to understand the students that plants are very important for us. They help us in many ways to make our life easy.

### Learning objectives:

In this lesson students will know:

- Different uses of plants.
- Plants are the main source of food.
- Plants are useful for humans.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

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**Visit:**

<https://www.google.com.pk/webhp?hl=en#hl=en&q=uses+of+plants>

<https://www.google.com.pk/webhp?hl=en#hl=en&q=plant+as+food>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson, do brain storming of students from daily life to let them know enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions link,

- We eat some roots of plants name two?
- Plants give glow to our skin (how)?
- How flowers are useful for us?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

#### **Discussion:**

Teacher must ask questions about plants they already know uses of plants in their daily life. Show some more examples where plants are used.

Plants are the second big living group of living things. They are the big source for food for humans and animals. We also use plants for make our clothes and homes, its means they provide us shelter and clothing. They also give us fresh air to breathe.

We use different parts of plants as food. For example we eat roots like carrot and reddish, leaves like spinach and lettuces, stem like sugar cane, flower like cauliflower, seeds like beans corn etc. Give more examples with the help of book.

Trees provide shelter. We get wood from plants and it is used for making door, windows, cupboards etc. We get cotton and other yarns from trees for clothing.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

<b>Key words</b>	<b>Common words</b>
Applies	Circle
Shelter	Season
Directly	Herbs
Medicines	Earth
Cleaning	Glow
Furniture	Inside
Healthy	Make

#### **Summarizing:**



Summarize the lesson in points as mentioned check if you know now.

- Plants are used as food, shelter, clothes, air freshener and medicine as well.
- Everything we eat comes directly or indirectly from plants.
- We eat fruit, root, leaves, stem and seed of some plants.

### Interpreting

#### Assessment:

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- From where we get wood?
- Name three things we get from plants.
- How plants use as shelter?

#### Think and write:

- We get wood from plants and it makes furniture.
- We can all parts of plants in our food.
- Prefer student's answers.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

## LESSON 10: MATERIAL AROUND US

Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.



**Start this lesson in continuation with living and non-living things.**

### Aim of the lesson:

The aim of this lesson is to understand the students that all the things that we are using daily are made up of any material. There are many types of materials that are used to make different things.

### Learning objectives:

In this lesson students will know:

- We see different objects around us.
- Objects are made up of different materials.
- Senses are use to tell about objects.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

- Besides the Net Extra, here we mention links to other sites also which are
- **educational kids conceptual videos and activities** for elementary students to learn on the web
- **Visit :**
- [https://www.google.com.pk/?gws\\_rd=ssl#q=material+around+us](https://www.google.com.pk/?gws_rd=ssl#q=material+around+us)
- [https://www.google.com.pk/search?q=material+around+us&biw=1024&bih=667&tbm=isch&tb\\_o=u&source=univ&sa=X&ved=0CCgQsARqFQoTCOum2IHdhcgCFcG2Ggodx10CRA&dpr=1](https://www.google.com.pk/search?q=material+around+us&biw=1024&bih=667&tbm=isch&tb_o=u&source=univ&sa=X&ved=0CCgQsARqFQoTCOum2IHdhcgCFcG2Ggodx10CRA&dpr=1)

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- You are sitting on a chair. Do you know which material is use to make a chair?
- Name two different materials which use to make scissor?
- Your note book have many pages do you know which material is use to make papers?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

### Discussion:

First define them what is object. Tell them the chair on which they are sitting, the pencil through which they are writing, the books and copies in their bags, the table, shoes, clothes everything that they are using daily are objects and every object is made with a material. There are many kinds of materials and objects are from a material that is suitable to make it.

Ask students to observe the class objects and list out the objects in it. Then discuss what are the materials used in making these objects.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
Different	Paper
Plastic	Steel
Material	Gum
Rubber	Glass
Pillow	Oily
Crunchy	Warm
Bumpy	Salty
Bread	

### Summarizing:

Summarize the lesson in points as mentioned check if you know now.

- You can feel, see, smell, hear or taste different object.
- All objects are made up of different types of materials.
- Different materials are steel, wood. fiber, glass, plastic etc.
- We choose any material on the basis of purpose of an object.

### Assessment:

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Observe your class room and tell three objects which made up of wood?
- Through our senses can we observe the objects?

### Interpreting

#### Think and write:

- Normally wood is use to make table and chair both and glass is used to make table only.
- We cannot chew it.
- Wood is too hard and pillow is always made of cotton or fiber which is too soft, that is why we cannot use wood to make pillow.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

## LESSON 11: SORTING MATERIAL





Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

Start this lesson with the progression of previous lesson.

### Aim of the lesson:

The aim of this lesson is make students understand that how group the materials according to their properties.

### Learning objectives:

In this lesson students will know:

- Every material has different property.
- Materials have different groups.
- Arranging material in groups called sorting material.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

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[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

- Besides the Net Extra, here we mention links to other sites also which are **educational kids conceptual videos and activities** for elementary students to learn on the web.

- **Visit:**

<https://www.google.com.pk/webhp?hl=en#hl=en&q=sorting+materials>

[https://www.google.com.pk/?gws\\_rd=ssl#q=gropus+of+materials](https://www.google.com.pk/?gws_rd=ssl#q=gropus+of+materials)

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- Tell three things that can easily broken?
- Tell two heavy and two light things from your surroundings.
- Tell three things that cannot be easily broken?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

#### **Discussion:**

Teacher must bring a few objects with him/her. Ask the students to sort out the material they are made of. Concept of sorting materials has to be cleared by discussing those objects.

Tell them that the grouping of materials that have same properties is called sorting. There are many types of materials like hard as wood and stone, soft like foam and cotton, heavy and light like metal and paper, smooth and rough like mirror and scotch brite etc. Some material dissolve in water like sugar some are not like sand. Dull and shiny, hard and soft, light and heavy, smooth and rough are the properties of materials. Now ask the students sort out the thing around them according to their properties.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

<b>Key words</b>	<b>Common words</b>
Force	Dull
Power	Shiny
Sorting	Rough
Property	Smooth
Float	Heavy
Sink	Arrange
Dissolve	Broken

#### **Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

- Sorting is the grouping of materials on the basis of their properties.
- We sort out material as dull or shiny, heavy or light, soft or hard etc.
- Some objects sink in the water and some keep floating.

#### **Assessment:**

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Name different groups of materials (At least five)?
- What is arranging materials in group called?
- Name one thing that easily sink in water?
- Name some heavy materials?
- Why we break something easily but something not?
- Things that made with steel is easily bend or not?
- What is the property of rubber?
- Name some materials that is dissolve in water?

**Think and write:**

1. We use glass for making glass door, windows, tables, water glass.
  - We use wood for making chairs, tables, cabinets.
  - We use plastic for making crockery, tables and chairs.
2. Materials are very important because everything that we are using in our daily life is made up of any material.
3. Prefer student's answer.

#### Note for a teacher

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

## LESSON 12: DESCRIBING AND COMPARING MATERIALS

Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.



Start this lesson with the progression of previous lesson.

**Aim of the lesson:**

The aim of this lesson is to understand the students that to give details about a material is called describing material.

**Learning objectives:**

In this lesson students will know:

- Senses are use to describe materials.
- How to differentiate materials.
- Adjective skills are also use to differentiate materials.

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**
  - Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)
- **Other links:**
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**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning . You can start up the bundle of questions like,

- Tell the properties of your jacket which you wear in winters?
- Can you bend your pencil easily?
- Can you change the shape of rock stone?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

### **Discussion:**

Students to be taught thoroughly how to differentiate among different materials and to know the differences it important to find if they can describe the objects or not. Use their adjective skills to describe.

Tell them to define the property, colour, texture; usage, etc. of any material is called describing material means to give details about a material from every expect. Comparing material means how a material is different with the other. For example drop light beam on a shiny surface (piece of tile, aluminum foil) and on a dull surface (wood, paper sheet), light reflected from shiny surface but not from dull surface. Take a steel spoon and piece of play dough. You cannot press steel spoon it remains same but can easily press play dough, reason behind this is that the spoon is hard and play dough is soft. Also tell them you can easily pick up a plastic bat but not a wooden bat because plastic bat is light and wooden bat is heavy. In all above example you compare one material to the other. This is called the comparing material.

In class, let the students read the poem aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

<b>Key words</b>	<b>Common words</b>
Wristwatch	Bendy
Needles	Stick
Waterproof	Window
Transparent	Light
Opaque	Rough
Magnetic	Smooth
Stiff	Inside

### **Summarizing:**

Summarize the lesson in points as mentioned check if you know now:

Materials are described on the basis of their properties.

We use our senses to describe any object and its material.

Some materials are rough or smooth, opaque or transparent, waterproof or non waterproof and bendy or stiff.

**Assessment:**

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- How can we describe materials?
- Can light pass through opaque material?
- Name two magnetic materials that can easily stick?
- Why do we say a material is transparent?
- Raincoat is made with waterproof material. Why?
- Name some rough and smooth materials.
- What is an opaque material?

**Think and write:**

1. If we made pillows with wood it will be very hard and nobody can use it.
2. Umbrella is made from water proof fabric and normal cloths absorb water so we cannot use it to make umbrella.
3. We make car windows with transparent glass as we can see through it.
4. Prefer student's answer.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.



Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

Start this lesson in continuation with some real life examples.

### Aim of the lesson:

The aim of the lesson is to make students understand that every kind of work needs energy. Without energy any work cannot be happen. There are many types of energy.

### Learning objectives:

In this lesson students will know:

- We take energy from different sources.
- Energy can move or stop things.
- Machines need energy to run.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**
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**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- Do we need energy to move or stop things?
- Name two machines that run from electricity?
- Do airplanes energy to run?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

**Discussion:**

Ask the students to observe the class and let them find the things they see moving, or electric appliances running or sound around them, .then tell them that they are all working because of energy.

Tell them plants need sunlight to make their foods. We need food to grow, for doing our daily task and live healthy. Vehicles need fuel to move. Electrical appliances need electricity to run. Water is also used to produce electricity, so it's a kind of energy. All the above the sunlight, food, fuel, electricity and water are the sources to produce different type of energy. With these sources heat, light, electricity, sound energies can be produce.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
Machines	Moving
Electricity	Around
Propel	Happen
Energy	Music
Cycling	Light
Current	View

**Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

- We need energy to move or stop anything.
- Energy makes the machines move and run.
- Heat, light and sound are different forms of energy.
- Sunlight, fuel. food, electricity and water are the sources of energy.

**Assessment:**



Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- From where we get food energy?
- Washing machine needs which type of energy to run?
- From where we produce electricity?
- Which energy is used in vehicles?
- What is the natural source of heat energy?
- What had happen if we do not eat food properly?

**Think and write:**

1. Energy is very important part of our lives because need different types of energy to do each of our daily task.
2. Fuel makes vehicles to move like plane to fly , car to drive .fuel is food of vehicles it gives energy to vehicles.
3. Rain water stored in huge ponds, lacks or dames and then use to produce electricity. Hydroelectric power is a main source to produce electricity.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

**LESSON 14: FORCES GO AROUND**

Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.



Start this lesson in continuation with Start progression of previous lesson.

**Aim of the lesson:**

The aim of the lesson is to understand the students that every action need force to perform it.

**Learning objectives:**

In this lesson students will know:

- Force needs energy.
- Force transfer energy for action.
- Things are pushed or pulled to change directions.
- 

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**
  - Net extra is especially designed for the teachers and the students. Here you
  - can find not only the text material but also the related information,
  - activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)
- **Other links:**
  - Besides the Net Extra, here we mention links to other sites also which are **Educational kids conceptual videos and activities** for elementary students to learn on the web.

**Visit:**

<https://www.google.com.pk/webhp?hl=en#hl=en&q=energy+and+force>

<https://www.google.com.pk/webhp?hl=en#hl=en&q=forces+needs+energy>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- Which force is needed to through the ball?
- Can force change the size of object?
- Can wind force stop or move anything?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

**Discussion:**

Bring a ball along and ask the students to throw, then elaborate the idea of force used in throwing ball. If they use more force it will go far. And if they use less force it will drop near.

Force is necessary to do any action. Force can move things, change the direction of any object, stop or move anything. tell the when you tightly press a balloon it will burst, if you drop a glass on floor it will break, if you pull a page from you copy or book it will tear off, if you squeeze a colour tube of tooth paste tube it will come out from it, in all the example you can notice that when force applying to any object, it change its size and shape. In all examples is it possible that you cannot do all this happened. No, if you cannot apply force nothing is happen, and for applying force we need energy that we learned in previous lesson.

There are some other forces like air force which also move or stop something, magnetic force that repel or attract things, water force for moving something.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
Actions	Own
Transfer	Back
Movement	Forth
Attract	Energy
Repel	Happen
Wind	Object

**Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

- Everything needs a force to stop or move anything.
- Force is the energy that makes something happens.
- Forces can change the size, shape and direction of things.
- Wind, water and magnets also exerts same forces.

**Assessment:**

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Water force can move anything?
- Name three things which can move their own?
- Name different types of forces?
- Why do we need electrical energy?
- What is the source of energy when you flying a kite?
- What attract or repel different materials?
- Force changes the direction of things. Give an example.
- Name some actions for which more or less energy.

**Think and write:**

1. Water has force that makes things to move through its waves, like boats.
2. Walking, running, playing, writing, dancing, open and close anything, lifting, sliding, throwing, flying etc all are the actions that is due to the force.
3. Energy is capacity to do work. So if we are strong we have more energy and we do more work. We will be strong if we take proper diet, keep ourselves neat and clean, do exercise.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

**LESSON 15: PUSH OR PULL**

Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.



Start this lesson with the progression of previous lesson.

**Aim of the lesson:**

The aim of the lesson is to make students understand that almost any kind of force that we are applying to perform our daily routine is a push or pull. Mainly we push or pull anything to stop or to move.

**Learning objectives:**

In this lesson students will know:

- Push and pull are forces.
- Human and animals can move without push or pull.
- We need force to push or pull anything.

**Helping tools:**

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**
  - Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to other sites also which are **Educational kids conceptual videos and activities** for elementary students to learn on the web.

**Visit:**

<https://www.google.com.pk/webhp?hl=en#hl=en&q=push+and+pull>

[https://www.google.com.pk/search?q=push+and+pull&hl=en&biw=1024&bih=624&site=webhp&source=lnms&tbn=isch&sa=X&ved=0CAYQ\\_AUoAWoVChMI8vD4is-GyAIVgdUaCh1ddQeB](https://www.google.com.pk/search?q=push+and+pull&hl=en&biw=1024&bih=624&site=webhp&source=lnms&tbn=isch&sa=X&ved=0CAYQ_AUoAWoVChMI8vD4is-GyAIVgdUaCh1ddQeB)

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

**Warm up:**

It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning . You can start up the bundle of questions like,

- Can trolley move by its own?
- If we want something go away from us what action will we have to do?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

### Discussion:

Practically teach students by acting it out with real life examples to push and pull something.

Tell them push and pull are forces. When we pull something it comes towards us and we push something it moves away from us. For example when you move your bags (that have wheels or trolley) it's a pull. When move a baby pram it's a push. Magnets attracts iron nail, it's a pull. If you want to close a door, it's a push (mostly). Suppose your elder brother fly a kite and when it get it down, it's a pull.

In class, let the students read the poem aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
Trolley	Own
Pushing	Walk
Cart	Stop
Patient	Move
Tooth	Away
Chick	Towards

### Summarizing:

Summarize the lesson in points as mentioned check if you know now.

- Things only move when we push or pull them.
- When we push an object it moves away from us.
- When we pull an object it moves towards us.
- We need more force to move heavy objects.
- We need less force to move light objects.

### Assessment:



Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Which force is needed to move a heavy stone?
- Why a kitten can move by its own?
- A person can do push and pull something together?
- What force did you use to move the chair?
- How things are move?

**Think and write:**

1. Pulling force.
2. If we push something it moves away from us.
3. A trolley cannot move by its own because no force applies on it.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.



Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

Start this lesson with the progression of previous lesson.

### Aim of the lesson:

The aim of this lesson is to make students understand that we have many sounds around us. Everything sounds different. We hear sounds when it enters in our ear.

### Learning objectives:

In this lesson students will know:

- Sounds are produced by vibration.
- Sound is the type of energy.
- All living thing and non living thing make sound.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to other sites also which are **Educational kids conceptual videos and activities** for elementary students to learn on the web.

**Visit:**

<https://www.google.com.pk/#q=sounds+and+hearing>

<https://www.google.com.pk/webhp?hl=en#hl=en&q=pleasant+and+unpleasant+sounds>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:





It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning . You can start up the bundle of questions like,

- Sound of barking dog is pleasant?
- When you listen help sound what feeling come in your mind?
- Tell one sound pleasant and one unpleasant sound?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

### Discussion:

Ask the students to sit quietly and listen what sounds they can hear from outside the classroom and tell what they have heard.

All humans and animals have specific sounds. We easily recognize the sounds of our family members, friends, relatives even we don't see them. Same like this we easily recognize different animal sounds. We hear through our ears. We produce different sounds in different situations, like if we are happy we laugh or make loud cheerful sound, and if someone hears he or she understands that we are happy. Same as if we are sad we are crying or hurt with something, we loudly say ouch, ohooo, and anyone knows he or she is sad or hurt. Sound are soft, low, pleasant, unpleasant, noisy, nice etc.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
Trouble	Break
Twanging	Clapping
Vibrations	Breeze
Pleasant	Throat
Squealing	Hammer
Coughing	Loud
Ambulance	Danger

### Summarizing:

Summarize the lesson in points as mentioned check if you know now.

- Sound is a type of energy.
- We hear sound when it enters our ears.
- Sounds come from its source.
- Some sounds are soft, loud, pleasant and unpleasant.
- Noise may damage hearing.

### Assessment:

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Can animals make sounds?
- Noise sound is pleasant or unpleasant?
- Tell any three different sounds?
- What is noise pollution?
- How sound is produce?

**Think and write:**

1. Prefer students' answer.
2. We can save our sense of listening by avoiding listening loud voices and music, speak loudly etc.
3. Prefer students' answer.
4. Prefer students' answer.
5. Prefer students' answer.
6. Making noise is a bad habit because it is harmful for our ears and disturbs others.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.

**Lesson 17: LIGHT AND DARK**



Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

Start this lesson with the progression of previous lesson.

### Aim of the lesson:

The aim of this lesson is to make students understand that light is an energy. We need light to make anything visible.

### Learning objectives:

In this lesson students will know:

- Light is a type of energy.
- Concept of day and night and light and dark.
- Natural and artificial sources of light.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to other sites also which are **Educational kids conceptual videos and activities** for elementary students to learn on the web.

Visit:

[http://www.skwirk.com/p-c\\_s-11\\_u-25\\_t-135\\_c-429/sources-of-light/nsw/science-technology/light-up-my-life/introduction-to-light](http://www.skwirk.com/p-c_s-11_u-25_t-135_c-429/sources-of-light/nsw/science-technology/light-up-my-life/introduction-to-light)  
<http://www.crosswalk.com/faith/spiritual-life/the-difference-between-light-and-darkness-1169521.html>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- What happened if there is no light?
- Why you feel easy in a lightning place?
- Name some objects that gives light?
- Why we do not see in the dark?
- Why we say it is a day time or night time?
- Who made the artificial lights?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

#### Discussion:

Light is very essential in our daily life because it make all things visible for us. In absence of light we cannot see anything and cannot do our work easily. We can easily see during daytime because of sunlight while it is difficult in night in the absence of sun.

Anything that give its own light is called light source. There are natural and artificial source of light. Sun, moon and stars are the natural sources of light. Bulb, torch etc are the artificial source.

In class, let the students read the poem aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
energy source	light
reflect	dark
bounces	bright
natural light	shine
artificial light	

#### Summarizing:

- Summarize the lesson in points as mentioned check if you know now:
- Light is the type of energy. It makes us see things.
- It becomes dark when there is no light.
- Days are all bright due to the Sun.
- Moon bounces Sunlight.
- Any things that gives its own light is called light source.
- Some light are bright and some are dim.
- Some light sources are natural and some are artificial.

#### Assessment:

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- What is light?
- Why we see more clearly in sunlight as compare to tube light?
- What is a light source?
- Names some natural sources of light.
- Name some artificial light source.
- Name something other than the book that are shine but not a source of light.
- Why we can see all the thing easily in daytime?

**Think and write:**

1. Close all the light sources completely to make a dark room.
2. By lightening bulb, tube light etc.
3. When light fall on diamond it reflect. This reflection of light makes it sparkling.
4. The sunlight is too much bright and our eye cannot bear that much brightness so we cannot directly see at the sun. If sunlight directly hit our eyes we will be blind.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.



Time required: **180 minutes** or **3 hours** with Activity book and revision of the lesson.

Start this lesson with the progression of previous lesson.

### Aim of the lesson:

The aim of this lesson is to make students understand that magnets have force of attraction or repulsion.

### Learning objectives:

In this lesson students will know:

- Magnets attract or repel things.
- Magnets have different shape and size.
- Magnets can push or pull objects.

### Helping tools:

Teacher resource book will give you an ample support in teaching. Further, to prepare you for the lesson, visit the following sites:

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to other sites also which are **Educational kids conceptual videos and activities** for elementary students to learn on the web.

Visit:

<http://www.stevespanglerscience.com/lab/experiments/what-is-a-magnet/>

<http://www.howmagnetwork.com/>

**Before you start a lesson in a class, give reading task at home of the lesson to your students. This reading task will help them understand the lesson and evaluate their level of understanding through brainstorming exercise.**

### Warm up:



It's time to plough. Before start a lesson, do brain storming of students from their own observations things that they already know. Let them enthusiastically involve in creative thinking and active learning. You can start up the bundle of questions like,

- Can you stick your soft toys to magnets?
- What will happen when we drop magnets?
- Can magnet pull things from it?

**(Note: There are more questions to ask. Try to involve every student in discussion.)**

#### **Discussion:**

Bring some toys in which magnet is used and show the students how the magnet works.

Bring two bar magnets and explain them how the like poles repel each other.

Tell them all of you see magnets. It is used in many of your toys. All magnets have force of attraction or repulsion. When we use magnets we clearly feel it force. When it pull something towards it (stick), it means it attracts and when it push something it means it repels.

The things in which magnets are used is called magnetic materials. There are different shaped magnets that is U or shoe horse shape, bar shape usually used in school laboratories for students practical, disc shaped mostly used in toys and other appliances.

Magnets get weak if hammer it, heat it and drop it.

In class, let the students read the poem aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

<b>Key words</b>	<b>Common words</b>
Magnets	Bar
Attract	Disc
Repel	Weak
Material	Force
Hammer	Stick
Needle	Drop

#### **Summarizing:**

Summarize the lesson in points as mentioned check if you know now.

- Magnets have its force.
- When magnets pull, it is called attraction.
- When magnets push, it is called repulsion.
- Magnetic materials attract towards magnets.

- Nonmagnetic materials do not stick to the magnets.
- Magnets come in different shapes and sizes.
- Magnets are very useful for us. They get weak if we do not care for them

**Assessment:**

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- How magnets get weak?
- How material stick from magnets?
- How many sources does magnet have?
- Why nonmagnetic materials attracts to the magnets?
- What it is called when magnets pull and push?
- Magnets come in how many shapes and sizes?
- Is rubber a magnetic material?
- Do you have any toy that have magnet in it?

**Think and write:**

1. Nothing will happen because plastic is not a magnetic material.
2. Horse shoe shape magnet because it has two poles one for attraction and one for repulsion. Like this



3. Toy train, fridge door and magnetic alphabets.
4. Prefer students' answers.

**Note for a teacher**

Make sure students write answers themselves. You should check their concepts as well as their writing skills. It will help you and English language teacher to understand your students where they are weak at and what to improve now.

For grade 1 students, answers should be simple and not be with complicated grammar structure.



## Lesson Planner

### G. Science Class (1)

Chapters	Time -min	Description	Total time min
Knowing Living and Nonliving	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Our body Parts	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Our Senses	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Healthy Habits	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	135	Activity book exercises	
Animals around us	90	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	90	Activity book exercises	
We and animals	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Plants are living	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Parts of Plants	90	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	90	Activity book exercises	
Plants for us	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	135	Activity book exercises	

Materials around us	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	<b>180</b>
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Sorting materials	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Describing and comparing materials	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Energy to Act	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	135	Activity book exercises	
Forces go around	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	180
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	
Push and pull	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	135	Activity book exercises	
Sounds and its sources	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	135	Activity book exercises	
Light and dark	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	90	Discussion and assessment	
	90	Observatory + Think and write + Check if you know now	
	135	Activity book exercises	
Using magnets	45	Warm up, brain storming (with the help of You will need) and exercise given in book.	360
	45	Discussion and assessment	
	45	Observatory + Think and write + Check if you know now	
	45	Activity book exercises	

## Lesson Planner

### G. Science Class (1)

