

MINISTRY OF EDUCATION

CURRICULUM GUIDE

SOCIAL STUDIES

GRADE 2

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**CURRICULUM GUIDE
SOCIAL STUDIES
LEVEL 2**

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
The Family	<p>Define the term family.</p> <p>Name the member of an extended family.</p>	<p>Drawing members of their extended family.</p> <p>Identifying children in the class who belong to extended families.</p>	<p>Co-operate with one another to complete group projects.</p>	<p>Family A family is a group of people who live in the same home and are related by blood/or marriage.</p> <p>Different family groups have different names.</p> <p>The Extended Family Consists of parent (s), child/</p>	<p>Brainstorming/ Discussing what is an extended family.</p> <p>Naming the members with whom pupils live.</p> <p>Identifying children who belong to extended families.</p>	<p>Prepare a folio on “The extended family” “Group project)</p> <p>Prepare a chart showing the children who belong to extended families and their family members.</p>	<p>Mathematics Sets – Family Sizes. Comparing sets using $\subset, \supset, =$ Answering questions based on pictograph.</p> <p>Language Arts Writing sentences about:- My family members</p> <p>Art and Craft Drawing and naming family members.</p>

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				Children, grandparents, aunts, uncles and cousins.			Vocabulary Meaning of terms e.g. family, extended family.
Family Responsibilities	<p>List some roles of the family.</p> <p>Explain how family members take care of one another.</p>	<p>Drawing/collecting pictures depicting family members performing different roles.</p> <p>Writing sentences about how they help at home.</p> <p>Dramatizing/ miming roles of family members.</p>	<p>Show appreciation for the contribution of one another by listening and participating in discussion on how they help in the home.</p> <p>Show respect for one another by discussing how they would care for younger/older family member</p>	<p>Family Roles</p> <ul style="list-style-type: none"> - Add new members to the family. - Provide them with food, clothing and a home. - Love and comfort each other when sad. - Have fun together. 	<p>Displaying pictures showing different a family roles e.g. a pregnant woman; members worshipping together; parents/ children performing tasks in and out of the home.</p> <p>Discussing roles depicted in pictures displayed.</p>	<p>Prepare folio on family roles and chores.</p> <p>Discussing the poems (a) Fine Family and (b) The Family. Answering oral and written questions on them. (Poems in content)</p>	<p>Reading Class Reader: "The Rampat Family".</p> <p>Language Arts Sentence Construction Answering Comprehension Questions.</p> <p>Drama Role-playing scenes.</p>

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				<ul style="list-style-type: none"> - Teach members right from wrong - Share responsibility at home <p><u>Fine Family</u> Father works for money to spend Mother cooks and washes and mends Sister and brother help with chores while I take care of the pets and more.</p>	Role playing roles/chores of family members Explaining how they would care for a younger/older family member in the absence of an adult. Collecting pictures to compile a folio on family roles and chores.		<p><u>Guidance</u> Right and Wrong</p> <p><u>Mathematics</u> Addition and subtraction of family members.</p>

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				<p>The Family</p> <p>This is mother so happy and gay.</p> <p>This is father who works all day</p> <p>This is sister who plays with her doll</p> <p>This is baby so very small</p> <p>This is the family great and small.</p> <p>It is the right of every child to be a part of a family.</p> <p>It is also the right of every child to participate in decision making.</p>			

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Politeness Respect	<p>List ways in which they could show respect</p> <p>Explain how they can be polite to others</p> <p>Learn and repeat the words of at least two courtesy rules</p>	<p>Reading list of courtesy rules and discussing them.</p> <p>Role-playing people demonstrating good manner/courtesies.</p> <p>Matching statements with correct answers.</p>	<p>Show the need to respect others by demonstrating courtesies and good manners</p> <p>Show respect for self by obeying and practicing courtesy rules and maxims</p>	<p>Copy of courtesy rules and maxims. (Situations made up by class teacher)</p> <p>Stories with characters who practice good/bad manners</p> <p>Poems/rhymes in which characters display courtesy.</p>	<p>Placing pupils in groups and presenting them with situations for role play e.g.</p> <p>(a) During snack break the teacher shared biscuits to class. Roy pulled his out of the teacher's hands and ran away.</p> <p>(b) Seeta's dad was chatting with the neighbor when she rushed up to him</p>	<p>Match courtesy rules with appropriate behavior</p> <p>Column A</p> <p>(1) Rohan see his teacher when he come to school.</p> <p>(2) Seeta wants to pass between two persons she must say:-</p> <p>(3) Robin receives gift from his</p>	<p>Language Arts</p> <p>Re-arranging words to form sentences.</p> <p>Listening to stories/poems and answering orally, questions based on them</p> <p>Reading</p> <p>Reading of courtesy rules and maxims; situations presented.</p> <p>Drama</p> <p>Role-playing given situations.</p>

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					Shouting, "Daddy, daddy, come see my new shoes.	Father he must say:- Column B A Thank you B Good morning C You are welcomed D Excuse me. Re-arrange Jumbled words to make a sentence. Elders I respect show must for. Display on classroom wall, on a weekly basis names of well behaved pupils. (The pupils must be chosen by the class.)	

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						Write five sentences to say where and why your school is where it is presently.	
Functions of the school.	<p>State the activities that are done at school.</p> <p>Give reasons why it is important to attend school.</p> <p>Name some people who work at school.</p> <p>State the functions of the people who work at school.</p>	<p>Drawing and colouring teachers and students performing certain activities at school.</p> <p>Making a chart of all the persons who work at the school.</p> <p>Making a list of the functions of the people who work at school.</p>	<p>Show appreciation for the importance of school by attending regularly and punctually.</p> <p>Appreciate the job done by workers at school.</p> <p>Show respect for every student and worker of the school by being polite to them.</p>	<p>At school we learn to read, write and count.</p> <p>We work and play together</p> <p>We attend school to get our education so that we can earn a living and help to build our country.</p> <p>It is our responsibility to attend school regularly and to be on time.</p>	<p>Naming some activities that are done at school. e.g reading writing, playing, saving money in the School Thrift Society, etc.</p> <p>Discussing reasons why it is important to attend school. e.g. to learn; to work and play together.</p>	<p>Name two schools that cater for pupils with “special ability”.</p> <p>Answer the questions after reading</p> <p>Caribbean Social Studies- Infant Level 1- “Our Family, Home and School”. (The teacher may set the questions and the pupils can answer orally.)</p>	<p>Language Arts Sentence Construction. Subject and verb agreement.</p> <p>Reading Caribbean Social Studies- Infant Level One-Our Family, Home and School.</p> <p>Spelling Spelling words related to topic e.g. teacher, pupils, canteen, clean etc.</p>

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	Name schools which cater for pupils with different abilities.			<p>Workers at school include the Head-teacher, teachers, security guards, Cleaners, canteen workers, etc.</p> <p>Workers at school have different functions, e.g. Teachers impart knowledge. Canteen Staff- Prepare nutritious meals Sweeper/Cleaner- Keep the building clean.</p>	<p>Stating and discussing the functions of various workers at school.</p> <p>Discussing the importance of being regular and punctual at school.</p>	<p>Match the following statements in Column A with their correct answer in column B.</p> <p>Column A</p> <p>(1) We work and play together at school.</p> <p>(2) I sweep and clean the school.</p> <p>(3) I protect the school day and night.</p> <p>(4) We teach you to read and write.</p>	<p>Health Education Cleanliness of the school and compound.</p> <p>Mathematics Write a set of three words at school Name this set.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Sophia Special School David Rose School for handicapped Children</p> </div>

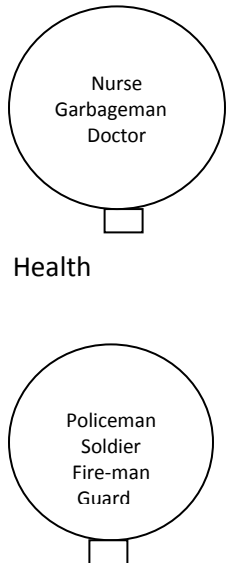
TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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						<p>(5) I prepare nutritious meals for you.</p> <p>Column B</p> <p>A. Guard</p> <p>B. Teacher</p> <p>C. Pupils</p> <p>D. Sweeper/ Cleaner</p> <p>E. Librarian</p> <p>F. Canteen Staff</p> <p>Explain what would happen if they are late for or absent from school. e.g. They would miss what is being taught.</p>	

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School Rules	<p>Explain what is a rule.</p> <p>List two school rules.</p> <p>Explain why it is important to obey rules.</p> <p>Discuss what happens when rules are broken.</p>	<p>Writing two school rule.</p> <p>Making a chart with school rules for their classroom.</p>	<p>1. Show respect for school rules by obeying them.</p> <p>2. Co-operate with one another in completing chart with rules for classroom.</p>	<p>Rules are orders that we have to obey. Rules tell us how to behave. Some rules help to keep us safe.</p> <p><u>School Rules</u> Uniforms must be worn everyday and must be clean.</p> <p>Be regular and punctual.</p> <p>Bring a written excuse when absent.</p>	<p>Discussing what are rules and why they are important.</p> <p>Displaying list of school rules and discussing them.</p> <p>Working with others in a group to prepare a list of class rules.</p> <p>Discussing what happens when rules are broken.</p> <ul style="list-style-type: none"> - People receive punishment. - Individuals could be injured. 	<p>Use a checklist to observe pupils' behaviour.</p> <p>1) I am regular at school.</p> <p>2) I am always punctual.</p> <p>3) My uniform is neat and clean.</p> <p>4) I obey the teachers and prefects.</p> <p>5) I listen when someone is speaking.</p> <p>Write one sentence to say what happens when rules are broken.</p>	<p><u>Language Arts</u> Write a letter/note of excuse for absence.</p> <p><u>Storytelling</u> Listening to stories about people who break rules and those who obey rules.</p> <p><u>Art</u> Showing how someone feels when he/she is praised for obeying a rule.</p> <p><u>Guidance</u> Obeying and disobeying and disobeying rules</p>

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					<p>- People could loose their lives.</p> <p>-Reading pages 19-22 of Caribbean Social Studies Infant Level 1 Our Family, Home and School.</p> <p>Teachers and pupils discussing story and pictures.</p>	Write one class rule you have disobeyed recently.	<p>Writing I must always obey rules.</p> <p>Reading “Caribbean Social Studies Infant Level 1” Our Family, Home and School.</p>

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Our Community	<p>Define the term community</p> <p>State the name of their local community</p> <p>Identifying and naming boundaries and landmarks in our school community.</p>	<p>Drawing a plan of the school and community and inserting landmarks</p>	<p>Show cooperation by working with others to draw a plan of the school's community.</p> <p>Appreciate the importance of landmarks and boundaries by encouraging other to take care of them.</p>	<p>A community is a place where people live and together.</p> <p>A boundary can be a street, river, canal, forest or mountain which is used to separate places.</p> <p>Landmarks are important objects used to mark places. Some important landmarks are trees, building, signs, monuments, forts, creeks.</p>	<p>Discussing what is a community.</p> <p>Writing the name of their community.</p> <p>Touring the school's community and identifying boundaries and landmarks</p> <p>Naming boundaries and landmarks found in the community.</p>	<p>Work in groups to make a plan of the school's community and insert boundaries and landmarks.</p>	<p><u>Language</u> <u>Arts</u> Sentence construction</p> <p><u>Art and Craft</u> Drawing landmarks.</p> <p><u>Spelling</u> Words such as boundary, landmark, mountain, building, bridge.</p> <p><u>Science</u> Trees in Our community.</p>

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Helpers in our community.	<p>Name some community helpers, and say what job each does.</p> <p>Say how we can identify these helpers.</p>	<p>Categorising community helpers according to the work they do.</p> <p>Drawing and colouring pictures of community helpers.</p>	<p>Work co-operatively to prepare a folio of community helpers.</p> <p>Show appreciation for the work of the community.</p>	<p>Community helpers do different kinds of work e.g. Health Nurse, Dentist, Garbage collector.</p>	<p>Displaying pictures of community helpers, and having pupils group them according to the work they do.</p>	<p>Compile a folio of community helpers.</p> <p>Draw a picture of a community helper and write two sentences about him or her.</p>	<p>Science Colours in nature.</p> <p>Drama Role playing different helpers.</p> <p>Language Arts Sentence Construction.</p>

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			helpers by volunteering to role-play them.	<p>Education: Teachers, education officers.</p> <p>Protection: Policemen, Security guards, soldiers.</p> <p>Building: Plumbers, carpenters, painters</p> <p>Food Supply: Butchers, farmers, grocers</p> <p>Communication. Postmen, radio announcers.</p>	<p>Discussing how these helpers are identified, e.g. by the clothes they wear (uniform)</p> <p>Discussing how the helpers assist them and the people in the community.</p> <p>Role-playing, community helpers.</p>	<p>Match helpers in Column A with their jobs in column B.</p> <p>Column A (1) Teacher (2) Dentist (3) Fisherman (4) Plumber</p> <p>Column B A. Health B. Building C. Education D. Food E. Protection</p>	<p>Subject and Verb. Agreement.</p> <p>Mathematics Sets e.g. State the numbers of helpers in each set.</p> 

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Co-operation in the community.	<p>Identify self-help activities in the community.</p> <p>Name the persons who are involved in these self-help activities.</p>	Making models of persons from the community engaging in a self help activity.	Appreciate the importance of self-help by participating in class projects.	<p>Self Help Self help activities are tasks which people work on together to assist in the development of their community and/or country.</p> <p>e.g., building bridges, repairing roads/dams, setting up a library.</p>	<p>Discussing pictures of self help activities, and how these benefit the entire community.</p> <p>Naming self-help activities that were executed in their respective community and naming the persons who were involved in these activities.</p> <p>Planning and executing a class activity, e.g. cleaning furniture, repairing books.</p>	<p>Write a thank you note to self helpers for a job done in your community.</p> <p>Write two sentences to explain the importance of self-help activities.</p> <p>Work in groups to make an acrostic for the word CO-OPERATION</p>	<p>Protection Name each set e.g. A set of three health workers.</p> <p>Language Arts Letter Writing Sentence Construction.</p> <p>Mathematics Counting the number of self-help projects carried out in their neighbourhood and placing them in a set. Naming the set.</p> <p><u>Vocabulary</u> Spelling words from the acrostic for the word COOPERATION.</p>

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Physical Features in Our Community	Identify and describe physical features of their community	Drawing one of the physical features of their community.	Appreciate the physical features of their community by not destroying them.	<p>These persons are the youths and adults in the community.</p> <p>Every community has physical features. Some of these features are slopes, corals mountains, plains, rivers, hills, savannahs, islands and trenches.</p>	<p>Collecting used books for class library.</p> <p>Touring the community to identify physical features observed in the community.</p> <p>Oral description of the physical features observed in the community.</p>	<p>C -Community O-Obedience O-Ore P- People E- Everyone R- Rights A-Achievement</p> <p>T-Togetherness I-Industry O-Order Nation.</p> <p>List four physical features found in your community.</p> <p>Write two sentences to describe any one of the physical features identified.</p>	<p>English Language Sentence Construction</p> <p>Spelling Slopes Mountain Savannah</p>

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Leaders in Community	<p>Define who is a leader.</p> <p>Identify and name leaders in your community.</p> <p>Write short sentences on leaders.</p>	<p>Drawing pictures of leaders in your community.</p> <p>Dramatizing the roles of leaders in the community.</p> <p>Listing qualities of good leaders.</p>	<p>Respect and obey leaders in your community.</p> <p>Cooperate with leaders.</p>	<p>These Physical features help to form our lands.</p> <p>A leader is a person who works with member of the community to make plans, listens to their (members) problems and gives help.</p>	<p>Defining who is a leader.</p> <p>Identifying leaders in the community.</p> <p>Writing short sentences about leaders in the community.</p>	<p>Draw your community and insert two physical features</p> <p>Name two leaders in your community.</p> <p>Name three qualities a good leader should have.</p>	<p>Make a model of one physical feature in their community</p> <p>Language Arts Write a composition on any one of the following leaders</p> <ul style="list-style-type: none"> - Head- teacher - Pandit/Priest/ Moulvi - Mayor/ Captain/ Village Chairman






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				<p>Some leaders in the community are:</p> <ul style="list-style-type: none"> - Head-Teachers, - Religious leaders Moulvi Pandit Priest/ Pastor - Village Chairman - Mayor, - Captain <p>Leaders have roles and they demonstrate certain behaviours.</p>	<p>Discussion on qualities of a good leader.</p> <p>Drawing pictures of leaders in the community.</p> <p>Listing qualities of a good leader.</p> <p>Discussion on ways in which pupils will/can show respect for leaders.</p> <p>Demonstrating how a leader should behave.</p> <p>Discussing why it is important for leaders to work with members of the community.</p>	<p>Write three sentences to say why it is important for the leaders to work with members of the community.</p>	<p>Spelling Priest Moulvi Justice</p>

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				<ul style="list-style-type: none"> - Cleanliness - Punctuality - Honesty - Fairness - Hard-working - Politeness - Humility <p>Leaders work with others.</p>			

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Health and Safety	<p>List reasons why it is important to keep oneself tidy.</p> <p>Explain how you can keep the body clean and healthy.</p> <p>Identify articles that help us to keep clean.</p> <p>Discuss ways you can keep your home and school surroundings clean.</p>	<p>Writing health rules that are to be practiced in order to keep healthy.</p> <p>Drawing articles that are used for cleanliness.</p> <p>Making posters that depict good health practices.</p>	<p>Show appreciation for cleanliness by practicing good health habits.</p> <p>Appreciate that it is important to keep themselves clean by explaining what they will do.</p>	<p>We keep away germ from our bodies when we keep ourselves clean and tidy.</p> <p>We can do so by</p> <ul style="list-style-type: none"> - Keeping our Nails short And clean - Wearing Clean under-Wear - Taking daily bath - Using soap And clean water 	<p>Examining and discussing pictures that show cleanliness and tidiness.</p> <p>Saying and writing health rhyme about what to do and why.</p> <p>Discussing and writing health rules.</p> <p>Displaying articles used to maintain good health e.g. comb, tooth-brush, bath-towel, etc. and discussing the importance of these articles.</p>	<p>Use the check-list to assess yourself.</p> <p>I bathe daily</p> <p>I wear clean clothing</p> <p>I brush and floss my teeth daily</p> <p>I exercise my body.</p> <p>I take care of my hair</p> <p>I keep my nails short and clean</p> <p>I eat healthy Foods.</p>	<p>Reading</p> <p>Reading Health rules from chart</p> <p>Art</p> <p>Drawing and colouring.</p> <p>Drama</p> <p>Role-playing health rule</p> <p>Poetry</p> <p>Repeating words of poems.</p> <p>Answering oral questions on them</p> <p>Memorizing poems/rhymes.</p> <p>Language Arts</p> <p>Writing sentences e.g. I must brush my teeth after every meal.</p>

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				<ul style="list-style-type: none"> - Wearing clean clothes - Washing our hands before and after meals, and after using the latrine. - Exercise regularly - Get adequate Sleep and Rest. - Drink plenty of water daily - Wash fruits before eating them - Boil or treat water before drinking 	<p>Role-playing good and bad health habits. Discussing the benefits of good health practice.</p> <p>Listening to stories (made up by the teacher) to bring out the importance of cleanliness.</p> <p>Cleanliness Take care of your clothes, Take care of your feet, Wash those hands And brush those teeth Comb your hair and bathe your skin,</p>	<p>Draw a picture to show an article that you use to keep healthy.</p> <p>Write two health rules that you must observe in order to maintain good health.</p> <p>Read the poems then answer the questions. (Questions may be prepared by the teacher)</p> <p>My Handkerchief I have something in my pocket</p>	

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					<p>Do not give the doctor cause to come in.</p> <p>Learning the poem and answering questions based on the poem (These questions should be set by the teacher. Pupils may answer orally or in writing).</p>	<p>I want you all to see It is a pretty thing to look at And useful as can be For when I want to sneeze or cough Or feel a tiny sniff I reach into my pocket For my little handkerchief</p> <p>My Toothbrush Hello Mr. Toothbrush You are a friend of mine You brush my teeth n order To make them very shine.</p>	

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Health Foods	<p>Say why it is important to eat foods that make us healthy.</p> <p>List the food groups. Give examples of foods in the different food groups.</p> <p>Identify food that will keep them strong and healthy.</p>	<p>Drawing two foods that make us healthy.</p> <p>Making mobiles to show a balanced meal.</p>	<p>Show willingness to work in group to complete mobiles to show a balanced meal.</p> <p>Appreciate the importance of health food by saying what make up a balanced meal.</p>	<p>Foods keep us strong and healthy.</p> <p>They provide nourishment for our bodies.</p> <p>The five healthful food groups are</p> <p>Milk Group Milk, ice-cream, Cheese, yo-gurt. These help you to get strong teeth.</p>	<p>Displaying chart with food groups.</p> <p>Naming and identifying the groups and discussing the importance of each group.</p> <p>Drawing a plate and selecting a food from each group to place on the plate to make up a balanced meal.</p>	<p>You brush them in the night Surely Mr. Toothbrush You are a friend of mine.</p>  eggs  chicken  nuts  cheese  bananas	<p>Science Foods that are good for our bodies Food groups.</p> <p>Vocabulary e.g. balanced, milk food, health meat, group, fruits, vegetable, grain.</p> <p>Art and Craft Making mobiles Drawing foods</p> <p>Composition My favourite food</p>

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				<p>Meat Group Fish, beef, eggs, nuts, chicken. These help your body to grow.</p> <p>Fruits and Vegetable Group Oranges, Cherries, banana, tomato, calalu, pumpkin.</p> <p>These help you to have healthy eyes, skin and hair.</p> <p>Grain Group Cereal, bread, ground provision, macaroni.</p>	<p>Making up several balanced menus for breakfast, lunch and dinner.</p>	<p>Match the picture with the name of the food.</p> <p>Make a balanced meal mobile, using a clothes hanger, pieces of string of different length and pictures of foods</p>	

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				These give the body energy and helps it to grow. It also help you to have bowel movement.		<p>Prepare a menu for breakfast, lunch or dinner.</p> <p>Write a sentence about the importance of eating healthy foods.</p> <p>Draw and colour your favourite fruit.</p> <p>Draw and write the names of two foods that are good for you.</p>	

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				<p>Other Group Fats and sugar. These give your body energy. Too much of these is not healthy, sugar may harm your teeth.</p> <p>Food serves different purposes to our bodies.</p> <p>Energy Foods Rice, bread, ground provision.</p> <p>Protection Foods Green vegetables e.g. bora, calalu, ochro. Milk.</p>			

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Keeping a clean environment	<p>Identify a clean and tidy surrounding</p> <p>Say why it is important to keep your surroundings clean and tidy.</p> <p>Tell ways in which we can keep our classrooms and surroundings clean.</p>	<p>Illustrating ways of keeping the surroundings clean and tidy.</p> <p>Collecting and sorting pictures of persons performing healthy habits.</p> <p>Making health signs to around the school.</p>	<p>Show willingness to co-operate with others to keep the surroundings clean and tidy by throwing pieces of paper in the bin.</p> <p>Appreciate the beauty of their home and school surroundings by keeping them clean.</p>	<p>Body Building Foods Meat, fish, eggs, peas.</p> <p>A variety of foods can give us a balanced meal.</p> <p>A clean and healthy environment helps to keep us healthy.</p> <p>We must not litter, but must throw our refuse in litter bin. (Litter is trash that is not thrown away in the correct place.</p>	<p>Examining the school surroundings.</p> <p>Discussing and recommending ways of improving the school environment so as to make it healthy.</p> <p>Displaying pictures of clean surroundings.</p> <p>Discussing the pictures.</p> <p>Discussing why it is important to keep a clean environment.</p>	<p>Make a health poster entitled “Don’t Be A Litter Bug” for your school.</p> <p>Write a short story entitled “Stopping Litter”. (These can be done in groups. The teacher can also give little tokens for students effort.)</p> <p>Prepare health slogan to put up in the classroom.</p> <p>Form a sanitation group with pupils who volunteer. Work together to prepare list of rules and punishment for defaulters.</p>	<p>Poetry Papers The Litter Bin</p> <p>Music Bits of Paper</p> <p>Art and Craft Designing Posters Preparing Slogans.</p> <p>Language Arts Story writing Sentence Construction.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>We keep our classroom and surroundings clean by:-</p> <ul style="list-style-type: none"> - Putting litter In litter bin - Burning litter - Burying litter. - Avoiding the spilling of food on furniture <p>It is the right of every child to basic health.</p> <p>It is our responsibility to ensure that our environment is clean.</p> <p>It is the right of every child to live, in a safe environment.</p>	<p>Listening to and repeating the words of the following poems</p> <p>Papers If you see paper on the ground, Do not let it blow around, Pick it up pop it in, Put it in the litter bin.</p> <p>The Litter Bin Do not throw your litter on the floor There is a box by the door Nut shells, paper, plastic tins Throw them all in the litter bin.</p> <p>Answering oral and written questions based on the poems</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					Learning the following song Bits of Paper Bits of paper Bits of paper Lying on the floor Lying on the floor Makes the place untidy Makes the place untidy Pick them up Pick them up (Teacher can all pupils to do the actions of this song while they are singing it.)		
Travel Safety	List safety rules that you must obey when travelling (a) On the Road. (b) In the air (c) By sea	Drawing and writing the name of traffic sign. Role-playing travelling safely. Acting the role of a pilot, captain, chauffeur, conductor	Show respect for the traffic laws by obeying them. Appreciate traffic rules when travelling by telling what	When we travel, we must always obey traffic rules. Some traffic rules are:-	Listing some rules for travelling by different means, and discussing the importance of these rules.	Complete these sentences. 1. pedestrians Must always Walk on the side of the road.	Writing I must walk on the right hand side of the road.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
	<p>Identify traffic signs and state their meanings.</p> <p>Know the words of the kerb drill.</p> <p>List some hazards to avoid when travelling.</p>	<p>Making a pictograph of persons travelling safely.</p>	<p>Happens when these rules are broken.</p>	<p><u>Road Pedestrians</u></p> <p>- Use the side walk if there is one</p> <p>- Walk facing the traffic coming towards you.</p> <p>- Cross where you can see the traffic easily.</p> <p>- Use the pedestrian crossing</p> <p>Cyclists Ride bicycles with bells and brakes.</p>	<p>Discussing what could be the result if we disobey these rules.</p> <p>Listening to pupils as they tell of their experiences when travelling</p> <p>Talking about road and river accidents in Guyana, their causes and how they could be avoided.</p> <p>Role- playing travelling safely on our roads, rivers, air with an emphasis on traffic rules.</p>	<p>2. When travelling by water always wear a</p> <p>3. When you Travel in And You must Fasten your Seat belt.</p> <p>Write a sentence To tell which side of the road you must ride your bicycle.</p> <p>Work in groups to prepare a pictograph showing how pupils in your class come to school.</p>	<p><u>Mathematics</u> Graphs Sets Additions and Subtractions</p> <p><u>Language Arts</u> Vocabulary Sentence Construction Subject and Verb agreement Word search</p> <p><u>Drama</u> Role-playing</p> <p><u>Science</u> Colours of the traffic light. Colours to be worn at nights when travelling on the road.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>Ride on the left hand side of the road.</p> <p>Passengers Don't get on or off a vehicle when it is moving.</p> <p>Fasten your seat belts when you travel by car.</p> <p>Keep heads and hands inside vehicles.</p> <p>Water - Wear life jackets when travelling</p>	<p>Repeating the words of the kerb drill and miming same.</p> <p>"When using the road; Use your before your</p> <p>Discussing with pupils the importance of the slogan, how it could help us to travel safely on the road.</p> <p>Discussing how to use the road.</p> <p>Taking a tour to observe traffic signs.</p>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">o</div> <p>Bus Walk Ride Car</p> <p>How Pupils travel To school.</p> <p>Boy Girl</p> <p>Answer the following questions based on the pictograph</p> <p>1. How many pupils walk to school?</p>	<p>Art</p> <p>Draw the pedestrian crossing</p> <p>Draw the slogan with the eyes and feet.</p>

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				<p>- Always observe/obey Buoy.</p> <p>Avoid sandbanks.</p> <p>Air Always fasten your seat belts</p> <p>Observe the no smoking sign</p> <p>The Kerb Drill and pedestrian crossing help us to use the road safely.</p> <p>The Kerb Drill Look right, look left, look right again; and if the road is clear across</p>		<p>2. How many pupils come by car to school?</p> <p>3. Three pupils come by to school.</p> <table border="1" data-bbox="1293 410 1581 963"> <tr><td>L</td><td>A</td><td>N</td><td>D</td><td>S</td><td>C</td><td>W</td></tr> <tr><td>O</td><td>D</td><td>O</td><td>T</td><td>A</td><td>I</td><td>E</td></tr> <tr><td>O</td><td>A</td><td>O</td><td>S</td><td>R</td><td>L</td><td>Y</td></tr> <tr><td>K</td><td>N</td><td>S</td><td>S</td><td>E</td><td>A</td><td>P</td></tr> <tr><td>F</td><td>G</td><td>W</td><td>V</td><td>L</td><td>K</td><td>L</td></tr> <tr><td>O</td><td>E</td><td>A</td><td>B</td><td>Y</td><td>L</td><td>A</td></tr> <tr><td>O</td><td>R</td><td>I</td><td>D</td><td>E</td><td>A</td><td>N</td></tr> <tr><td>T</td><td>M</td><td>R</td><td>U</td><td>T</td><td>W</td><td>E</td></tr> </table>	L	A	N	D	S	C	W	O	D	O	T	A	I	E	O	A	O	S	R	L	Y	K	N	S	S	E	A	P	F	G	W	V	L	K	L	O	E	A	B	Y	L	A	O	R	I	D	E	A	N	T	M	R	U	T	W	E	
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				<p>Safely. Walk quickly across, do not run.</p> <p>Traffic rules must be obeyed to avoid accidents and save lives</p>		<p>Find these words in the search above</p> <p>Foot walk plane danger air fly look safety travel cars rides lands</p> <p>Name the traffic signs.</p>	

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Dealing with strangers.	<p>Tell in his or her own words who is a stranger.</p> <p>Discuss ways in which they can be safe when dealing with strangers.</p> <p>List reasons why they must be careful when meeting strangers.</p>	<p>Role-playing ways of dealing with a stranger when he/she approaches them.</p> <p>Observing and discussing what is happening in the picture.</p>	<p>Show appreciation for the need to be careful around strangers.</p>	<p>A stranger is a person whom you do not know.</p> <p>When dealing with strangers we should be careful.</p> <p>Some ways of being safe are:-</p> <p>A. Avoid going with strangers</p> <p>B. Try always to walk in groups</p> <p>C. avoid accepting gifts and rides from strangers.</p>	<p>Discussing who is a stranger.</p> <p>Discussing ways how strangers can be harmful to you.</p> <p>Discussing the picture on page 28 of the text</p> <p>“Social Studies for our children Book 2.</p> <p>Answering oral and written questions on the picture.</p> <p>Role-playing incidents of strangers approaching pupils and what these pupils did.</p>	<p>Work in groups to make up rules of ways of dealing with strangers.</p> <p>Write a sentence to say who is a stranger.</p> <p>Draw a cartoon to show how you would deal with a stranger who offers you a ride in his/her car.</p> <p>Complete this sentence. I must be careful when dealing with strangers because.....</p>	<p><u>Drama</u> Role-playing</p> <p><u>Language Arts</u> Sentence Completion Sentence Construction.</p> <p><u>Comprehension</u> Picture Study</p> <p><u>Writing</u> Avoiding going with strangers</p> <p><u>Art</u> Drawing cartoons.</p>

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	KNOWLEDGE	SKILLS	ATTITUDE				
				We must be careful when dealing with strangers because they can be harmful. Strangers can kidnap you. People can also be murdered or injured by strangers.	Discussing reasons why they must be careful when meeting and dealing with strangers.		
The ethnic groups of Guyana	Naming the ethnic groups in Guyana.	Identifying children who belong to different ethnic groups. Collecting pictures of people from different ethnic groups.	Showing love and respect for all Guyanese. Showing appreciation for people from other ethnic groups.	Guyanese people are from six ethnic groups - Amerindians - Europeans - Africans - Portuguese - Indians - Chinese	Discussing and naming the ethnic groups of Guyana Matching pictures of people with ethnic groups.	Working in groups to prepare folio on ethnic groups.	Mathematics Counting children in the class who belong to particular ethnic groups and representing this using sets.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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Religious Celebrations in Guyana	<p>Name the three major religions in Guyana.</p> <p>Name the places where these people worship.</p> <p>List some religious celebrations we have in Guyana.</p>	<p>Writing the names of the three major religions in Guyana.</p> <p>Drawing their places of worship.</p> <p>Drawing and naming the symbols on the places of worship of the three major religious groups.</p>	<p>Show consideration for other religious beliefs by listening while others share their views.</p> <p>Show appreciation for religious celebrations by saying how they are important to us.</p>	<p>The three major religions in Guyana are Hinduism, Christianity and Islam.</p> <p>Place of worship Guyanese observe various religious celebrations. When we participate in these celebrations they help to unite us.</p>	<p>Discussing the various religious celebrations.</p> <p>Touring the various places of worship.</p> <p>Making models or collecting pictures of the various places of worship.</p> <p>Discussing the significance of these celebrations.</p>	<p>Match places of worship with religion Hindu Mosque Christian Temple Muslim Church</p> <p>Complete the sentences. (1) Diwali is a religious national holiday celebrated by the</p>	<p><u>Vocabulary</u> Amerindian, European, African, Portuguese, East Indian, Chinese</p> <p><u>Art/Craft</u> Drawing someone from a particular ethnic group.</p> <p>Art and Craft e.g. Making Folio on the various religious celebrations Making cards and decorations for the various religious celebration.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
		Role-playing any religious celebration.		<p>Each celebration has its own significance.</p> <p>Some celebrations are:- Hindu – Diwali and</p>	<p>Dramatising activities are done during the various celebrations.</p> <p>Inviting resource persons to speak to pupils</p>	<p>(2) During the Youman Nabi the share meat</p>	<p><u>Mathematics</u> e.g. Counting the various religious holidays we celebrate as Guyanese.</p> <p><u>Language Arts</u> e.g. Spelling word Hindu, Muslim, Church. Making sentences with words e.g. The <u>Hindu</u> worship in a <u>temple</u>.</p> <p><u>Drama</u> Role play any</p>

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
National Festivals	<p>List important days which are observed in Guyana.</p> <p>Tell the importance of these national days.</p> <p>Naming persons that are associated with different national days.</p>	<p>Writing sentences about any national day.</p> <p>Collecting and sorting pictures that depict how national days are celebrated.</p> <p>Miming/role Playing scenes showing how national days are celebrated.</p> <p>Compiling a folio of National celebrations.</p> <p>Making cards for various occasions.</p>	<p>Show appreciation for national holidays by participating in activities to mark their celebration.</p>	<p>Guyana celebrates many important days. Some of these are:-</p> <p>Boxing Day – Celebration on 1st January</p> <p>Republic Day</p> <p>Guyana became a republic on 23rd February, 1970. The Republic celebration is called Mashramani. Mashramani is an Amerindian word that means “Celebration after hard co-operative work”</p>	<p>Naming some important days that are observed in Guyana.</p> <p>Discussing the significance of these days.</p> <p>Miming scenes of national observances, e.g. May Day Rally, Mashramani Celebrations.</p> <p>Naming persons associated with some important days, e.g. Labour Day- H.N. Critchlow</p>	<p>Work in groups to prepare a folio on National Observances.</p> <p>Write two sentences to show the importance of any National Holidays.</p> <p>Match Column A with Column B.</p> <p>Column A</p> <p>Kites</p> <p>Hubert Critchlow</p> <p>Slaves</p> <p>Diyas</p> <p>Column B</p> <p>Freedom Day</p> <p>Labour day</p>	<p>Mathematics</p> <p>Sets</p> <p><u>Vocabulary</u></p> <p>Martyrs, Mashramani, Republic, Christmas Workders, Diwali, Phagwah</p> <p>Language Arts</p> <p>Sentence Construction</p> <p>Subject and Verb Agreement</p> <p>Oral Comprehension</p> <p>Art and Craft</p> <p>Making costumes</p> <p>Making diyas</p> <p>Makin cards for different occasions.</p>

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Many activities are held to mark this celebration.</p> <p>May Day/ Labour Day This day is also called Workers' Day It is celebrated on 1st May. On May Day workers parade along the streets. They dress in red and white.</p> <p>Indian Arrival Day This day is observed on 5th May. The first batch of East Indian Immigrants arrived on this day.</p>	<p>Collecting, sorting and discussing pictures depicting special days, e.g. Muslims attending the Mosque,, Lighted diyas in homes and yards.</p> <p>Participating in school activities to mark special days, e.g. Kite flying at Easter, Various competitions at Mashramani time.</p>	<p>Easter Day</p> <p>Diwali</p> <p>Write two sentences about your favourite national holiday.</p> <p>Role-play activities of any national holiday.</p> <p>Make cards for various occasions.</p>	<p><u>Physical Education</u> Dancing</p>

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p><u>Diwali</u> This celebration is called the Festival of Lights. It commemorates Lord Rama's return from exile. Hindus clean their houses, prepare sweetmeats and light diyas.</p> <p><u>Youman Nabi</u> On this day Muslims celebrate the birth and death anniversary of the Prophet Mohamed.</p>	Writing sentences about these national holidays.		

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>They attend their Mosques and say prayers.</p> <p>Independence Day Guyana became an independent country on the 26th May, 1966. Before we became independent, the country was ruled by Britain. We have a flag-raising ceremony to mark this occasion.</p>			

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				<p>Eid-ul-Adha This is a Muslim holiday. It is celebrated to remember Abraham's faith. a young healthy bull is killed and the meat is distributed.</p> <p><u>Emancipation Day</u> This day is observed on 1st August. It marks the freedom of slaves. a folk festival is held on that day.</p> <p><u>Good Friday</u> – The Crucifixion of Jesus Christ is remembered.</p>			

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
The Weather	<p>Define the term weather.</p> <p>List the types of weather conditions that are in Guyana.</p>			<p><u>Easter Monday</u> This day is observed by the fling of kites which symbolize the resurrection of Jesus Christ.</p> <p><u>Christmas Day</u> This day is celebrated on 25th December. It marks the birth of Jesus Christ.</p>			

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
	<p>Discuss how weather conditions affect our lives.</p> <p>Identify the different types of clothes that should be worn for the different types of weather conditions.</p> <p>Name basic crops grown in Guyana and discuss the types of weather conditions needed for the growth of such crops.</p>	<p>Collecting and sorting pictures which show the effect of the weather on our lives.</p> <p>Making a weather chart.</p>	<p>Co-operate with one another by collecting pictures that show the effects of the weather on our lives</p> <p>Show willingness by participating in class discussion about how the weather affects our lives.</p>	<p>Weather describes how an area is at a certain time. Weather changes from day to day</p> <p>Guyana has different types of weather conditions. These are sunny, rainy, windy, cloudy</p> <p>Weather can be both useful and harmful to us. Too much rain can flood our yards and our crops may die.</p> <p>Too much rain can flood our yards and our crops may die. Too much sunshine causes drought.</p>	<p>Defining he weather and naming the different weather conditions in Guyana.</p> <p>Making a chart to show the daily conditions of the place.</p> <p>Collecting and sorting pictures of clothing worn for different weather conditions.</p> <p>Collecting and sorting pictures which show the effect of the weather on our lives.</p>	<p>Make a weather chart. (Group assignment)</p> <p>Name two types of weather that we have in Guyana.</p> <p>Write two sentences t show how weather can be helpful and harmful.</p> <p>Compile a folio on the effects of weather on our lives.</p> <p>Paste in your books pictures of clothing worn for different weather conditions.</p>	<p>Art and Craft Making weather chart. Compiling folios.</p> <p>Language Arts Subject and Verb Agreement. Comprehension.</p> <p>Science Weather Patterns.</p>

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Drought There is little or no water and crops and livestock may die.</p> <p>The Farmers depend on the Rain for their crops to grow, and on the sunshine to ripen the crops. Children need sunny weather to play.</p> <p>During rainy weather we use umbrellas and raincoats. These help to protect us from the rain.</p>	<p>Discussing the pictures.</p> <p>Listing some basic agricultural crops.</p> <p>Observing pictures of agricultural activities done during specific weather conditions</p> <p>Discussing types of weather conditions needed for the growing of our basic crops</p>	<p>Write the name under each garment, and say for which type of weather it is worn.</p>	

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION KNOWLEDGE
	KNOWLEDGE	SKILLS	ATTITUDE				
Activities for the Different Weather Conditions.	Naming and discussing activities that need rainy, windy, sunny and cloudy weather.	<p>Observing and recording effects of the various weather on activities.</p> <p>Illustrating an activity that is carried out during one of the weather conditions.</p>	<p>Co-operate by participating in class discussion.</p> <p>Show respect for others by listening to other pupils as they discuss the activities that need the various weather conditions.</p>	<p>Different activities are carried out during the different weather conditions.</p> <p>Rainy Weather</p> <ul style="list-style-type: none"> - Planting of rice. - Filling of reservoirs. - Rearing of fishes in pond. - Collecting water for domestic use. 	<p>The Rain</p> <p>They say we ought to love the rain. That beats upon the window pain. They say it makes the green grass grow, And all the little rivers flow. But what of me? It doesn't make me grow, you see They say the rain would soon be o'er And we can play upon the shore But hours and hour have passed away Since it began to rain today.</p>	<p>Explain how too much rain would affect our crops.</p> <p>Name an activity that you can do when it is raining.</p> <p>Complete the following The farmer needs rainy weather to</p> <p>On Easter Monday the weather helps us to fly our kites.</p> <p>If the farmer does not get sun or rain his plants would</p>	<p>Poetry The rain</p> <p>Language Arts Comprehension Sentence Construction (Oral and written)</p> <p>Art and Craft Illustrations Sorting pictures</p> <p>Mathematics Sets Additions and Subtractions.</p>

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION KNOWLEDGE
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Sunny Weather</p> <ul style="list-style-type: none"> - Ripening of fruits and grains. - Playing of games, e.g. Cricket. - Planting of Cassava. - Reaping of Rice. 	<p>Discussing the poems.</p> <p>Answering oral and written questions based on the poem.</p> <p>(The Teacher may set these questions)</p>		

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION KNOWLEDGE
	KNOWLEDGE	SKILLS	ATTITUDE				
Weather Instruments	Naming the instruments which are used to measure rainfall and temperature	<p>Drawing a rain guage and a thermometer</p> <p>Demonstrating the use of the rainguage and the thermometer</p>	Co-operate with each other when using weather instruments.	<p>Windy Weather - Flying kites.</p> <p>- Drying of Clothes.</p> <p>A rainguage is used measure the amount of rainfall</p> <p>A thermometer is used to measure temperature</p> <p>Temperature is how hot or cold something is.</p>	<p>Naming instrument that are used to measure rainfall and temperature.</p> <p>Demonstrating the use of weather instruments</p>	<p>Complete the following :- A thermometer is used to measure</p> <p>A rainguage is used to measure</p>	<p>Art/Craft Drawing weather instruments</p> <p>Spelling Rainfall Temperature Rainguage instrument measure.</p>

TOPIC	OBJECTIVES			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION KNOWLEDGE
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Climate Change	Explaining how climatic change affects life in Guyana	Collecting pictures of flood and forest fires in Guyana.	Supporting each other in times of natural disasters	<p>Climate refers to the conditions of the atmosphere over a long period of time. In Guyana we experience long periods of rainfall (La nina) and sunshine (el nino)</p> <p>Long periods of rainfall leads to flooding.</p>	<p>Explaining the terms climate and climatic change.</p> <p>Discussing the effects of long periods of sunshine and rainfall on Guyana.</p>		