
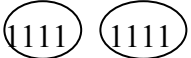


## CURRICULUM GUIDE

### SOCIAL STUDIES

#### LEVEL 3

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<p><b>Family</b> Families in the Community</p>	<p>Define the term family.</p> <p>Identify different types of families that make up the community.</p>	<p>Collecting pictures of the different types of families in their communities.</p> <p>Drawing and labeling stick figures to show the different types of families in their communities.</p> <p>Drawing pictures to show they types of family.</p>	<p>Appreciate the contribution of others by working in groups to complete a family tree of the various types of families in their communities.</p> <p>Show respect for one another by listening and participating in class discussion.</p>	<p>The name of my community is Mocha Arcadia. It is made up of many people. These people belong to a family.</p> <p>There are different types of families in Mocha Arcadia. The three types of families that most people belong to in Mocha</p>	<p>Naming the persons that make up their families.</p> <p>Identifying and discussing types of families.</p> <p>Displaying picture, chart or family tree with different types of families.</p> <p>Answering oral questions e.g. How many persons make up your family?</p>	<p>Complete the following. My family is made up of _____, _____, _____ and _____. It is called a _____ family.</p> <p>Match the following.</p> <p><b>Section A</b> (1) Single (2) Nuclear (3) Extended</p>	<p><b><u>Language Arts</u></b> Write a composition on the topic "My community".</p> <p><b><u>Art and Craft</u></b> Drawing and making models of their community</p> <p><b><u>Science</u></b> Living and Non-living things. People – Living Houses – Non – Living.</p>

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			Willingness to accept the family type to which they belong by sharing their experiences.	<p>Arcadia are:- Nuclear, Single Parent and Extended families.</p> <p><b><u>Types of Families</u></b></p> <p><u>Nuclear</u> Family is made up of mother, father and children.</p> <p><u>Single Parent</u> Family is made up of mother or father and children</p> <p><u>Extended</u> Family is made up of grandparents, uncle, aunt cousins and children.</p>	Making family trees of the different types of families.	<p><b><u>Section B</u></b></p> <p>(1) Parents with children.</p> <p>(2) Parents, Grandparents, aunts, uncle</p> <p>(3) One parent and children.</p> <p style="text-align: center;"><b>OR</b></p> <p>Match the picture to the type of family</p> <p style="text-align: center;">Single Parent</p> <p style="text-align: center;">Nuclear</p> <p style="text-align: center;">Extended</p>	<p><b><u>Mathematics</u></b> Groups e.g.</p> <p></p> <p>2 groups of 5s</p> <p></p> <p>2 groups of 4s</p>

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				It is the rights of every child to be a part of a family.			
Ethnic groups that make up families in the Community.	Identify and name the ethnic groups that make up families in a community.  Discussing the history of some families in the community.	Drawing pictures to represent the different ethnic groups.  Making models to represent people of the various ethnic groups.  Writing sentences about ethnic groups.  Observing pictures of the various ethnic groups.  Displaying the dresses of the ethnic groups.	Appreciate and co-operate with each other  Show willingness to share ideas with each other.  Appreciate each other family history.	<u>Ethnic Groups</u> Different ethnic groups live in communities Blacks East Indians Amerindians Portuguese Chinese Europeans  Every family has a history. This helps us to know where we came from and where we are going.  Even though we are from different ethnic groups,	Observing picture of the ethnic groups that live in their community.  Naming the ethnic groups observed in the picture.  Talking about family history e.g. family names, dress and favourite food  Discussing the history of some important families in their community.	Match picture with name card.  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Chinese</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Blacks</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Portuguese</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Amerindians</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">Europeans</div>  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 5px auto;">East Indians</div>	<b><u>Language Art</u></b> Making sentences about each ethnic group, e.g. The East Indians came from India.  <b><u>Spelling</u></b> Afro-Guyanese Portuguese Chinese  <b><u>Mathematics</u></b> Bar-graphs Picto-graph  <b><u>Science</u></b> Parts of the body - Eye - Ear - Skin

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				we are all Guyanese and should live in love and unity.	Making short sentences (orally and in writing) about the ethnic groups in their community.	Complete the following sentences (1) My community is made up of _____ ethnic groups.  (2) I am an/ a _____ Guyanese.	
Family History	Discuss the history of their family.  Discuss jobs parents and grandparents were engaged in  List traditional clothing of their family.	Writing information on where their parents and grandparents lived before.  Collecting and displaying clothing worn in the past and present by parents and grandparents.	Be aware that each family in the community has a history.  Show appreciation for each other family by listening to other pupils on their family.	Our fore-parents came from different part of the world. The <b><u>East Indians</u></b> came from <b><u>India</u></b>  The <b><u>Blacks</u></b> came from <b><u>West Coast Africa</u></b> .	Using the world map or globe to show the different continents and countries their fore-parents came from.  Discussion on where parents and grandparents live before.	Make and display dolls dressed in different types of clothing worn by parents and grandparents ( <i>Pupils can use old marvex bottles and scraps of cloth to make dolls.</i> )  Write a paragraph on the lives of your grand-parents.	<b><u>Science</u></b> Food groups.  <b><u>Composition</u></b> Writing paragraph on their grand-parents  <b><u>Poetry</u></b> Making poems on their parents and grand-parents.

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	List favourite food , colour, and music of their families	Writing sentences about favourite food, colour and music of their parents and grandparents.	Show respect for their families by willing contributing to class discussion on the family.	<p><b><u>Portuguese</u></b> came from <b><u>Madeira.</u></b></p> <p>The <b><u>Amerindians</u></b> came from <b><u>Asia.</u></b></p> <p>Our parents and grandparents attend different schools in the community and out of the community.</p> <p>Some clothing worn by our parents and grandparents in the past and present are:- Sari  Shalwar</p>	<p>Discussing some of the work our parents and grandparents did or are doing and the schools the attended.</p> <p>Listing favourite food, colour, and music of their parents and grandparents.</p> <p>Writing information about their parents and grandparents.</p> <p>Collecting and displaying clothes worn in the past and present by parents and grandparents.</p>	<p>Draw one of your grand parents and write a sentence to say what you like about him or her.</p> <p>Match column with column B <b><u>Column A</u></b> East Indians  Chinese  Blacks  Amerindians  <b><u>Column B</u></b> Dragon dance  Sari  Turban  Mari-Mari</p>	<p><b><u>Grammar</u></b> Making sentences about their parents and grand-parents</p> <p><b><u>Craft</u></b> Identifying fabric</p> <p><b><u>Arts</u></b> Drawing one of their grand-parents.</p> <p><b><u>Music</u></b> Listening to music that was listened to by their parents and grand-parents. Singing some of the songs.</p> <p><b><u>Physical Education</u></b> Moving the body according to the music.</p>

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				Dhoti Turban Some food used by our parents and grandparents in the past and present are:- Cook-up rice Metagee Roti and curry Garlic Pork Dhol Pepperpot Some music our parents and grand parents listen to in the past and present are:-	Listening to stories, poems and songs about our parents and fore-parents Making poems and songs about our parents and grandparents. Listening to some of the music our parents and grandparents listened to in the past and present. Dancing some of the dance our parents and grandparents danced to in the past and present.		Dancing Dancing some of the dances done by our parents and grand-parents years ago.

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				Jazz Classic Calypso Soca Chutney Ghazal Bhajan Kassida Our parent and grandparents performed certain dances in the past and present. Some of these are:- Nagara Nat-rag			

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				Mari-Mari Katak Waltz Baboon Cannon Crow dance Dragon Dance.			



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<b>Politeness</b> Respect for Older Persons	Identify ways they can show respect to older persons  Discuss why it is important for them to show respect to senior person	Collecting of pictures persons showing respect to older persons.  Drawing pictures of how they would show respect to older persons  Writing sentences to say how they would respect older persons  Dramatizing how they would show respect to older persons.	Willingness to show respect to older persons by dramatizing what they do.  Appreciate older persons by writing sentences to say how they would respect them.	We must show respect to persons who are older than we.  We show respect to older persons by:- 1. Being Courteous to them  2. Not calling them names and throwing missiles at them.	Placing pupils into groups and presenting them with situations for discussion, e.g. A old man wants to cross the road. What will you do? Why?  Listing ways we can show respect for older persons  Reading stories of persons who show respect to older persons.  Listening to and making poems/rhymes in which persons displayed respect to older persons.	Re-arrange these words to make a sentence I, be, to, person, courteous, older.  Write two sentences to say how you respect older persons Complete the Acrostic R- E- S- P- Principle E- C- Courteous T- Trust  Say what you will do or say in the following cases. 1. An old woman wants to get into a bus but her feet were hurting her.	<b><u>Language Arts</u></b> Listening and writing stories about persons who show respect to older persons. Re-arranging words to form sentences.  <b><u>Comprehension</u></b> Reading and answering questions on related passages  <b><u>Reading</u></b> Reading passages and sentences.  <b><u>Drama</u></b> Role- playing given situations

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				<p>3. By helping those who cannot cross the road and cannot get into a bus because of various reasons.</p> <p>Teacher can make up situations to show how they can show respect to older persons</p>	<p>Collecting and drawing picture of persons showing respect to older persons.</p> <p>Writing sentences to say how they show respect to older persons</p> <p>Role-playing incidents where respects was shown to older persons.</p> <p>Visiting and observing a home for senior citizens.</p>	<p>2. Mr. James is walking in the opposite direction to you on the same street</p>	

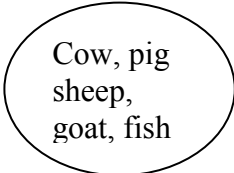
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<p><b>Our Community</b> Location of our Community.</p>	<p>Define the term Community.</p> <p>Locate their community in the Administrative Region.</p> <p>Listing some communities found in the region in which they live.</p>	<p>Writing the definition of the term community.</p> <p>Writing the names of communities found in the Administrative Region in which they live.</p> <p>Drawing a plan of their communities.</p> <p>Locating their communities on a map of Guyana.</p>	<p>Appreciate the community in which they live by saying what they will do to up keep it.</p> <p>Show respect for the people that live in their communities.</p>	<p>A community forms part of an Administrative Region. e.g. Good Hope is in Region Two. The name of region two is Pameroon/Su p-enaam</p>	<p>Touring their communities</p> <p>Shading on a map of Guyana the Region in which they community is found.</p> <p>Making a map of their community.</p> <p>Writing sentences about their community.</p> <p>Inserting their community on a map of Guyana.</p> <p>Making a chart to show the number of villages that surrounds their community.</p>	<p><b><u>Complete the sentences.</u></b></p> <p>My community is found in Region number-----.</p> <p>The name of the Region is-----.</p> <p>List three villages that are closed to your community.</p> <p>Write a composition on <b><u>Your Community</u></b></p>	<p><b><u>Language Arts</u></b> Composition and comprehension</p> <p><b><u>Reading</u></b> Picture study</p> <p><b><u>Mathematics</u></b> <u>Sets</u> Communities found in region four. Agricola Eccles Better Hope</p> <p><b><u>Art and Craft</u></b> Making a model of their community.</p>

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Landmarks and Boundaries in our Community	<p>Defining landmarks and boundaries.</p> <p>Identify landmarks and boundaries in their communities</p> <p>Briefly explaining their importance.</p> <p>Discussing ways in which landmarks and boundaries can be conserved.</p>	<p>Collecting pictures and landmarks and boundaries in their communities.</p> <p>Drawing landmarks and boundaries of their communities.</p> <p>Writing sentences on the land marks and boundaries found in their communities.</p>	<p>Appreciate the importance of landmarks and boundaries by encouraging others to care for them</p> <p>Show respect for others by listening and participating in class discussions on landmarks and boundaries in their communities.</p>	<p>A boundary is a line used to separate places.</p> <p>A landmark is a noticeable object used to mark places. Some landmarks are buildings, trees, signs, cornerstones, bridges, monuments and ponds.</p> <p>Landmarks are important to a community because they help us to locate places.</p>	<p>Touring the community to identify boundaries and landmarks.</p> <p>Discussing the importance of boundaries and landmarks.</p> <p>Listing landmarks found in the community.</p> <p>Making a model of the community indicating landmarks and boundaries (this can be a group effort).</p> <p>Reading and completing the exercise in the text</p>	<p>Make a plan of your community and insert landmarks and boundaries (<i>this can be a group effort</i>)</p> <p>Write a letter to your friend telling him/her about the landmarks found in your community.</p> <p>Match the landmarks with names.</p> <p>Bridge</p> <p>Pond</p>	<p><b><u>Art and Craft</u></b> Drawing scenes of conservation. Drawing landmarks.</p> <p><b><u>Composition</u></b> Writing letters</p> <p><b><u>Comprehension</u></b> Reading and answering questions on Communities.</p> <p><b><u>Spelling</u></b> Spelling words such as Buildings, bridge, landmarks</p> <p><b><u>Science</u></b> Trees in our Community.</p>

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				<p>We can conserve our landmarks by:- Not destroying them.</p> <p>Not vandalizing them nor encouraging others to do so.</p> <p>Maintaining buildings and bridges.</p>	<p><b><u>“Social Studies for our children Bk. 3 pgs. 14-15.</u></b></p> <p>Discussing ways in which landmarks can be conserved.</p> <p>Writing sentences on the conservation of landmarks. e.g. The men are re-building the bridge in their community.</p>	<p>Building</p> <p>Mountain</p> <p>Tree Draw a scene that depicts conservation.</p> <p>Write two sentences to tell how you will conserve your landmarks.</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.	Every community has physical features. Some of these features are slopes, mountains, plains, rivers, hills, savannahs, islands and swamps.  These Physical features help to form our lands.	Touring the community to identify physical features.  Oral description of the physical features observed in the community.  Drawing one of the physical features observed in the community.  Drawing the layout of the land.	List four physical features found in your community.  Write two sentences to describe any one of the physical features identified.  Draw your community and insert some physical features	<b><u>English Language</u></b> Sentence Construction  <b><u>Spelling</u></b> Slopes Mountain Savannah  <b><u>Art and craft</u></b> Making a model of their community.
Plants and Animals in our Community	List the plants and animals found in their community  Discuss how these are taken care of.	Drawing and naming the plants and animals found in their community.	Show appreciation for the plants and animals of their community by saying how they would care for them.	Content can be taken from the text “Social <b><u>Studies for our Children Bk. 3</u></b> ” pages 18-21.	Listing some plants found in their community.	Make a folio on plants and animals found in your community. <i>(This can be a group exercise)</i>	<b><u>Science</u></b> Plants and animals around us.

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	Discuss the uses of these plants and animals.	<p>Writing sentences about the uses of these plants and animals.</p> <p>Writing sentences on how these plants animals can be cared for.</p>			<p>Listing some animals found in their community.</p> <p>Drawing and naming plants and animals found in their community.</p> <p>Writing sentences about the uses of plants and animals found in their community.</p> <p>Reading and completing exercise in the text “<b>Social studies for our Children Bk. 3</b> Pgs. 18-21</p>	Name the plants found in the picture.	<p><b><u>Art and Craft</u></b> Drawing and colouring plants and animals.</p> <p><b><u>English language</u></b> Sentence Construction</p> <p><b><u>Comprehension</u></b> Reading and answering questions on plants animals .</p> <p><b><u>Mathematics</u></b> Sets Set of domestic animals</p> <div style="border: 1px solid black; border-radius: 50%; padding: 10px; width: fit-content; margin: 10px auto;"> <p>Sheep, cat goat, dog.</p> </div>

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					<p>Learning the following poem.</p> <p><b><u>Greetings</u></b>  <i>Hello Mr. Cat,  Did you catch a rat?  The cat did not speak to me  He quietly decided to flee.</i></p> <p><i>Hello Mr. Cow,  Why did you shake your head and bow?  The cow did not speak to me  She switched her tail to hit a fly.</i></p> <p><i>Hello Mr. Tree,  Will you talk to me?  The tree answered not  Remained</i></p>	Name the animals found in the picture	<p>Set of animals used for food</p> 



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					<p><i>rooted in the spot.</i></p> <p><i>Well, well, well, I think I can tell Things seem normal here.</i> (By Krishna Nand Prasad)</p>	<p>Write the names of three plants that are used for food in your community.</p> <p>Write the names of three animals that are used for food in your community.</p>	
Leaders in the Community	<p>Define who is a leader.</p> <p>Identify and name leaders in your community.</p> <p>Write short sentence 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>Co-operate with leaders.</p>	<p>A leader is a person who works with members of the community to make plans, listen to their (members) problems and give 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>Name two leaders in your community.</p> <p>Name three qualities a good leader should have.</p> <p>Compile a folio of pictures with community leaders. (Group work).</p>	<p><b>Language Arts</b></p> <p>Write a composition on any one of the following leaders</p> <ul style="list-style-type: none"> <li>- Head-teacher</li> <li>- Nurse</li> <li>- Pandit/Priest/Moulvi</li> <li>- Mayor/Captain/Village Chairman</li> </ul>

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				<p>Some leaders in the community are:</p> <ul style="list-style-type: none"> <li>- Head-teachers, Nurse</li> <li>- Religious leaders Moulvi Pandit Priest/ Pastor</li> <li>- Justice of Peace</li> <li>- Village Chairman</li> <li>- Mayor,</li> <li>- Doctor</li> <li>- Captain</li> </ul>	<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 pupil's 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><b><u>Spelling</u></b> Priest Moulvi Justice</p>

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				<p>Leaders have roles and they demonstrate certain behaviours.</p> <ul style="list-style-type: none"> <li>- Cleanliness</li> <li>- Punctuality</li> <li>- Honesty</li> <li>- Fairness</li> <li>- Hard-working</li> <li>- Politeness</li> <li>- Humility</li> </ul> <p>Leaders work with members.</p>			

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Services in our Community	<p>Discuss the meaning of the term 'service'.</p> <p>Listing services offered by the community and identifying the workers involved in these services.</p> <p>Explain the importance of the kind of jobs these people do. Discuss the importance of these services to the community.</p>	<p>Writing the names of the people involved in services offered by the community.</p> <p>Making a chart of the services offered by the community and the people involved in these services.</p>	<p>Show respect for others by listening to their contributions to class discussion.</p> <p>Show appreciation for the service offered by the community.</p> <p>Show appreciation and respect for people and the kind of jobs they do.</p>	<p>A service is a job that some people do to help other people.</p> <p>Services are important to our community. These services provide satisfaction for the community needs.</p> <p>Some services provided by the community are:- Health Education Transportation Business Water Supply</p>	<p>Teacher can take students on a tour of the community to observe services offered. (Students can be taken to places such as the health Centre, other schools etc.)</p> <p>Resource persons can be invited to discuss with pupils services offered by the community.</p> <p>Discussing, reading and completing exercise in the text book</p>	<p>Name three community workers found in your community.</p> <p>Write two sentences on why these workers are important to your community.</p> <p>Choose the correct answer</p> <ol style="list-style-type: none"> <li>The worker who transport us is called---- --- A. Nurse B. Teacher C. Driver</li> <li>The person who cares for us when we are sick is called the----</li> </ol>	<p><b><u>Reading</u></b> Reading from text book</p> <p><b><u>Composition</u></b> Picture study Writing a composition on one of the services provided by the community.</p> <p><b><u>Comprehension</u></b> Reading and answering questions about the Community Services.</p> <p><b><u>Grammar</u></b> Sentence Construction.</p> <p><b><u>Art</u></b> Drawing a community worker.</p>

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				<p>Communication Security Sanitation Recreation</p> <p>Teacher is involved in the service of Education</p> <p>The Nurse works in the Health Service</p> <p>The teacher helps us to learn.</p> <p>The nurse looks after us when we are sick.</p>	<p><b>“Social Studies for our Children”</b> pgs.23-25</p> <p>Making chart for their classroom on community services and the people that are involved.</p> <p>Naming the services provided in the community and discussing the importance of these services to the people in the community.</p> <p>Naming the workers involved in the various services.</p>	<p>A. Teacher A. Nurse B. Driver</p> <p>Match the workers in Column A with the services they provide in column B.</p> <p><b><u>COLUMN A</u></b> Policeman</p> <p>Driver</p> <p>Teacher</p> <p><b><u>COLUMN B</u></b> Transportation</p> <p>Education</p> <p>Security</p>	<p><b><u>Drama</u></b> Role-playing one of the community workers at work.</p>

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					<p>Discussing the roles of the workers and the importance of the different jobs these workers do.</p> <p>Role- playing a worker at his/her job.</p>	Name the services in the pictures and the persons involved in providing these services	

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Development in our Community	<p>Identify developments in our community.</p> <p>Discuss how these can be maintained or developed.</p> <p>Explain the importance of maintaining buildings.</p>	<p>Writing sentences about the development in their community.</p> <p>Making a picture chart of the developments that have taken place in their community.</p>	<p>Show appreciation for the developments that have taken place in their community by saying how they would maintain these developments.</p>	<p>We must develop and maintain our community.</p> <p>We must:- Build new bridges if necessary.</p> <p>Maintain private and public buildings by repairing and painting them</p> <p>Build and maintain roads, tracks and trails.</p> <p>Signs and symbols on buildings must be maintained</p>	<p>Touring the community to identify infrastructure-buildings, roads, tracks creeks etc.</p> <p>Discussing ways how these can be improved.</p> <p>Writing sentences about ways in which infrastructure can be maintained</p> <p>Discussing the importance of maintaining (historic) buildings.</p>	<p>Write a letter to a friend living in another community telling him/her about new development in your community.</p> <p>Write two sentences on what you will do in order to maintain or develop your community.</p> <p>Write two sentences on how self-help activities can improve the community.</p>	<p><b><u>Reading</u></b> Reading passages about their community.</p> <p><b><u>Writing</u></b> <b>I must not litter my community.</b></p> <p><b><u>Composition</u></b> Writing letters.</p> <p><b><u>Art</u></b> Collecting and pasting pictures to make chart.</p> <p><b><u>Grammar</u></b> Sentence construction.</p> <p><b><u>Health Education</u></b> Keeping our surroundings clean.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>Self-help activities help to improve our community. These self help groups can assist in repairing bridges, fences, roads, cutting trails and tracks.</p>	<p>Collecting pictures of recent developments in the community to make a picture chart for their class.</p> <p>Reading and completing activities in text book <b><u>“Social studies for our children Bk. 3”</u></b> Chapter 4 pg. 28</p> <p>Finding out about development in other communities.</p>		



TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
<b>Health and Safety</b> Rest and Exercise	Identify ways by which people rest and exercise.  Discuss how the absence of rest and exercise can affect our lives.	Demonstrating ways of keeping our bodies fit.  Writing two form of exercise you do at home.  Writing one sentence to say how you rest.  Drawing different forms of exercise and rest that they do.	Appreciate the ways of keep our bodies fit.  Show respect for other by listening while others share their views on the absence of rest and exercise can affect our lives.  Co-operate with one another in making a montage.	We need to rest, exercise and sleep in order to keep healthy.  When we rest, exercise and sleep we are able to work better at school, office, factory and in the field.  We rest by:- 1. taking a walk 2. lying 3. read a book 4. listening to the radio 5. Watching television	Identify different forms of exercise from picture.  Pupils discussing ways how thing rest, exercise, and sleep.  Discussing what rest, exercise and sleep do to our bodies.  Writing short sentences on how people rest and exercise.  Drawing pictures to show what form of exercises they do.	Make a sentence about what the persons are doing in the picture.  Complete the sentences I rest by _____.  Two kinds of exercise I do are:- 1. 2.	<u><b>Physical Education</b></u> Exercising the body.  <u>Language Arts.</u> Completing sentences.  Making sentences.  <u>Science</u> Rest and Exercise.  <u>Art</u> Making a montage  <u>Writing</u> I must rest and exercise so as to keep my body Healthy.

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>We exercise by:-</p> <ul style="list-style-type: none"> <li>- Walking</li> <li>- Running</li> <li>- Doing press-ups</li> <li>- Squatting</li> <li>- Swimming</li> <li>- Cycling</li> </ul> <p>The lack of exercise and rest can cause us to get</p> <ol style="list-style-type: none"> <li>1. Fat and out of shape.</li> <li>2. To have a poor digestive system.</li> <li>3. To have stiff joints</li> <li>4. To get ill quickly.</li> </ol>	<p>Demonstrating how they rest and exercise.</p> <p>Making a montage of various forms of rest and exercise done by people.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>5. To have poor circulation of the blood.</p> <p>6. To die.</p>			
Foods in the Community	<p>Identify basic foods use by people in the community and categorise them.</p> <p>Identify foods that can be preserved.</p> <p>Discuss ways how these foods are preserved.</p> <p>Say why we preserve foods.</p>	<p>Collecting pictures of presented foods.</p> <p>Writing the names of basic foods used by people in the community.</p> <p>Writing sentences on how to preserve certain foods.</p>	<p>Willing to collect pictures of preserved foods.</p> <p>Willing to discuss with other how foods are preserved.</p>	<p>People in my community use bread, meat milk, peas, eggs, green and nuts, ground provision for food.</p> <p>Some foods that can preserved are:</p> <ul style="list-style-type: none"> <li>- meat,</li> <li>- fish</li> <li>- vegetables</li> <li>- fruits</li> </ul>	<p>Classifying food under the following heading</p> <ol style="list-style-type: none"> <li>1. Energy giver</li> <li>2. Protective food</li> <li>3. Body Builders</li> </ol> <p>Listing the basic foods used by people in the community.</p>	<p>Answer the following questions.</p> <p>Which of these is a body-building food?</p> <p>(a) fruit juice (b) butter (c) meat</p> <p>One way of preserving food is by _____ it.</p> <p>(a) Drying (b) Eating (c) Dumping</p>	<p><b><u>Science</u></b> Foods that are good for our bodies. Naming preservative e.g. salt, vinegar and sun.</p> <p><b><u>Spelling</u></b> Pickling Canning Freezing Smoking</p> <p><b><u>Language Arts</u></b> Composition- Writing paragraph on</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>We preserve foods by smoking, pickling, freezing and canning. There are other ways foods can preserved.</p> <p>When we preserve food they do not spoil, they last longer.</p>	<p>Discussing ways how these foods are preserved.</p> <p>Discussing why foods are preserved.</p> <p>Reading chapter 6 page 47-49 in the text “<b><u>Social Studies. For Our Children Book 3</u></b>”.</p> <p>Answering questions orally. <i>(Teacher may set these questions)</i> or Teacher can have a large picture with different kinds of food and ask students the following</p>	<p>Say one way how these foods are preserved</p> <p>(a) fish (b) fruits (c) green vegetables</p> <p>Draw one of the following and label it</p> <p>(a) fish (b) fruit (c) an egg (d) a glass with milk</p>	<p>“<b>My favourite dish</b>”.</p> <p>Picture study.</p> <p><b><u>Reading</u></b> Reading textbook</p> <p><b><u>Art</u></b> Drawing and colouring foods.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
					<p>questions orally.</p> <p>Name the food that you see in the picture.</p> <p>Which of these foods can be preserved?</p> <p>In what way can these foods be preserved?</p> <p>What other food can be preserved in the same way?</p> <p>Resource person can be invited to talk to students on food that are good for their bodies.</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Dangerous substances in the home	<p>Identify dangerous substances that can be found in the home.</p> <p>Discuss why you should avoid using or playing with these dangerous substances.</p>	<p>Drawing dangerous substances.</p> <p>Making labels for dangerous substances.</p> <p>Writing sentences on how these substances affect the body.</p> <p>Collect specimens/sample of dangerous substances.</p> <p>Making a chart with dangerous substance labeling the items on a chart.</p>	<p>Willing to participate in group activities by collecting specimens/sample of dangerous substance.</p> <p>Show appreciation for other pupils contribution by listing to them while they contribute to class discussion.</p> <p>Willing to participate in class discussion on why we should avoid using or playing with dangerous substances.</p>	<p>We must avoid playing with or using dangerous substances can harm us or even kill us.</p> <p>Some of these dangerous substances are:-</p> <ul style="list-style-type: none"> <li>- in liquid form e.g. alcohol</li> <li>- kerosene oil</li> <li>- Rat poison</li> <li>- Tablets and medicines</li> </ul> <p>Dangerous substances can cause us to:-</p> <ul style="list-style-type: none"> <li>- Loose our lives.</li> </ul>	<p>Naming some dangerous substances that can be found in the home.</p> <p>Discussing the dangers of some substances.</p> <p>Writing sentences on how these substances affect us.</p> <p>Displaying specimens/samples of dangerous substances found in the home.</p> <p>Reading labels e.g. dosage expiring date, danger sign etc.</p>	<p>Name the following substances.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Complete the following.</p> <p>Dangerous substances can cause me to:-</p> <p>1.</p> <p>2.</p> <p>Make three warning labels for any product.</p>	<p><b><u>Reading</u></b> Reading labels and say what they mean.</p> <p><b><u>Mathematics</u></b> Calculating measurements e.g. If Pat takes 5ml of cough syrup a day. How many ml will she take in 4 days.</p> <p><b><u>Science</u></b> Using senses e.g. smelling</p> <p><b><u>Art</u></b> Drawing and labeling dangerous substances found in the home.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<ul style="list-style-type: none"> <li>- Get ill.</li> <li>- Damage our skin.</li> <li>- Be crippled.</li> <li>- Loose our sense</li> </ul>	Making and displaying charts with dangerous substances found in the home.	<p>Draw two dangerous substances found in your home and label them.</p> <p>Match label to substance.</p> <p style="text-align: center;">Alcohol</p> <p style="text-align: center;">Tablets</p> <p style="text-align: center;">Worm Oil</p> <p style="text-align: center;">Disinfectant</p>	<p><b><u>Language Arts</u></b></p> <ul style="list-style-type: none"> <li>- Making sentences</li> <li>- Completing sentences</li> </ul>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Travel Safety	<p>List safety rules that must obey when travelling on the road.</p> <p>Identify traffic signs.</p> <p>Discussing the consequence that may result from disobeying traffic rules.</p>	<p>Drawing traffic signs and writing their meanings.</p> <p>Read traffic incidents that occur on our road from the newspapers.</p> <p>Making a folio with traffic incidents that occur on our roads.</p> <p>Role-playing how they should behave when they are on the road.</p>	<p>Willing to obey traffic rules so a to avoid accidents.</p> <p>Willing to participate in class discussion on disobey traffic rules.</p> <p>Show respect for other pupils' contribution to class discussion.</p>	<p>When travelling on the road we must always obey the traffic rules.</p> <p>We must:-</p> <ol style="list-style-type: none"> <li>1. Avoid rushing on and off vehicles when embarking and disembarking.</li> <li>2. Wear something white or light coloured clothes at nights.</li> <li>3. Obey the corb-drill.</li> <li>4. Use the pedestrian crossing.</li> </ol>	<p>Reading articles (from the newspapers) about persons who disobeyed traffic rules and the consequences that are resulted.</p> <p>Discussing the consequences that may result when traffic rules are disobeyed.</p> <p>Making up poems and songs about traffic.</p> <p>Listening to resource person from the traffic department of the Guyana Police Force.</p>	<p>Name the following traffic signs</p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>	<p><b><u>Language Arts</u></b></p> <ul style="list-style-type: none"> <li>- Picture study</li> <li>- Composition-paragraph</li> <li>- Comprehension</li> </ul> <p><b><u>Writing</u></b> <b>I must obey all traffic rules</b></p> <p><b><u>Art</u></b></p> <ul style="list-style-type: none"> <li>- Making folio</li> <li>- Drawing traffic signs</li> </ul> <p><b><u>Mathematics</u></b> Addition e.g. If 15 persons died in April, 12 died in May and 13 died in June. How many persons died altogether?</p> <p>Graphs- Drawing and interpreting graphs to show the number of</p>



TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>5. Avoid travelling in overload vehicles.</p> <p>When we disobeyed the traffic rules we put our lives and other persons' life at risk.</p> <p>You and others can be seriously injured.</p> <p>Persons can be charged and taken the court for disobeying traffic laws.</p>	<p>Answering questions orally and in writing after the resource person finish speaking.</p> <p>Touring the area to identify traffic signs.</p> <p>Role-playing incidents that occur on the road; how they should behave when they are on the road.</p> <p>Making chart and graphs.</p> <p>Answering questions base on the chart.</p>	<p>Write a paragraph on why we should obey traffic laws.</p> <p>Make a folio of traffic accidents that occur. <i>(This may be done in groups)</i></p> <p>Study the graph carefully then answer the questions</p> <p>Number of pupil died on the road.</p> <p>1. How many died in January?</p> <p>2. How many pupils died in March?</p>	<p>people died on the road and the years in which they died.</p> <p><b>Reading</b> Reading articles and listening to stories about persons who disobeyed traffic rules.</p>

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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						3. How many boys in February?  4. How many girls died in January?	
Dealing with strangers	Tell in their own words who is a stranger.  Say how they can identify strangers.  Discuss why they should not accept articles from strangers.	Dramatizing How you should deal with strangers.  Writing two sentences about how strangers try to get them to do things.  Reading and answering questions based on stories.	Appreciation the fact that stranger can give us things that are harmful.  Willing to participant in class discussion or why they should not accept article from strangers.	A stranger is a person whom you do not know.  Some strangers:- 1. Look at you all the time.  2. Try to be friendly to you.  3. Offer you items such as sweets, food, clothing.  4. Try to tell you that they know your	Reading stories and answering the questions base on these stories.  Discussing why they should not accept things from strangers.  Discussing how strangers try to get you to do things.  Viewing pictures of strangers trying to get children to go with them or do things for	Writing two sentences why you should not accept articles from strangers.  Collect pictures of strangers trying to get children to go with them or do things for them. ( <i>Students can make a chart with the pictures</i> ).	<b><u>Languages Arts</u></b> Writing sentences - Picture study Comprehension.  <b><u>Reading</u></b> Articles from newspapers.  <b><u>Spelling</u></b> strangers behaviour

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				<p>parents or they are related to you.</p> <p>We should avoid taking things from strangers. These may be harmful to us. For example some strangers may ask us to transport drugs, guns and other illegal substances.</p>	<p>them.</p> <p>Role-playing how you should deal with strangers.</p> <p>Collecting and reading newspaper clippings related to incidents where children were taken away by strangers.</p> <p>Listening to resource person telling stories of children who were taken away by strangers.</p>		

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<b>Environment -al cleanliness</b> Keeping our Community Clean.  Disposing our Garbage	Explain why we should keep our community clean.  Discussing ways we can dispose our garbage in our community.  List the consequence of poor garbage disposal.  Listing some of the things we get not off as garbage.	Collecting picture of clean community.  Collecting pictures of poor garbage disposal.  Making poster and slogan about keeping their community clean.  Writing sentences about keeping their community clean.	Aware that we are all responsible for keeping our community clean.  Aware that garbage is dangerous to our health.	Clean surrounds help to make a clean and healthy community.  We must:-  1. Keep our yards clean and free of weeds.  2. Dispose of garbage safely.  <u>Garbage</u> includes all the things that we do not.  When we throw things that we do not want on the streets, in the trenches and	Listing ways in which their surroundings can be kept clean.  Discussing the importance of keeping their surroundings clean.  Writing and Reading sentences on how they would keep their surroundings clean. Making a montage of a clean surrounding.  Listing the things people get rid off as garbage.	Write two sentences on what you will do to keep your community clean.  Listen to this song carefully then answer the questions ( <i>The words of this song can be used as a poem</i> ). “Rubbish in the River”(by <i>Paschal Jordon</i> . <i>From The Guyana Human Right Education</i> )  <u>Rubbish in The River</u> <b>CHORUS</b> <i>Mammy, don't throw out your rubbish in the river</i> <i>Mammy, don't throw out your rubbish in the gutter.</i> <i>Pappy, don't throw out your rubbish in the river</i>	<u>Language Arts</u> Writing sentences  <u>Poetry</u> Poems on keeping the surrounds clean.  <u>Music</u> Sing the song Rubbish in the River (by <i>Paschal Jordon</i> ) or any other related songs.  <u>Science</u> Keep our environment clean.  <u>Writing</u> It is all of us responsibility to keep our surroundings clean.

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				<p>drains we create health hazards.</p> <p>Rats and roaches breed in rotten food and food containers.</p> <p>Mosquitoes breed in containers such as cans and bottles. that hold rainwater .</p> <p>Poor garbage disposal can cause us to:-</p> <ul style="list-style-type: none"> <li>- Have an unhealthy community.</li> <li>- Breathe insects such as flies</li> </ul>	<p>Identifying how people dispose their garbage from the picture.</p> <p>Discussing the consequences of poor garbage disposal.</p> <p>Making slogan and poster about keep their community clean.</p> <p>Collecting newspaper clipping or garbage disposals.</p> <p>Planning and implementing a clean up day (for their school community).</p>	<p><i>Pappy, don't throw out your rubbish in the gutter</i></p> <p><i>Not so long ago in Guyana, things were better;</i> <i>People used to keep their premises clean. Pointer brooms to sweep out the dust and clean the litter, An' back-yard fire to bu'n and keep a clean scene.</i></p> <p><i>What we seeking is a different, different matter:</i> <i>Everybody throwing stuff ' pon de road;</i> <i>Sweetie paper, corn-curl packet and clothes in tatter,</i> <i>An' pon de seawall, man, is councy by loadl</i></p> <p><i>Guyanese, we playing snail-fever never meet we!</i> <i>Don't we know that TB is on the rise?</i></p>	

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				<ul style="list-style-type: none"> <li>- Get us sick</li> <li>- Spread diseases</li> </ul> <p>We can dispose of our garbage by</p> <ol style="list-style-type: none"> <li>1. Burying them.</li> <li>2. Recycling them.</li> <li>3. Burning them.</li> </ol>	<p>Listening to songs and poems about keeping our community cleaning.</p>	<p><i>If we don't clean up, an' the nasty water get we, Is cholera and typhoid up to we eyes!</i></p> <p>Name one disease you can get by throwing rubbish in the river.</p> <p>Name another place people throw rubbish other than the river.</p> <p>Write two sentences on what you will do to keep your community clean.</p> <p>List two things that could happen if we have poor garbage disposal.</p>	

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<b>Our Nation</b> National Event	List some National Events in Guyana.  Discuss the importance of these National Events.  Say how these National Events are observed in their Community.	Collecting pictures to show how National Events are observed.  Demonstrating how some of these National Events are observed.  Drawing and colouring pictures of national events being observed.  Compiling a folio of National Events in Guyana.	Be aware that when we participate in National Events we are promoting a common culture.  Willingness to demonstrate how some National Events are observed in their community.  Appreciate the ways some National Events are observed.  Willingness to participate in school activities to mark these National Events.	Guyana has many National Events. These events help us to have unity and to foster our culture as Guyanese when we participate in them.  Some of these national events are:-  <b>Christmas –</b> This is a Christian National Holiday. It is the celebration of the birth of Jesus Christ.	Listing some of the National Events in Guyana.  Discussing why theses National Events are important to us.  Discussing how theses National events are observed in their Community.  Dramatizing how some of these National Events are observed.  Drawing and colouring picture of national event being observed.	Match column A with column B. <b><u>COLUMN A</u></b> Easter  Phagwah  Eid-ul-Aza  <b><u>COLUMN B</u></b> Muslim  Christian  Hindu  Write a paragraph on how one of the National Events was observed in your Community.  Reading chapter 5 page 39 from the text “ <b><u>Social</u></b> <b><u>Studies for Our</u></b> <b><u>children</u></b> ”, and answer the questions.	<b><u>Spelling</u></b> Easter Phagwah Christmas Hindu  <b><u>Composition</u></b> Writing a paragraph on a National Event.  <b><u>Comprehension</u></b> Reading and answering questions based on National Events. Making sentences about National Events.  <b><u>Reading</u></b> Reading from articles from the Newspapers etc.

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				<p>This day is deserved on the 25<sup>th</sup> December every year.</p> <p><b>Phagwah</b> – is the festival of colours. It is when Hindus sprinkle powder or a liquid called abeer on one another. Phagwah is a time of joy. It is a celebration of good over evil.</p> <p><b>Eid-ul-Aza-</b> This is a Muslim Festival. It is the festival of sacrifice.</p>	<p>Teacher may place pupils in groups to compile a folio on one of the national events of Guyana. <i>(Each group can do a different National Event).</i></p> <p>Making an acrostic about one of the National Event e.g. E – A – Aspiration S – Standards T – E – Energetic R –</p> <p>Reading and answering questions based on Newspaper</p>	<p><i>(Teacher can allow pupils to do the activities in the text book)</i></p> <p>Say what National Events the pictures are associated with</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p><b><u>Drama</u></b> Role-playing, miming how some of the National Events are observed.</p> <p><b><u>Art</u></b> Drawing and colouring pictures of how National Events are observed.</p> <p>Making folio</p> <p>Collecting and sorting pictures of National Events.</p>



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				<p>Muslims keep themselves and surrounds clean and tidy before the festival takes place. The Muslims sacrifice animals and offer prayers to Allah. The meat is given to the poor and needy.</p> <p><b>Easter-</b> This is Christian National Holiday. Easter marks the Resurrection of the Lord, Jesus Christ. Easter Monday is known in Guyana for</p>	<p>articles etc on National Events in Guyana.</p> <p>Collecting sorting and discussing pictures depicting National Events in Guyana.</p> <p>Participating in school activities to mark these National Events.</p> <p>Writing sentences about these National events.</p> <p>Making cards for the various National Events.</p>	<p>5.</p> <p>Answer the following questions</p> <p>1. Christmas is to Christians as Phagwah is to ____.</p> <p>A. Workers B. Hindu C. Muslims</p> <p>2. Christmas Day is observed on the _____ every year.</p> <p>(a) 25<sup>th</sup> December (b) 1<sup>st</sup> Aprils (c) 23<sup>rd</sup> February.</p>	




TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>kite, flying.</p> <p>Guyana is made up of many ethnic groups however, all persons of the community take part in kite-flying.</p> <p><b><u>Heritage Days</u></b>  <b>East Indian-</b>  This day reminds us of the East Indians who came to Guyana from India. These East Indians came to Guyana on the 5<sup>th</sup> May, 1838 to work as Indentured Immigrants</p>		<p>Make a folio of one of the national event celebrated in Guyana.</p>	


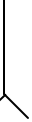



TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>on the sugar estate for a period of time but many of the stayed and help to develop our country, Guyana.</p> <p><b>May Day or Labour Day-</b> This day is celebrated by workers all over the world. On May Day workers march through the streets and then they end with a massed gathering for speeches by the Trade Union Leaders.</p>			

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
Special Week	<p>Name some Special “Weeks” observed in your Community.</p> <p>Discuss how people in your community observed these week.</p>	<p>Making a chart to show the various weeks observed by your community.</p> <p>Writing sentences about the various weeks deserved in their community.</p> <p>Making slogans to indicate the week.</p>	<p>Willing to participate in activities organized by the community to mark the various weeks.</p>	<p>Some Special weeks deserved in my community are:-</p> <ol style="list-style-type: none"> <li>1. Health Week.</li> <li>2. Energy Week.</li> <li>3. Republic Week.</li> <li>4. Common-Wealth week.</li> <li>5. Road Safety Week.</li> <li>6. Caricom Week.</li> <li>7. Youth Week.</li> </ol>	<p>Listing some special weeks observed in the Community.</p> <p>Discussing what happens during these weeks.</p> <p>Writing sentences about the activities during these weeks.</p> <p>Teacher can put pupils with groups for them to make a charts o show the various weeks observed by the community.</p> <p>Making slogans to indicate the week.</p>	<p>Write a paragraph on one of the weeks observed in your community.</p> <p>Complete the following During Republic Week -----and ----- in our community.</p> <p>Make a slogan to indicate the week.</p> <p>Read Chapter 5 page 41 in the text “<b><u>Social Studies for our children book 3.</u></b>” (Pupils may answer the questions orally or in writing).</p>	<p><b><u>Language Arts</u></b> Comprehension Reading And answering questions from new paper article. Composition writing a paragraph on one of the weeks observed in their Community.</p> <p><b><u>Art</u></b> Making slogan to indicate the week.</p> <p><b><u>Writing</u></b> <b>This week is youth week.</b></p> <p><b><u>Reading</u></b> Reading from text -book and Newspaper articles.</p>

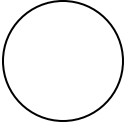

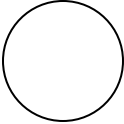

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
	KNOWLEDGE	SKILLS	ATTITUDE				
				<p>People in my community observe these week by organizing and participating in parades/ rallies, concerts and video shows.</p> <p>Other are involved cleaning the community.</p> <p>Groups in the Community organize and participate debates, radio and television programmes seminars and workshops.</p>	<p>Reading and answering questions from text books and newspaper articles about the various weeks observed in their community.</p> <p>Singing songs about the various weeks e.g. Youth Week-<b><u>Youths are Important to Guyana.</u></b></p> <p><b>Youths are important to Guyana,</b> <b>Youths are important to Guyana</b> <b>Youths are important to Guyana,</b> <b>Youths are important to Guyana.</b></p> <p>To help one another</p>		

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				<p>Tours, outings and picnics are organized for school children and family members.</p>	<p>To develop Guyana To protect Guyana and possess it forever</p> <p>We are important to Guyana We are important to Guyana</p> <p>To help one another, To develop Guyana, To protect Guyana And possess it forever.</p> <p>Teacher and students can discuss the song means to them.</p> <p>Teacher can ask students questions such as:- Why are youths important to Guyana?</p>		

TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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<b>The Weather</b> Weather Symbols	<p>Identify weather symbols.</p> <p>State the meaning of the weather symbols.</p> <p>Interpret weather charts with symbols.</p>	<p>Drawing weather symbols.</p> <p>Writing the meaning of these symbols.</p> <p>Making weather chart.</p>	<p>Show willingness to participate in making weather chart.</p> <p>Willing to be prepared for the different weather conditions.</p>	<p>There are different weather symbols which help us to understand the weather. These symbols show us what the weather is like. Some of these symbols are:-</p> <p style="text-align: center;"></p> <p>Clear no cloud</p> <p style="text-align: center;"></p> <p>Partly cloudy</p> <p style="text-align: center;"></p> <p>Mostly cloudy</p>	<p>Identify weather symbols.</p> <p>Discussing the meaning of the weather symbols.</p> <p>Studying and interpreting weather chart.</p> <p>Making weather charts.</p> <p>Touring the community to find out about the weather.</p> <p>Making sentences about the weather e.g. Today is Monday. It is <b><u>very windy</u></b>.</p>	<p>Study the weather record for two days. Then answer the questions.</p>	<p><b><u>Science</u></b> The weather.</p> <p><b><u>Language Arts</u></b> Studying charts Writing sentences Completing sentences.</p> <p><b><u>Comprehension</u></b> Reading and Answering question.</p> <p><b><u>Spelling</u></b> Cloudy Breezy Windy Symbols</p> <p><b><u>Mathematics</u></b> Charts</p> <p><b><u>Arts</u></b> Drawing weather Symbols</p>

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				 Very Cloudy   Calm   Breezy   Windy   Very Windy	Draw the symbol to show the weather e.g.    Interpreting maps with weather symbols e.g.	Which day was hotter?  Which day was wetter?  Which day do you think had the better weather? Why?  Match the symbols with their meaning.	<b>Writing</b> <b>Today is Monday.</b> <b>It is a rainy</b>



TOPIC	OBJECTIVE			CONTENT	METHOD/ STRATEGIES	EVALUATION	INTEGRATION
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				<p>Rainy</p>  <p>Sunny</p> 	<p>Name the area that is very cloudy.</p> <p>Which areas have lots of sunshine?</p> <p>Which area is windy?</p> <p>Listening and watching the weatherman on radio and television.</p> <p>Listening to resource person(s). Talking about the weather. Teacher may ask questions after.</p>	  <p>(a) Very Windy</p> <p>(b) Windy</p> <p>(c) Sunny</p> <p>(d) Partly Cloudy</p>	