

Unit 1

The People

Myself

Population

**Health and
Nutrition**

1 Senses

How does your senses help you?

Senses help us to know what is going on around us. Without them we wouldn't be able to **see** this book or **hear** our teacher talk.

We have 5 senses. They are touch, taste, sight, smell and hearing.

touch



sight



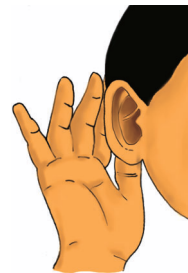
smell



taste



hearing



Using our ears

2

We use our ears to **listen** to **sounds**. When the **sound** waves reach our **ears**, messages are sent to our **brain**.

How do you hear sounds?

Your ears change sounds into **signals** that are sent to your brain. Your **brain** turns these **signals** into the sounds you **hear**.

Activity 2a

Do this with your teacher.

- 1- Blow across the mouth of an empty soft drink bottle.

Listen to the sound.



Blow across the mouth of a ball point pen cap. Listen to the sound.
Are the sounds same or different?

2

Using our ears

- 2- Think of other ways to make sounds.

Drop different things one at a time on to a table or the floor. Do they make the same sound?



- 3- Can your ears tell you where sounds come from?

Play this game.

Blindfold your partner.

She has to find where you are from the noises you make.

Can she find you? How did she find you.



Using our ears

2

- 4- Can your ears tell you where sound comes
- 5- Sit quietly and listen to the sounds around you for 1 or 2 minutes. List or **draw** the sounds you hear.
- 6- Touch the front of your throat when you say "aah". Can you feel it shaking?
- 7- **Draw** sounds that you like and sounds that you don't like.
- 8- Put your hands over your ears. Shut your ears completely. Now try to do what your partner tells you to do.



If you had no ears how would you play with friends, study or do what your mother and father asks you to do?

Discuss.



3

Feeling right

Your sense of touch tells you more about things.

Activity 3a

What you do-

1- Put objects of different sizes and shapes, in a bag which is not see through (transparent).



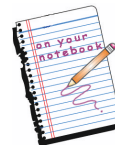
2- Tie a piece of cloth around your partner's eyes. Ask your partner to take an object from the bag.



3- Feel it. Try to name it.

Can you name the objects correctly?

Draw them.



Reading in the dark

4



Can you read with your **eyes** closed?

By using the fine sense of touch in your **fingertips**, you can read by **feeling** instead of using your **eyes** (sight).

Activity 4a

Do this with your teacher.

You will need-

- A piece of styrofoam board.
- Scissors.
- Mapping pins or drawing pins.
- Pen.
- Cloth.

What you do-

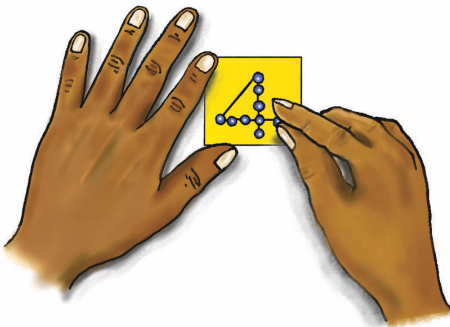
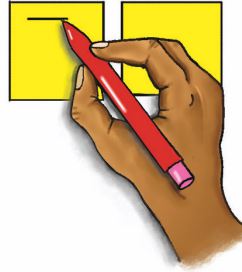
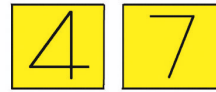
- 1- Cut the piece of styrofoam board into 4 squares with the scissors.



4

Reading in the dark

- 2- Write a number in each styrofoam square. (You could use part of your telephone number.)



- 3- Stick mapping pins along the outline of each number.

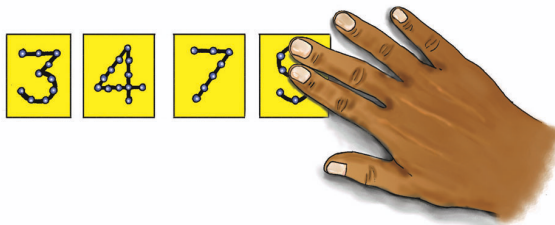
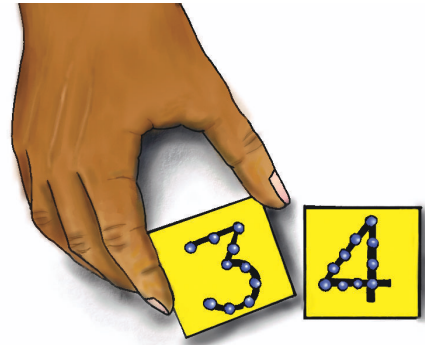
- 4- Fold the cloth lengthways to make a blindfold. Use it to blindfold a friend.



Reading in the dark



- 5- Put the numbers side by side on a table top.



- 6- Get your friend to read the numbers by feeling the shape of the numbers with her fingertips.

Your fingertips are very sensitive to touch because there are many nerve ends in your fingertips.



5

Using our skin

Activity 5a

Do this with your teacher.

You will need-

- Ice cube.
- Hot water (luke warm).
- Something sticky (glue).
- Something smooth, wet cloth, dry leaves and something rough.



What you do-

- 1- Blindfold your friend.
- 2- Touch the different objects, one by one. How does it feel?



Here are some words you might need to use.

Hot, **cold**, **sticky**, **smooth**, **wet**, **rough**.



Draw something **hot**, **cold**, **smooth**, **rough**, **wet**, **dry**.

Taste and smell

6

You can tell the difference between many kinds of food. You can only sense 4 different tastes.

Sweet, sour, salt and **bitter**.

When you eat, your sense of smell is also working. The taste and smell helps you to sense the flavour of a food.

Activity 6a

Do this with your teacher.

You will need-

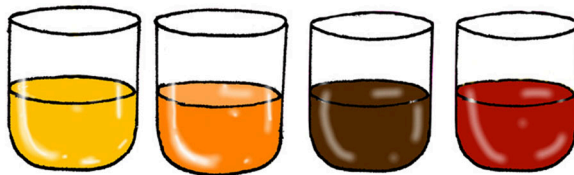
A piece of cloth.

A large glass of water.

4 types of drinks (coffee, orange juice, passion fruit juice and black tea).

4 straws for each child.

4 empty glasses.



6

Taste and smell

What you do-

- 1- Pour a little of each drink into a small glass.



- 2- Fold the cloth lengthways to make a blindfold.

- 3- Ask your partner to drink from each glass.



Taste and smell

6

- 4- Ask your partner to wash her mouth. Drink some water, after tasting each drink.



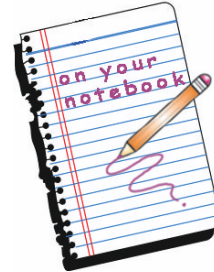
- 5- Now drink from each glass. What does it taste like? Try again but this time ask your friend to hold her nose.

- 6- Can your friend find out what she drank? When was it easier to find out which drink it was? Was it without holding her nose or when holding her nose?

6

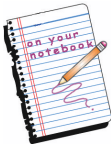
Taste and smell

Draw and write 3-4 sentences about something that tastes **salty**, **sour**, **bitter** and **sweet**.



1- Which taste do you like best?

Draw



- Something that has a smell that you like.



- Something that has a smell that you dislike.



Our nose



When we breathe in smell detectors in our noses pick up different smells.

Activity 7a

You will need-

- 4 paper cups
- guava leaf
- lime leaf
- onion and garlic
- 4 rubber bands
- 5 pieces of paper



What you do-

1- Crumble a guava leaf.



2- Put the small pieces of the leaf into cup one.



Our nose

- 3- Crumble the lime leaf and put it in cup-2. Put a piece of onion in cup-3 and a piece of garlic in cup-4.



- 4- Cover the cups with a piece of paper. Tie the rubber band over the piece of paper and the cup. Now make small holes in it.

- 6- Ask your friends to smell the top of the cup.



Our nose



7- Can they tell what is inside the cup?

Though you cannot see what is inside the cup the smell detectors help you to identify what is in it.



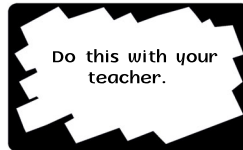


Our eyes

Our **eyes** are important to us. You will not be able to **see** without your **eyes**.

Sometimes you can guess what it is by **touching** and **feeling** things, but you will not be able to say what colour it is.

Activity 8a



Go outside and look around carefully.

When your teacher claps, stop and close your eyes.

Now teacher will ask you to identify something that you passed. A clue will be given about that thing.

She might say what colour it is and it's shape, but she will not say what it is.

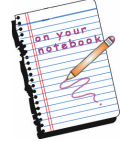


Our eyes

8

Activity 8b

Look at the picture and **draw** 5 things you found in it.
Colour them using the same colours as in the picture.



9

Target practice

Activity 1a

Why do we have 2 eyes instead of 1 eye?
Try to hit a target with 1 eye covered and you'll understand why.



You will need-

Buttons.

Cup.

What you do-

- 1- Sit at a table with a friend.
- 2- Place the cup in the middle of the table.
- 3- Cover 1 eye.

Target practice

9

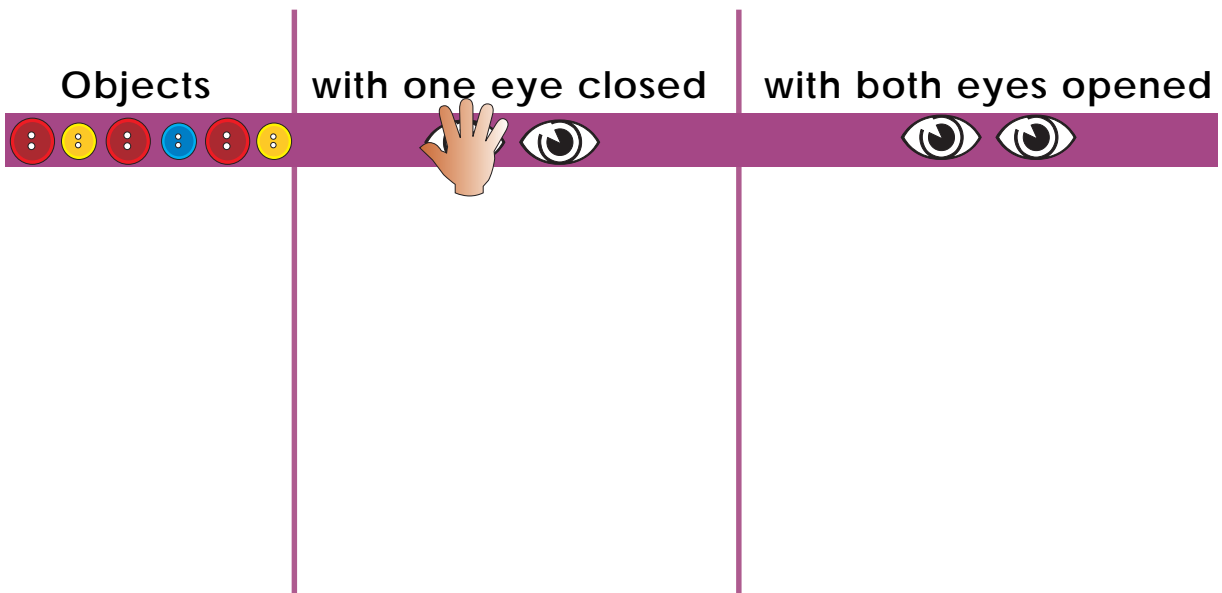
- 4- Ask your friend to take a button and move it over the table.
- 5- Say "drop" when you think the button is over the cup.
You will hardly get it right.
- 6- Try again with both eyes open.
- 7- How did you score?





Target practice

With only 1 eye you cannot tell the true position of your friend's hand.



Can drop

Cannot drop

How our senses help us



There are many things around us. We find out about them by using some **part** of our **body**.

We feel with our skin.



We taste with our tongue.



10

How our senses help us

We smell with our nose.



We listen with our ears.



How our senses help us



We look with our eyes.



Can we do this with other parts of our body?

Our eyes, nose, ears, tongue and skin helps us to learn about things.

They help us to tell one thing from another.

11

I am special

Activity 11a

Do this with your teacher.

There is no one exactly like me. My parents, my name, birthday and looks make me **special**.

Why am I **special**?

You will need-

A piece of paper.

Pen.

Crayons or colour pencils.

What you do-

- 1- Take a piece of paper.
- 2- **Write** your name in big letters in the centre of the paper.
- 3- Colour and decorate the letters of your name.
- 4- List 5 things you like about yourself.



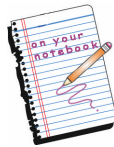
I am special



Activity 11b

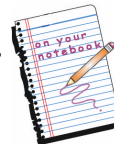
Think about the things you can do well and cannot do well.

Draw them.



Write 2-3 sentences about them.

Talk about the pictures.



12

I respect other people

We cannot always say or do what we want. If what you say might hurt someone's **feelings**, you shouldn't say it.

Activity 12a

Talk about how you would feel.

I would feel...

If my friend shared her food during break
I'd feel.....

If my friend hit me
I'd feel.....



I respect other people



If my friend asked to share
my book
I'd feel.....

If my friend asked to share
my toys
I'd feel.....



If my friend said I did something bad when I had not
done it
I'd feel.....

12

I respect other people

Activity 12b

We behave differently in different places.

Where should we be quiet? Where can we be noisy?

Why do we need to change our behaviour in different places?

Discuss.

In a hospital



At a party



In a library



I respect other people



Draw



- You in a place where you have to be quiet.
- You in a place where you can be noisy.

Write 2-3 sentences about how you feel when you are in these places.



13

Growing up

As we get older our bodies change. Our **legs** and **arms** get longer and we get **taller** and **heavier**.

Activity 13a

Measure your height.

The teacher would have marked a spot in your class to check your height.

- 1- Stand near this mark.
Stand upright with your feet flat on the floor.



Growing up

13

- 2- Ask your partner to check where the top of your head comes up to.
Mark the place.
Write your name where you had marked.

- 3- Check who is the tallest and who is the shortest in the class.
Stand upright near the mark you made and check to see how tall you have grown at the end of each term.



13 Growing up

Activity 13b

Do this with your teacher.

Get a **caterpillar**, **tadpole**, **baby fish** or a **chick**.
Look after it carefully. Check how it grows.
Do they grow in the same way as you do?
How are you different from them?



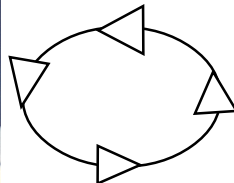
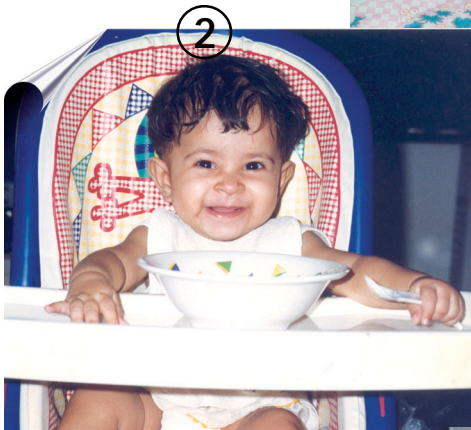
Draw the changes that took place in the living thing you observed.



Growing up



Get pictures of you from your first year till now.
Paste them in your notebook.
Can you see any differences?



14

Daily schedules

Every member in your family will do a lot of things each day. This is called a daily schedule.

This is Aishaths' schedule.

5:30 am.

Wakes up, washes face, brushes teeth. Prays.



5:00 pm.

School is over.



7:00 am.

Eats breakfast.



5:30 pm.

Goes home changes, has tea and prays.



7:30 am.

Recites quran, does homework.



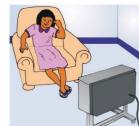
6:30 pm.

Watches T.V, plays and prays.



9:00 am.

Watches T.V, plays.



7:30 pm.

Eats dinner, brushes teeth and changes to night clothes.



12:00 pm.

Eats lunch, takes a bath, prays , gets ready for school.



8:00 pm.

Prays and sleeps.



12:50 pm.

Goes to school.

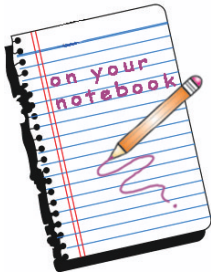


Daily schedules



Activity 14a

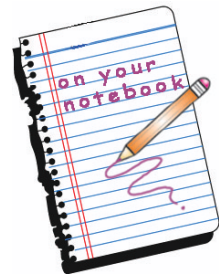
Draw your own daily schedules.



Activity 14b

If you could do everything you wanted, what would you do?

Draw a daily schedule.



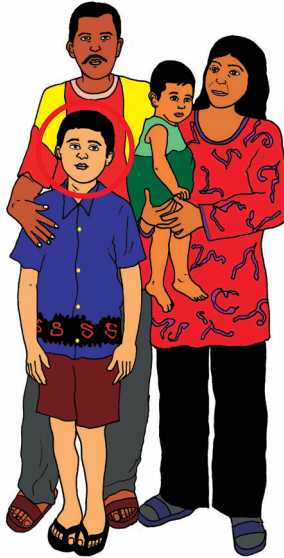
Compare the schedules.

Discuss.

15

Family size

This is **Ali's** family.



This is Ali's father, **Mohamed's** family.



Family size



This is Ali's mother, **Mariyam's** family.



In large families there are many family members.

In a small family there are a few family members.

15

Family size

Activity 15a

Look at Ali's family, Ali's mother's family and Ali's father's family.

Which family has the most number of people?

Which family has the least number of people?

Now draw or paste a photo of your father's family, mother's family and your family.

Which family has the most number of members?

Which family has the least number of members?

Why? **Discuss.**



Could you live all by **yourself**?



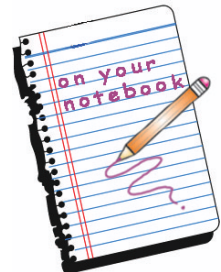
Who do you live with?

Why do you live with them?

People live with each other because they can help each other and because they care for each other. Every one in the **family** has jobs that help out other members of the **family**.

Activity 16a

Draw how each member of your **family** helps you, and how you help the members of your **family**.



17

Our teeth

Our teeth are very important to us. We use them to **bite** and **chew** our food.

Our teeth are covered with hard **enamel** which protects them. Inside the tooth there are nerves which send messages to your brain.



Our teeth

17

Activity 17a

You will need-

A hand mirror.

What you do-

- 1- Take a mirror. Open your mouth. Try to count how many teeth you have.



- 2- Do not touch them.
Is it less than 20?
Is it less than 10?
Count the number of teeth you see in the picture on page 42.

17

Our teeth

When you were about 3-4 years you had 20 **baby** teeth.

Why are they called **baby teeth**?

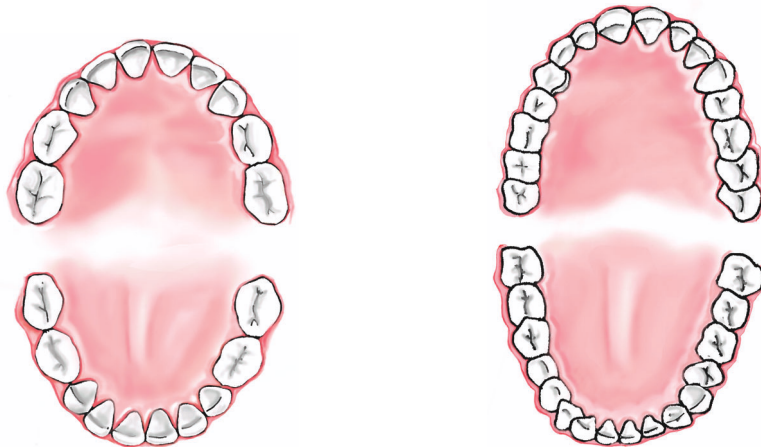
As you grow older, you lose your **baby teeth**.

This will be replaced by a new set of permanent teeth.

An adult has 32 permanent teeth.

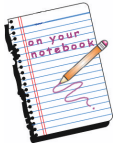
Activity 17b

Look at the 2 sets of teeth.



Do they look the same?
Compare them.

Our teeth



Why are the first set of teeth called the baby teeth?

Why is the second set of teeth called the permanent teeth?

Look at your teeth? Are they your baby teeth or permanent teeth?

Draw your teeth after looking at them through a mirror.



18

Use of our teeth

We use our teeth in many ways.

- 1- To **bite**, **tear** and **chew** our food.

bite



tear



chew



- 2- To help us **talk** and **whistle**.
- 3- To help us show the way we feel by **smiling** or **showing** our teeth in anger.

Use of our teeth

18

Activity 18a

Look at the pictures on page 46.

It shows the main ways we use our teeth.

Do you **use** your teeth for anything else?

Perhaps to do things which they are not really meant for?

What happens when you use your teeth to do other things?

Discuss.



19

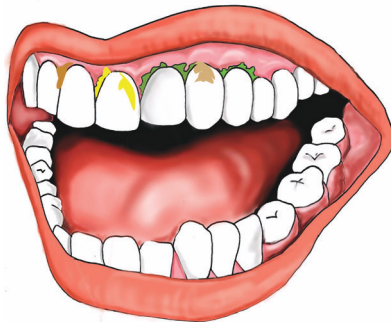
Care for our teeth

When we **eat**, bits of food stick on and between our teeth. Tiny living things called germs will feed on this food and grow on the teeth. These **germs** make our teeth **decay**.

**Activity 19a**

How often do you brush your teeth?

Look at these two sets of teeth.
Which one looks better?



Care for our teeth

19

Look at your teeth in a mirror.

Can you see the spaces between your teeth?

Write 2-3 sentences about how you take care of your teeth.



We have to brush our teeth at least 2 times every day. Once in the morning and once before going to bed.



19

Care for our teeth

Activity 19b

Do this with your teacher.

You will need-

2 teeth.

A fizzy drink.

A glass of water.

What you do-

Ask the children whose first set of teeth are falling out to bring it when it falls.

- 1- Pour a fizzy drink into an empty glass.



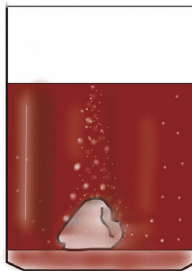
Care for our teeth

19

- 2- Get a glass of water. One child can taste the drinks and find out what drink it is.



- 3- Now show them the drinks and ask the class what it is.



- 5- Drop one tooth into the glass of water and another tooth into the fizzy drink.

- 6- Keep them for two weeks.

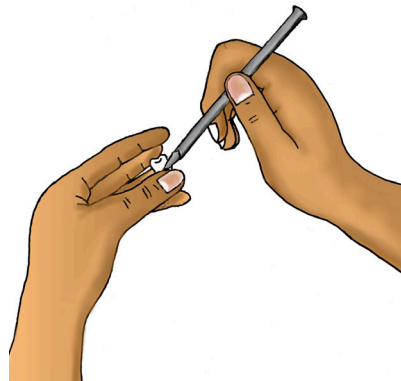
19

Care for our teeth



- 8- See if it can be scratched.
(This should be done by an adult).

- 7- Remove the tooth.



- 9- What happens? Why?

Draw a fizzy drink . **Write** 1-2 sentences about what happens to your teeth, if you drink too many fizzy drinks.

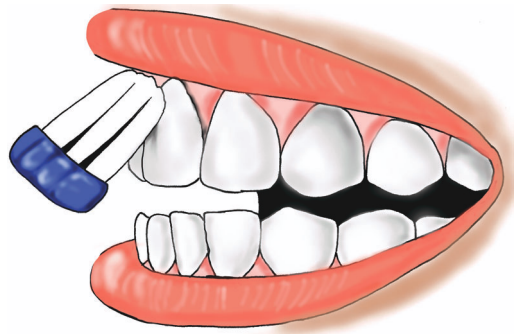


Care for our teeth

19

We brush our teeth in the morning and before we sleep.

How do you brush your teeth?



Remember you have to brush inside, outside and the biting surface of every tooth.

Do you clean your teeth like this?

20

Different types of food

Our **body** needs different types of food to be **healthy** and strong. We can only do this if we eat different types of food everyday.

Some children do not like certain food. They eat only those that they like. This is not good for our health.



Activity 20a

What food do you like best? Why? **Discuss**

What food do you dislike? Why? **Discuss**

Draw the food you like best and food you dislike.



Food group

21

Cereal group helps you to go.



Milk and meat group helps you to grow.



21

Food groups

Vegetable and **fruit** group helps you to **glow**.



The main food gives most of our body's needs.

But with it we also need **go** foods, **glow** foods and **grow** foods .



Date _____
Day _____

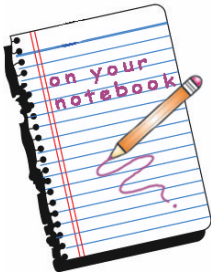
Food groups

21

Activity 21a

Let us look at what we eat.

Draw what you eat for breakfast, lunch and dinner.



Put them into **cereal** group, **milk** and **meat** group and **vegetable** and **fruit** group

22

What food groups do

Go food helps the body to **run**, **work** and **play**.

Grow food helps the body **muscles** and **nerves** to **develop**.

Glow food helps to keep the **hair**, **eyes**, **skin** healthy and **glowing**. They also make you look **beautiful**.



What food groups do

22

Activity 22a

If you had a choice what would you eat?

- 1- for **breakfast**?
- 2- for **lunch**?
- 3- for **dinner**?

Draw them.



Now divide them into **go**, **glow** and **grow** foods.
Do you get what you need to **grow**, **glow** and **go**?
Think of the food you like best.

If you eat only the food you like best, what will happen to you?

Discuss.



