

General Awareness – Week 4

WEEK 4: Comparing and Understanding

Day 13 – Living or Non-Living?

Focus: Reinforcing the concept of living and non-living things.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Begin with engaging questions:

“Children, let’s see what is living and what is not!”

Show real objects or flashcards:

Cat, Ball, Tree, Chair

Ask individually:

- “Is the ball living?” → Expected answer: “No, it is non-living because it cannot move by itself.”
- “Is the cat living?” → Expected answer: “Yes, it is living because it moves, eats, grows, and breathes.”

Encourage full sentences:

- “Cat is living because it moves.”
- “Tree is living because it grows.”
- “Ball is non-living because it cannot move.”

Say together with gestures:

- “Living things move, eat, grow, and breathe!”
 - “Non-living things stay still!”
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Time: 5–15 minutes

Writing / Drawing Practice

Task:

Children will draw one living and one non-living thing in their notebooks.

Steps:

- Write the categories on the board: Living | Non-Living
- Show examples:
 - Living: Cat, Tree, Fish
 - Non-Living: Ball, Chair, Pencil
- Guide children while they draw and colour.

Teacher Tips During Writing:

- Encourage neat colouring and creativity.
- Walk around and ask:
 - “Why is your cat living?”
 - “Why is your ball non-living?”

Class Management:

- Divide children into 3 groups for supervision.
 - Share crayons and pencils.
 - Praise effort: “Great job! Your tree looks alive!”
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Time: 15–27 minutes

Activity: Flashcard Sorting ‘Living / Non-Living’

Objective: To help children identify and categorize living and non-living things.

Materials Needed:

Flashcards or pictures: Cat, Dog, Ball, Chair, Tree, Pencil, Fish, Car

How to Play:

- Place two baskets or areas on the floor: Living and Non-Living

- Call children one by one to pick a card and place it in the correct basket.
- Ask each child: “Why did you choose this basket?”
Encourage full answers: “Dog is living because it eats and moves.”

Variation:

- Turn it into a game: Teacher holds a card → children run to the correct basket.

Class Management Tips:

- Keep enough space for safe movement.
 - Clap for correct answers and encourage participation.
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Time: 27–30 minutes – Recap & Fun Finish

Quick Recap Questions:

- “Is a chair living or non-living?” (Non-living)
- “Is a tree living or non-living?” (Living)
- “Does a fish move by itself?” (Yes)
- “Does a ball eat or grow?” (No)

Chant Together:

“Living things move and grow,
Eat and breathe — this we know!
Non-living things just stay still,
They don’t eat, move, or spill!”

Fun Ending Game – “Act and Guess”:

- Teacher says an item:
 - “Living!” → children act like it (cat walks, tree stretches)
 - “Non-living!” → children freeze like a chair or ball

Teacher Tip:

Encourage children to explain their choices aloud — this strengthens understanding and vocabulary.

Day 14 – Natural or Man-Made?

Focus: Reinforcing the difference between natural and man-made things through observation and activity.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Start with questions to engage the class:

“Children, let’s find out — is this a natural thing or man-made?”

Show real objects or flashcards:

Flower, Toy car, Tree, Chair

Ask each item:

- “Is the flower natural or man-made?” → “Natural!”
- “Is the toy car man-made or natural?” → “Man-made!”

Explain simply:

“Natural things are made by nature — like trees, flowers, sun, rivers.

Man-made things are made by people — like cars, chairs, toys, houses.”

Say together with hand actions:

- “Natural things grow!” (stretch hands up)
 - “Man-made things are built!” (pretend to hammer)
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Time: 5–15 minutes

Writing / Tracing Practice

Task:

Children will trace the words:

- natural
- man-made

Steps:

- Write the words on the board in big, clear letters.
- Say slowly:
 - “N-A-T-U-R-A-L, natural”
 - “M-A-N-M-A-D-E, man-made”
- Children trace each word and say it aloud.

Teacher Tips During Writing:

- Encourage proper letter formation.
- Remind children: “Flowers and trees are natural. Cars and toys are man-made.”
- Praise effort: “Excellent tracing! You are learning fast!”

Class Management:

- Divide into small groups for supervision.
 - Walk around to assist with fine motor skills and pronunciation.
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Time: 15–27 minutes

Activity: Classroom Scavenger Hunt

Objective: To help children identify natural and man-made objects in their environment.

How to Play:

- Explain the rules: “Let’s be Nature Detectives! Find 2 natural things and 2 man-made things in the classroom.”
- Examples of natural items: plant, flower, leaf, stone
- Examples of man-made items: pencil, chair, bag, book
- Children move safely around the classroom to find items.
- When they find an object, ask: “Is it natural or man-made?”
- Children show the object and say the answer aloud.

Class Management Tips:

- Keep movement controlled.

- Pair children for safety.
- Give verbal praise: “Great observation!”
- Optional: Hand out small “Nature Detective” stars for participation.

Time: 27–30 minutes

Recap & Fun Finish

Quick Recap Questions:

- “Is a tree natural or man-made?” (Natural)
- “Is a toy car natural or man-made?” (Man-made)
- “Are flowers made by people?” (No)
- “Is a chair natural?” (No)

Chant Together:

“Natural things grow and play,
Man-made things are built each day!
Look around and you will see,
Nature and people — you and me!”

Fun Ending Game:

Teacher points to items in the classroom:

- “Natural!” → children touch a plant or stone
- “Man-made!” → children touch a chair or pencil

Teacher Tip:

Appreciate children’s observation skills — reward participation with stars or stickers.
Connect lesson to the real-life environment to make learning meaningful.

Day 15 – Difference Discussion: Living vs. Non-Living

Focus: Understanding the key differences between living and non-living things.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Introduction & Discussion

Teacher Action:

Begin with guiding questions and objects:

Show a real dog puppet and a toy dog.

Ask children:

- “Does the dog eat?” → “Yes!”
- “Does the toy eat?” → “No!”
- “Does the dog grow?” → “Yes!”
- “Does the toy grow?” → “No!”

Explain simply:

“Living things eat, grow, move, and breathe.

Non-living things do not do these things.”

Say together with actions:

- “Living things move and grow!”
 - “Non-living things stay still!”
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Time: 5–15 minutes

Writing / Matching Practice

Task:

Children will match pictures of a dog and a toy to the correct category.

Steps:

- Prepare a worksheet or board activity:

- Dog → Living
- Toy → Non-living

- Show each item and ask: “Why is this living or non-living?”
- Children draw a line or write the word under the picture.

Teacher Tips During Writing:

- Encourage full sentences aloud: “Dog is living because it eats and grows.”
- Praise neat work: “Great! You matched correctly!”

Class Management:

- Divide children into small groups for supervision.
 - Walk around to provide guidance.
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Time: 15–27 minutes

Activity: Puppet Talk / Storytelling

Objective: Reinforce understanding through role-play and storytelling.

Materials Needed:

- Dog puppet
- Toy dog

How to Do It:

- Teacher uses the dog puppet to act out eating, moving, and growing.
- Teacher uses the toy dog to show it cannot do these things.
- Ask children to respond:
 - “Is the puppet living or non-living?” → “Living!”
 - “Is the toy dog living or non-living?” → “Non-living!”

Variation / Class Engagement:

- Let 1–2 children use puppets to demonstrate.
- Ask children to mimic actions: walking, eating, or sleeping like the puppet.

Class Management Tips:

- Keep the puppet visible to all.

- Encourage full participation and storytelling responses.
- Give small stickers for active involvement.

Time: 27–30 minutes

Recap & Fun Finish

Quick Recap Questions:

- “Does a dog eat?” → “Yes!”
- “Does a toy eat?” → “No!”
- “Does it grow?” → “Yes!”
- “Does a toy grow?” → “No!”

Chant Together:

“Dogs eat, grow, and play,
Toys just sit all day!
Living moves and lives, you see,
Non-living does not, like a tree!”

Fun Ending Game – “Living vs. Non-Living Action”:

- Teacher calls “Living!” → children act like animals moving and eating
- Teacher calls “Non-living!” → children freeze like toys or chairs

Teacher Tip:

Use storytelling and puppets — children remember concepts better when lessons are lively and visual.
Encourage them to explain their choices aloud for reinforcement.

Day 16 – Final Review & Recap

Focus: Reviewing and reinforcing all concepts — Living vs. Non-living, Natural vs. Man-made.

Class Size: 30 students

Duration: 30 minutes

Time: 0–5 minutes

Oral Revision & Discussion

Teacher Action:

Start with a cheerful recap:

“Today, let’s remember everything we learned!”

Use pictures, flashcards, or real objects from previous lessons:

Dog, Ball, Tree, Car

Ask children:

- “Is this living or non-living?”
- “Is this natural or man-made?”

Encourage full answers:

- “Dog is living because it moves and grows.”
- “Car is man-made because people built it.”

Recap Song / Chant:

“Living things eat, move, grow, and play,

Non-living things just stay all day.

Nature makes trees, sun, and flower,

People make houses, toys, and towers!”

Time: 5–15 minutes

Writing / Worksheet Practice

Task:

Children complete a worksheet to tick the correct category.

Worksheet Examples:

- Dog → Living / Non-living / Natural / Man-made
- Ball → Living / Non-living / Natural / Man-made
- Tree → Living / Non-living / Natural / Man-made
- Car → Living / Non-living / Natural / Man-made

Teacher Tips:

- Encourage children to say aloud as they tick:
 - “Dog is living!”
 - “Tree is natural!”
 - Walk around to assist and praise correct answers.
 - Praise effort and neat work: “Great ticking! You remembered everything”
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Time: 15–27 minutes

Activity: “My World” Craft

Objective: Reinforce learning through creativity and personal connection.

Materials Needed:

- Drawing paper or chart paper
- Crayons, markers, stickers

How to Do It:

- Divide paper into 4 sections labeled: Living, Non-living, Natural, Man-made
- Children draw 1 example in each section:
 - Living: Dog, Cat, or Fish
 - Non-living: Ball, Chair, or Pencil
 - Natural: Tree, Sun, or Flower
 - Man-made: Car, House, or Toy
- Let children colour and decorate their drawings.

Class Management Tips:

- Divide into small groups for supervision.
- Encourage children to discuss examples with friends.
- Praise creativity and effort.

Time: 27–30 minutes

Recap & Sharing**Quick Recap Questions:**

- “Which things are living?”
- “Which things are non-living?”
- “Name some natural things.”
- “Name some man-made things.”

Fun Sharing:

- Children show their “My World” craft to the class and explain each section.
- Teacher applauds and encourages discussion:
 - “Wow! I love how you drew your dog and your tree!”

Teacher Tip:

- Encourage children to talk about things they see at home — bridges the classroom learning to real life.
- Reinforce all four concepts with movement, gestures, and repetition.