



# General Knowledge

## Lesson plan

### Grade 3

## Week 1 (Day1)

**Topic Title: The Solar System**

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

**Learning Objectives:**

- Students will explain that our solar system is made up of a large star (the Sun) and eight planets.
- Students will identify the planets in the solar system and describe their characteristics.

**Key Vocabulary:**

- Solar System
- Star
- Planet
- Orbit
- Sun
- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

**Materials and Resources:**

- Pictures of the solar system
- Model of the solar system (optional)
- Chart paper and markers
- "Planets of the Solar System" worksheet
- Flashcards with vocabulary words

**Engagement Activity (5 minutes):**

- Ask students: “What do you see in the sky during the day?” Discuss their answers and focus on the Sun.

### **Lesson Procedure:**

- **Introduction (5 minutes):**
  - Introduce the solar system, explaining that it consists of a large star (the Sun) and eight planets. Show a diagram or picture of the solar system.
- **Discussion on the Sun (10 minutes):**
  - Describe the Sun's characteristics, such as its size, temperature, and role in providing light and heat to the planets.
- **Exploration of Planets (15 minutes):**
  - Divide the class into small groups, assigning each group one planet. Each group will research their planet's characteristics, such as color, size, and distance from the Sun, using books or tablets.
- **Presentations (5 minutes):**
  - Each group presents their findings to the class. Encourage questions from classmates after each presentation.
- **Closure (5 minutes):**
  - Recap the key points about the solar system, highlighting the relationship between the Sun and the planets. Ask students to share one interesting fact they learned.

### **Assessment Methods:**

- Review the "Planets of the Solar System" worksheet for understanding.
- Observe group participation during research and presentations.

### **Reflection:**

- Space for personal notes on what worked well and what could be improved for future lessons.

### **Follow-up Activities:**

- Assign students to create a poster of the solar system, labeling the planets and the Sun.
- Optionally, host a "Solar System Day" where students can showcase their posters and share what they learned.

## Week 1 (Day2)

**Topic Title: The Sun and Life on Earth**

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

**Learning Objectives:**

- Recognize that the Sun provides light and heat essential for sustaining life on Earth.
- Understand that Earth is the only known planet where life exists.

**Key Vocabulary:**

- Sun
- Light
- Heat
- Sustain
- Life
- Earth
- Photosynthesis

**Materials and Resources:**

- Pictures of the Sun and Earth
- "The Sun's Role in Life" worksheet
- Chart paper and markers
- Small plants for demonstration (e.g., seedlings)

**Engagement Activity (5 minutes):**

- Begin with the question: "What do plants need to grow?" Discuss their responses, focusing on the importance of sunlight.

**Lesson Procedure:**

- **Introduction (5 minutes):**

- Introduce the topic by explaining the Sun's importance in sustaining life. Show images of the Sun and Earth.
- **Discussion (10 minutes):**
  - Explain how the Sun provides light and heat. Discuss the process of photosynthesis and how it allows plants to produce food and oxygen, supporting life.
- **Activity: Plant Growth Demonstration (15 minutes):**
  - Set up a simple demonstration with two plants: one in sunlight and one in the shade. Observe and discuss how sunlight affects their growth over time.
- **Earth's Unique Conditions (5 minutes):**
  - Discuss why Earth is special, emphasizing that it is the only known planet with life. Highlight the conditions that make life possible.
- **Closure (5 minutes):**
  - Recap the key points about the Sun's role in sustaining life. Invite students to share how they see the Sun helping living things around them.

### **Assessment Methods:**

- Review the "The Sun's Role in Life" worksheet for understanding.
- Observe student participation during discussions and the plant demonstration.

### **Reflection:**

- Space for notes on what worked well and what could be improved for future lessons.

### **Follow-up Activities:**

- Encourage students to observe plants at home and record how sunlight affects them.
- Optionally, create a class display showing the Sun's role in supporting life, incorporating students' observations and drawings.

## Week 1 (Day 3)

**Topic Title: How Earth's Rotation Causes Day and Night**

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

**Learning Objectives:**

- Explain how the rotation of Earth causes day and night.
- Understand the concept of time zones related to Earth's rotation.

**Key Vocabulary:**

- Rotation
- Axis
- Day
- Night
- Time Zone

**Materials and Resources:**

- Globe or Earth model
- Flashlight (to represent the Sun)
- "Day and Night" worksheet
- Chart paper and markers

**Engagement Activity (5 minutes):**

- Ask, "What happens when the Sun sets?" Facilitate a discussion about their experiences of day and night.

**Lesson Procedure:**

- **Introduction (5 minutes):**
  - Introduce Earth's rotation. Show the globe and explain that it spins on its axis.
- **Demonstration (10 minutes):**

- Use a flashlight to simulate the Sun. Shine it on the globe, illustrating how one side experiences day while the other side is in darkness (night).
- **Discussion on Time Zones (10 minutes):**
  - Explain how different locations experience day and night at different times due to Earth's rotation and introduce the concept of time zones.
- **Activity: Create a Day/Night Model (10 minutes):**
  - Have students use paper plates to create a model. Color one half to represent day and leave the other half blank for night.
- **Closure (5 minutes):**
  - Recap how Earth's rotation leads to day and night. Invite students to share one new thing they learned.

### **Assessment Methods:**

- Review the "Day and Night" worksheet for comprehension.
- Observe participation in discussions and the model-making activity.

### **Reflection:**

- Space for notes on what went well and suggestions for improvement.

### **Follow-up Activities:**

- Encourage students to track sunrise and sunset times over the week.
- Optionally, create a classroom display illustrating various time zones.

## Week 1 (Day 4)

### Topic Title: Directions of Sunrise and Sunset

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

### Learning Objectives:

- Identify that the direction of sunrise is East and the direction of sunset is West.
- Understand the relationship between the Sun's position and Earth's rotation.

### Key Vocabulary:

- Sunrise
- Sunset
- East
- West
- Direction

### Materials and Resources:

- Compass (or a printable compass rose)
- Pictures of sunrise and sunset
- "Sunrise and Sunset Directions" worksheet
- Chart paper and markers

### Engagement Activity (5 minutes):

- Start with a question: “Where does the Sun rise in the morning?” Encourage students to share their thoughts.

### Lesson Procedure:

- **Introduction (5 minutes):**
  - Introduce the topic by explaining the significance of knowing directions related to sunrise and sunset.



- **Discussion (10 minutes):**
  - Show pictures of sunrise and sunset, and explain that the Sun rises in the East and sets in the West. Use a compass to demonstrate these directions.
- **Activity: Compass Exploration (15 minutes):**
  - Give students a compass or a printed compass rose. Have them practice identifying East and West in the classroom or outdoors. Discuss how to find these directions without a compass using landmarks.
- **Worksheet Activity (5 minutes):**
  - Distribute the "Sunrise and Sunset Directions" worksheet. Have students complete it by labeling the directions of sunrise and sunset on a diagram.
- **Closure (5 minutes):**
  - Recap the key points about the directions of sunrise and sunset. Ask students to share one thing they learned about the Sun's movement.

#### **Assessment Methods:**

- Review the completed "Sunrise and Sunset Directions" worksheet for understanding.
- Observe student participation during the compass activity.

#### **Reflection:**

- Space for notes on what worked well and any adjustments needed for future lessons.

#### **Follow-up Activities:**

- Encourage students to observe and note the direction of the sunrise and sunset over the next week.
- Optionally, create a classroom display with pictures and facts about sunrise and sunset.

## Week 1 (Day 5)

### **Topic Title: Exhibition Day: The Sun, Earth, and Directions**

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

### **Learning Objectives:**

- Showcase understanding of the Sun's role in sustaining life, how Earth's rotation causes day and night, and the directions of sunrise and sunset.
- Enhance presentation and communication skills while practicing active listening.

### **Key Vocabulary:**

- Sun
- Rotation
- Day
- Night
- East
- West
- Photosynthesis

### **Materials and Resources:**

- Models of the Sun and Earth
- Pictures of sunrise and sunset
- Worksheets on day/night and directions
- Chart paper and markers
- Compass or compass rose printouts

### **Engagement Activity (5 minutes):**

- Start with the question: "How does the Sun impact our daily lives?" Encourage students to share their ideas.

### **Lesson Procedure:**

- **Introduction (5 minutes):**
  - Explain the purpose of Exhibition Day, emphasizing the importance of sharing knowledge about the Sun and Earth.
- **Preparation Time (10 minutes):**
  - Allow students to finalize their models, posters, and practice their presentations in pairs or small groups.
- **Presentations (20 minutes):**
  - Each student or group presents their topic: the Sun's role in life, Earth's rotation, and the directions of sunrise and sunset. Keep presentations to 2-3 minutes each.
- **Audience Interaction (5 minutes):**
  - After each presentation, classmates can ask questions and provide feedback, promoting engagement and critical thinking.

#### **Assessment Methods:**

- Observe presentation skills, confidence, and engagement during peer presentations.
- Collect feedback sheets where students write positive comments and questions for their classmates.

#### **Closure (5 minutes):**

- Recap the key points discussed during the exhibition. Highlight standout presentations and discuss the importance of understanding the Sun and Earth.

#### **Reflection:**

- Space for notes on what worked well and suggestions for improvement for future exhibitions.

#### **Follow-up Activities:**

- Encourage students to observe the sunrise and sunset over the next week and record their observations.
- Optionally, create a class display featuring highlights from the exhibition, including models and student reflections.

## Week 2 (Day 1)

### Topic Title: Identifying Directions: North and South

**Grade/Class:** Grade 3

**Subject:** Geography

**Duration:** 45 minutes

### Learning Objectives:

- Identify North and South with respect to East and West.
- Understand the use of a compass in determining directions.

### Key Vocabulary:

- North
- South
- East
- West
- Compass

### Materials and Resources:

- Compass or compass rose printouts
- Maps showing cardinal directions
- "Cardinal Directions" worksheet
- Chart paper and markers

### Engagement Activity (5 minutes):

- Ask students, "If you face East, which direction is to your left?" Facilitate a discussion about their experiences with directions.

### Lesson Procedure:

- **Introduction (5 minutes):**
  - Introduce the four cardinal directions: North, South, East, and West. Explain how they are related to each other.
- **Demonstration (10 minutes):**

- Use a compass to show how to find North and South. Explain how a compass needle always points to the magnetic North.
- **Activity: Direction Mapping (15 minutes):**
  - Give students a simple map. Have them identify and label the four cardinal directions. Then, have them draw or write examples of where they might find these directions in real life (e.g., “North is where the mountains are.”).
- **Worksheet Activity (10 minutes):**
  - Distribute the "Cardinal Directions" worksheet. Have students complete it by identifying North and South based on a provided diagram.
- **Closure (5 minutes):**
  - Recap the lesson by asking students to share one new thing they learned about directions. Reinforce the importance of knowing North and South.

### **Assessment Methods:**

- Review the completed "Cardinal Directions" worksheet for understanding.
- Observe student participation during the mapping activity.

### **Reflection:**

- Space for notes on what worked well and any changes needed for future lessons.

### **Follow-up Activities:**

- Encourage students to use a compass at home or outdoors to practice identifying directions.
- Optionally, create a classroom display of maps showing different locations with labeled directions.

## Week 2 (Day 2)

**Topic Title: The Eight Planets of the Solar System**

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

**Learning Objectives:**

- Name and identify the eight planets of the solar system.
- Understand basic characteristics of each planet.

**Key Vocabulary:**

- Planet
- Solar System
- Mercury
- Venus
- Earth
- Mars
- Jupiter
- Saturn
- Uranus
- Neptune

**Materials and Resources:**

- Model of the solar system
- Pictures or flashcards of each planet
- "Planets of the Solar System" worksheet
- Chart paper and markers

**Engagement Activity (5 minutes):**

- Start with a question: "What do you know about our solar system?" Allow students to share their ideas.

**Lesson Procedure:**

- **Introduction (5 minutes):**
  - Introduce the concept of the solar system. Explain that it consists of the Sun and the eight planets.
- **Teaching the Planets (15 minutes):**
  - Introduce each planet one by one. Use pictures or flashcards to show their appearance and share a fun fact about each planet (e.g., Jupiter is the largest planet, Venus is the hottest).
- **Group Activity: Planet Chart (10 minutes):**
  - Divide students into small groups. Assign each group one or two planets to create a mini-poster with information about their assigned planets, including size, color, and distance from the Sun.
- **Worksheet Activity (5 minutes):**
  - Distribute the "Planets of the Solar System" worksheet. Have students list the eight planets in order from the Sun and include one characteristic for each.
- **Closure (5 minutes):**
  - Recap the names of the eight planets and their order from the Sun. Encourage students to share one interesting fact they learned.

#### **Assessment Methods:**

- Review the completed "Planets of the Solar System" worksheet for understanding.
- Observe group participation and creativity during the planet chart activity.

#### **Reflection:**

- Space for notes on what worked well and suggestions for future improvements.

#### **Follow-up Activities:**

- Encourage students to research one planet at home and present it to the class in the next lesson.
- Optionally, create a classroom display featuring the eight planets with their posters.

## Week 2 (Day 3)

**Topic Title: Places Around School and Home**

**Grade/Class:** Grade 3

**Subject:** Geography

**Duration:** 45 minutes

**Learning Objectives:**

- Identify and name various places around school and home.
- Understand the significance of these places in daily life.

**Key Vocabulary:**

- School
- Park
- Grocery store
- Library
- Playground
- House

**Materials and Resources:**

- Map of the local area (optional)
- "Places Around School and Home" worksheet
- Chart paper and markers
- Pictures or flashcards of different places

**Engagement Activity (5 minutes):**

- Begin with a question: "What places do you visit on your way to school?"  
Encourage students to share their answers.

**Lesson Procedure:**

- **Introduction (5 minutes):**
  - Explain the importance of knowing different places in the community.  
Discuss how these places can be found near home and school.
- **Discussion (10 minutes):**



- Create a list on the board of places students mention. Include schools, parks, grocery stores, libraries, playgrounds, and their homes.
- **Group Activity: Place Mapping (15 minutes):**
  - Divide students into small groups. Have them draw a simple map of their route to school, marking important places they pass along the way.
- **Worksheet Activity (5 minutes):**
  - Distribute the "Places Around School and Home" worksheet. Have students list and describe places they frequently visit.
- **Closure (5 minutes):**
  - Recap the key places discussed in class. Ask students to share one new place they learned about and its significance.

### **Assessment Methods:**

- Review the completed "Places Around School and Home" worksheet for understanding.
- Observe group participation and engagement during the mapping activity.

### **Reflection:**

- Space for notes on what worked well and any changes needed for future lessons.

### **Follow-up Activities:**

- Encourage students to take a short walk around their neighborhood and identify new places.
- Optionally, create a class display featuring maps and drawings of places around school and home.

## Week 2 (Day 4)

### Topic Title: Shadows and Time Estimation

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

### Learning Objectives:

- Describe how shadows are formed.
- Recognize that the size of a shadow can be used to estimate time of day.

### Key Vocabulary:

- Shadow
- Light source
- Obstacle
- Estimate
- Time

### Materials and Resources:

- Flashlights or lamps
- Objects to create shadows (e.g., toys, hands)
- "Shadow Formation" worksheet
- Chart paper and markers

### Engagement Activity (5 minutes):

- Start with a question: "Have you ever noticed how shadows change throughout the day?" Encourage students to share their experiences.

### Lesson Procedure:

- **Introduction (5 minutes):**
  - Explain what a shadow is and how it is formed when an object blocks light from a source.
- **Demonstration (10 minutes):**

- Use a flashlight to show how different objects create shadows. Experiment with the distance of the light source and the object to see how the size of the shadow changes.
- **Group Activity: Shadow Tracking (15 minutes):**
  - In groups, have students use flashlights to create shadows of different objects. Have them measure and record the size of each shadow at different distances from the light source.
- **Worksheet Activity (5 minutes):**
  - Distribute the "Shadow Formation" worksheet. Ask students to describe how shadows are formed and answer questions about how they can use shadows to estimate time.
- **Closure (5 minutes):**
  - Recap how shadows are formed and their relationship with light. Discuss how the length of a shadow can indicate the time of day, particularly during midday and late afternoon.

#### **Assessment Methods:**

- Review the completed "Shadow Formation" worksheet for understanding.
- Observe group participation and engagement during the shadow tracking activity.

#### **Reflection:**

- Space for notes on what worked well and any changes needed for future lessons.

#### **Follow-up Activities:**

- Encourage students to observe shadows in their environment at different times of the day and record their observations.
- Optionally, create a class display showing different shadow sizes at various times of day.

## Week 2 (Day 5)

**Topic Title: Exhibition Day: Shadows and Time**

**Grade/Class:** Grade 3

**Subject:** Science

**Duration:** 45 minutes

**Learning Objectives:**

- Describe the formation of shadows.
- Recognize how the size of a shadow can be used to estimate the time of day.
- Showcase understanding through presentations and demonstrations.

**Key Vocabulary:**

- Shadow
- Light source
- Obstacle
- Estimate
- Time

**Materials and Resources:**

- Flashlights or lamps
- Objects to create shadows (e.g., toys, hands)
- "Shadow Formation" worksheets
- Chart paper and markers
- Measuring tape or ruler

**Engagement Activity (5 minutes):**

- Start with the question: “What do you notice about shadows during the day?” Facilitate a brief discussion to get students thinking.

**Lesson Procedure:**

- **Introduction (5 minutes):**
  - Explain the purpose of Exhibition Day, highlighting the importance of understanding shadows and their relationship to time.

- **Demonstration (10 minutes):**
  - Use a flashlight to show how different objects create shadows. Experiment with light sources at various angles and distances to illustrate how shadows change.
- **Group Activity: Shadow Tracking (15 minutes):**
  - Divide students into small groups. Have them use flashlights to create shadows of different objects and measure the size of each shadow at different distances from the light source.
- **Worksheet Activity (5 minutes):**
  - Distribute the "Shadow Formation" worksheet. Students complete it by describing how shadows are formed and explaining how they can estimate time using shadows.
- **Presentations (5 minutes):**
  - Invite each group to briefly share their findings about shadows and how they relate to estimating time.

#### **Assessment Methods:**

- Review the completed "Shadow Formation" worksheets for understanding.
- Observe group participation and engagement during activities and presentations.

#### **Closure (5 minutes):**

- Recap the key points about shadow formation and their use in estimating time. Encourage students to share one interesting fact they learned.

#### **Reflection:**

- Space for notes on what worked well and suggestions for improvements in future exhibitions.

#### **Follow-up Activities:**

- Encourage students to observe shadows outside and note changes throughout the day.
- Optionally, create a class display featuring shadow experiments and findings.

## **Week 3 (Day 1)**

**Exercise Day (Question 1, 2)**

## **Week 3 (Day 2)**

**Exercise Day (Question 3)**

## **Week 3 (Day 3)**

**Exercise Day (Question 4, 5)**

## **Week 3 (Day 4)**

**Exercise Day (Question Practical Work)**

## **Week 3 (Day 5)**

**Review Day (Chapter 1)**