



KEEPER OF MY HOME

Teaching Children and Young People About Caring for a Home

KINDERGARTEN TEACHER'S OUTLINE



Foreword

Keeper of My Home (KMH) is a digital educational resource for Indigenous peoples that works toward improving awareness of Indigenous housing, health and safety. KMH has been designed for First Nation Kindergarten to Grade 12 students attending schools on-reserve. The project was initiated by Canada Mortgage and Housing Corporation (CMHC), the Government of Canada's national housing agency, and co-developed with Indigenous educators, artists and community members across Canada.

KMH is based on and evolved from My Home is My Tipi, a housing resource kit for Saskatchewan First Nation schools. Built on the philosophy that youth can be champions for change, the kit was designed to teach children and young people how to care for a home and make it a safe and healthy place to live.

CMHC led the project development in 2007, and since its launch in 2012 national interest in the project grew, motivating the renewal and expansion of the curriculum for national use.

The renewal of the learning objectives and resources for KMH has aligned learning content to curriculums for each province and territory in Canada. This outcome was realized through collaboration with Indigenous educators and community members and complemented by aligning design elements with the First Nation Holistic Lifelong Learning Model, as defined by the Canadian Council on Learning (CCL, 2009). Gamified e-learning content compliments the curriculum and was inspired by narratives (stories) created by past winners of Historica Canada's Indigenous Arts and Stories competition.

The alignment of source materials to national curriculums ensures that KMH will engage all students with the appropriate tone and presentation style for the level of educational development necessary. Classroom materials, as well as the e-learning is designed to present the curriculum's four themes:

1. Traditional Teaching of the Community
2. First Nation Housing Topics
3. Home Maintenance
4. Home Safety

This resource, Kindergarten Teacher's Outline, contains a housing topic chart, housing topic list and an overview resource chart. The overview resource chart includes inquiry questions and corresponding KWL charts, housing concepts and main activities organized by curriculum themes. Main activities reference the use of CMHC training materials, but more heavily rely on local community knowledge, requesting support from Elders, housing staff and other community members. Teachers can use activities for additional learning and deliver the curriculum face-to-face, via e-learning or with a blended approach.

If you would like more information on how to use this tool in your classroom, obtain additional CMHC training materials or learn more about our initiatives visit us at www.cmhc.ca.

You can also reach us by phone at 1-800-668-2642 or visit www.keeperofmyhome.ca.








Acknowledgements

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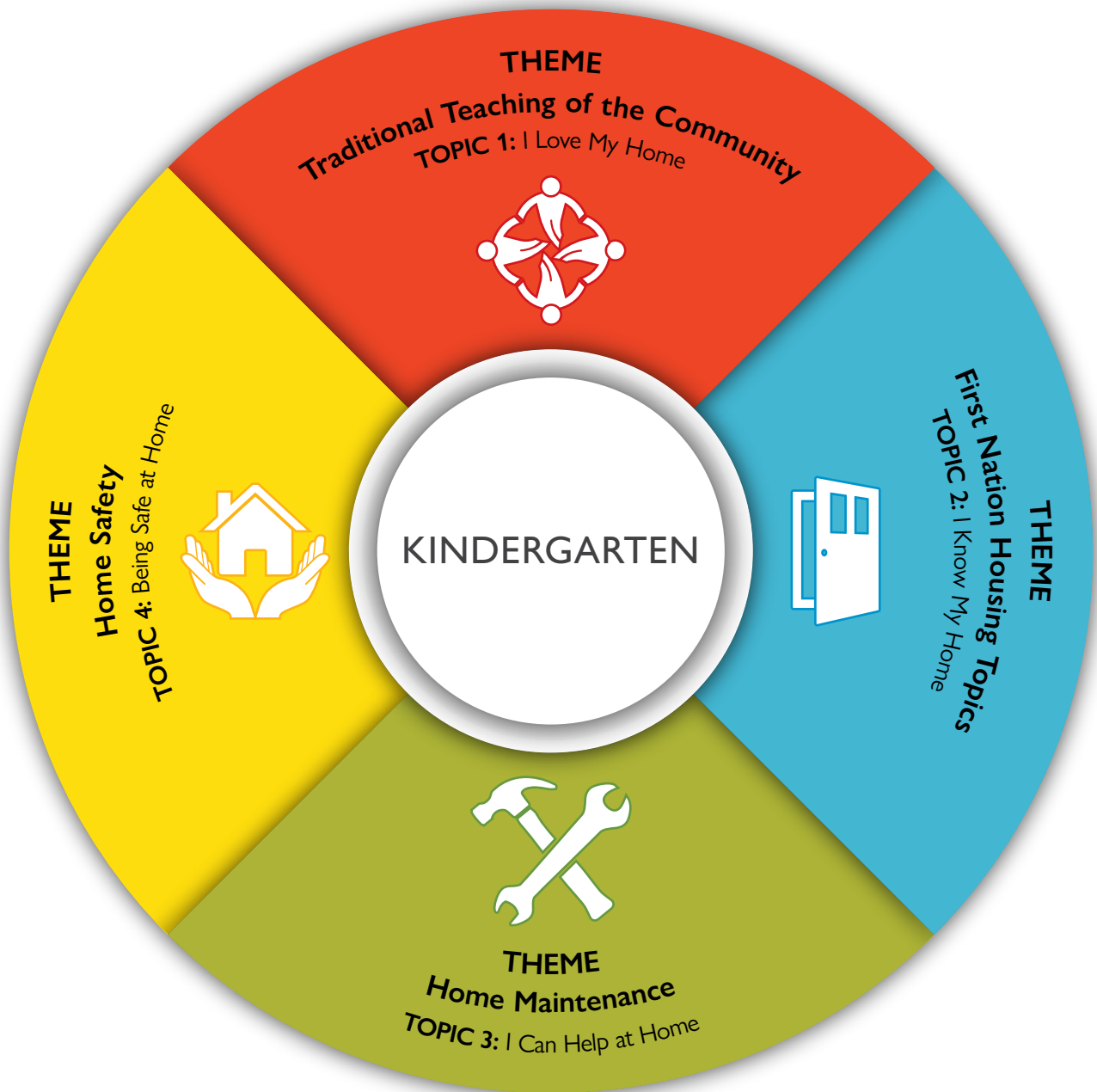
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KINDERGARTEN OVERVIEW



Housing Topic Chart





Overview Resource Chart

TOPIC 1 THEME: Traditional Teaching of the Community

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to love my home?</i>	I love my home	Talking circle with a visiting Elder and drawing their home

TOPIC 2 THEME: First Nation Housing Topics

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to love my home?</i>	I know my home	Participating in a talking circle and identifying elements of their home

TOPIC 3 THEME: Home Maintenance

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to love my home?</i>	I can help at home	Participating in a talking circle and identifying chores to help take care of their home





TOPIC 4 THEME: Home Safety

Inquiry Question*	Housing Topic	Main Activity
<i>What does it mean to love my home?</i>	Being safe at home	Participating in a talking circle and identifying safety items found at home

*An inquiry question is an overarching question that can be asked at the beginning and revisited throughout.



Housing Topic Overview

Housing Topic	Housing Topic Description	Lesson Outcome
 K.1 I love my home	Children love their homes. They need to listen attentively to Elders or traditional knowledge keepers. They also need to hear how others love their homes.	Students will be able to describe how they can love their homes after listening to an Elder or traditional knowledge keeper speak about this topic.
 K.2 I know my home	Children can learn about the many aspects of home. They need to know what home is and what the elements of home are.	Students will be able to identify some elements of their home.
 K.3 I can help at home	All children need to help at home. They can learn to do chores and develop values by helping to take care of their home.	Students will demonstrate how they can help at home by participating in a talking circle and sharing what chores they can do to help take care of their home.
 K.4 Being safe at home	Children need to know what safety at home means. There are items that help make a home safe, such as a first-aid kit, smoke alarms, fire extinguishers, etc. Children should be able to identify what safety items are found at home.	Students will demonstrate an understanding of safety by participating in a talking circle and identifying safety items found in the home.



Reference List

Alberta Curriculum. (2017). Alberta Education.

British Columbia Curriculum. (2017). BC's New Curriculum.

Manitoba Curriculum. (2017). Manitoba.ca.

New Brunswick Curriculum. (2017). New Brunswick, Canada.

Newfoundland and Labrador Curriculum. Newfoundland and Labrador, Canada.

Northwest Territories Curriculum. Education, Culture & Employment.
Government of the Northwest Territories.

Nova Scotia Curriculum. Nova Scotia, Canada.

Ontario Curriculum. Ontario Ministry of Education.

Prince Edward Island Curriculum. Department of Education, Early Learning, and Culture.
Government of Prince Edward Island.

Quebec Curriculum. Quebec Ministry of Education.

Saskatchewan Curriculum. Saskatchewan, Canada.

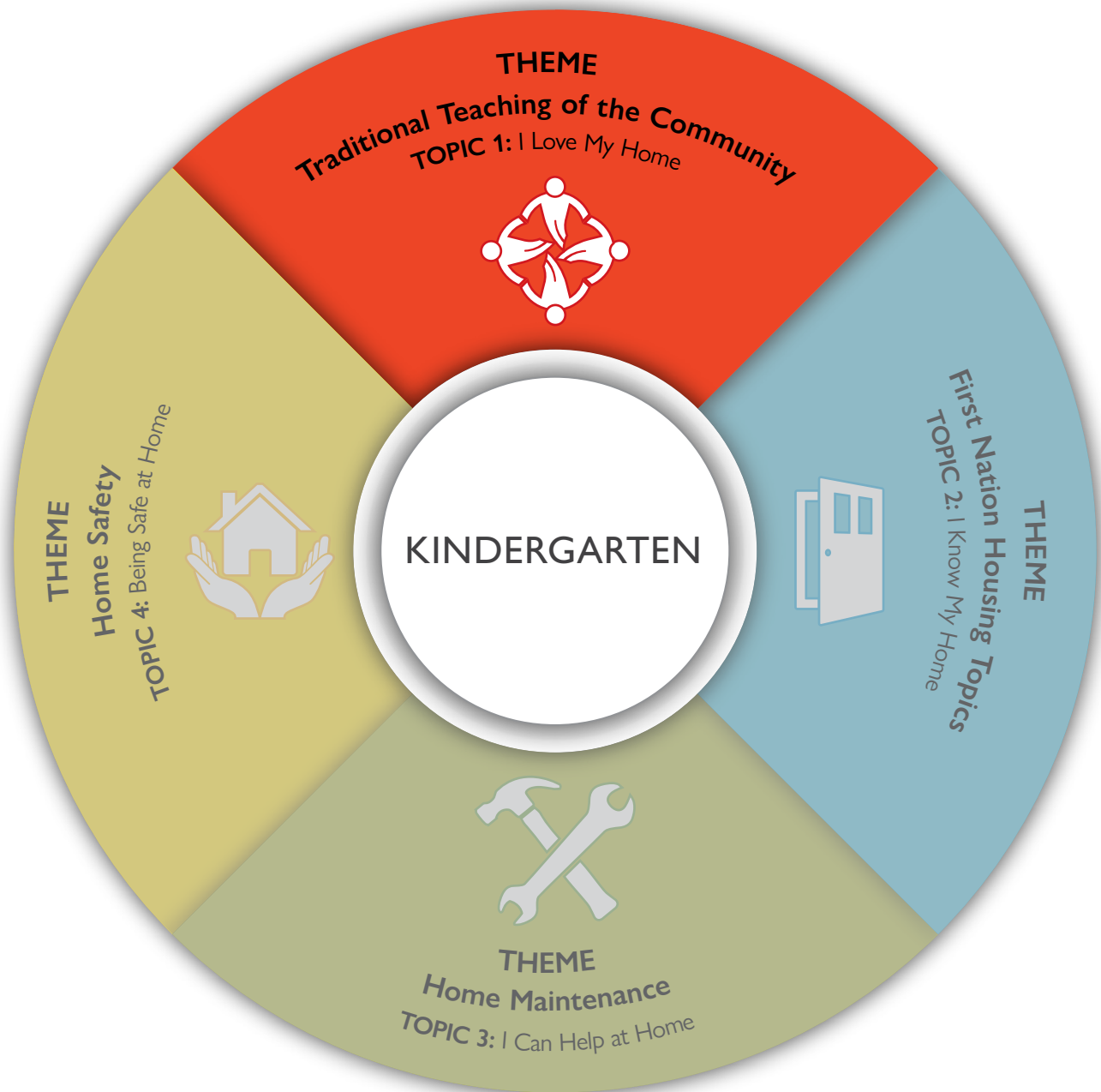
Western and Northern Canadian Protocol Curriculum.



TRADITIONAL
TEACHING OF
THE COMMUNITY

HOUSING TOPIC 1

I love my home



Inquiry question

- What does it mean to love my home?



WNCP and Province	Curricular Outcomes by Province
Western and Northern Canadian Protocol	Social Studies Culture and community 0-V-CC-006 Value the groups and communities to which they belong.
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	JK/K Curriculum Conversation and communication <ul style="list-style-type: none">• Talk, sing, tell stories and read to the children
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	Social Studies People, places and events in the local community and in local First Peoples communities Elaborations Sample topics <ul style="list-style-type: none">• Natural and human-built characteristics of the local physical environment Key question 1. What people, places or events are most significant to you? Is your list the same as your classmates' or family's?
Alberta	Social Studies Values and attitudes K.1.2 Appreciate the unique characteristics, interests, gifts and talents of others. <ul style="list-style-type: none">• Appreciate feelings, ideas, stories and experiences shared by others (C, I)• Value oral traditions of others (C)
Saskatchewan	Social Studies Dynamic relationships DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.
Manitoba	Health Personal and social management K.4.K.B.2a Identify ways to show a person is listening attentively when communicating (for example, focus attention on the speaker, do not talk at the same time as the speaker, nod, keep still).



WNCP and Province	Curricular Outcomes by Province
Ontario	<p>The Kindergarten Program</p> <p>5.2 Talk about events and retell, dramatize or represent stories or experiences that represent their own heritage and cultural background and the heritage and cultural backgrounds of others (traditions, cultural events, myths, Canadian symbols, everyday experiences).</p>
Quebec	<p>Geography, History and Citizenship Education Cycle one</p> <p>Human elements</p> <p>2.1 Demographic situation</p> <p>a. Names groups he/she belongs to (family, friends, sports teams, class).</p>
Newfoundland and Labrador	<p>Social Studies Unit 1: Identity</p> <p>K.1.1 Demonstrate an understanding of themselves as unique and special.</p>
Prince Edward Island	<p>Social Studies Communication</p> <p>3.1 Begin to develop an awareness of their community.</p>
Nova Scotia	<p>Social Studies</p> <p>Outcome 1: Demonstrate an understanding of themselves as unique and special.</p>
New Brunswick	<p>Social Studies Unit 1: Students as individuals</p> <p>K1.1 Demonstrate an understanding of themselves as unique and special.</p> <p>K1.6 Identify and describe groups to which they belong.</p>

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson K.1

HOUSING TOPIC K.1

I love my home

INQUIRY QUESTION

What does it mean to love my home?

HOUSING TOPIC DESCRIPTION

Children love their homes. They need to listen attentively to Elders or traditional knowledge keepers. They also need to hear how others love their homes.

LESSON OUTCOME

By the end of this lesson, students will be able to describe how they can love their homes after listening to an Elder or traditional knowledge keeper speak about this topic.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout the unit.*
- *Students need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*

MATERIALS

1. Elder Protocol Anchor Chart
2. Letter Trace Activity
3. Chair and water/tea available for the Elder
4. Protocol material for inviting Elders into the classroom
5. Small gift for the Elder



PROCEDURE

1. Invite an Elder or traditional knowledge keeper to come visit the students. Ask the visitor to talk to the students about loving their home and spend part of the day with the class. Be sure to follow the correct protocol on how to approach an Elder to come to the classroom. Use the local community protocol. If you do not know the protocol, ask a co-worker who is a community member.
2. Prior to the visit, make an Elder protocol chart to teach students about how to behave and what to do when an Elder comes to visit the classroom. Use the [Elder Protocol Anchor Chart](#) handout for this process.
3. Introduce the Elder or traditional knowledge keeper, following protocol.
4. Invite the Elder or traditional knowledge keeper to share teachings about what it means to love our homes.
5. Have a talking circle about how to love our homes.
6. Place students in a circle and explain that the rule is only the person holding the talking circle item gets to talk. Use a rock or special item for this purpose.
7. Talking circle questions: What is home? What do you love about home? What did you learn from our visitor?
8. Thank the visiting Elder or traditional knowledge keeper, give them a small gift and invite them to stay for the rest of the lesson.
9. Tell students that part of loving their home is learning words about home.
10. Hand out the student activity [Letter Trace Activity](#).
11. Students will trace the words “House,” “Fire” and “Safety,” and then draw their home.
12. Display their work on a bulletin board.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

- Co-construction of the Listening to Elder Teaching Rubric
- Completion of Elder Teaching Assignment



Elder Protocol Anchor Chart

An Elder protocol chart serves as a visual reminder of how students are to behave during visits from Elders or traditional knowledge keepers.

- ✓ Visual reminder
- ✓ Anchor chart
- ✓ Co-construction with class (ideally)
- ✓ Use of visuals to allow students to see what they are to do and how they should behave

Example

HOW DO WE LISTEN TO OUR ELDERS?

- We listen attentively.
- We wait to ask questions.
- We are kind.
- We are helpful.
- We learn from our Elders.

Helper of the day: _____

Activity: Letter Trace

Name: _____

TRACE THE FOLLOWING WORDS.

House

Fire

Safety

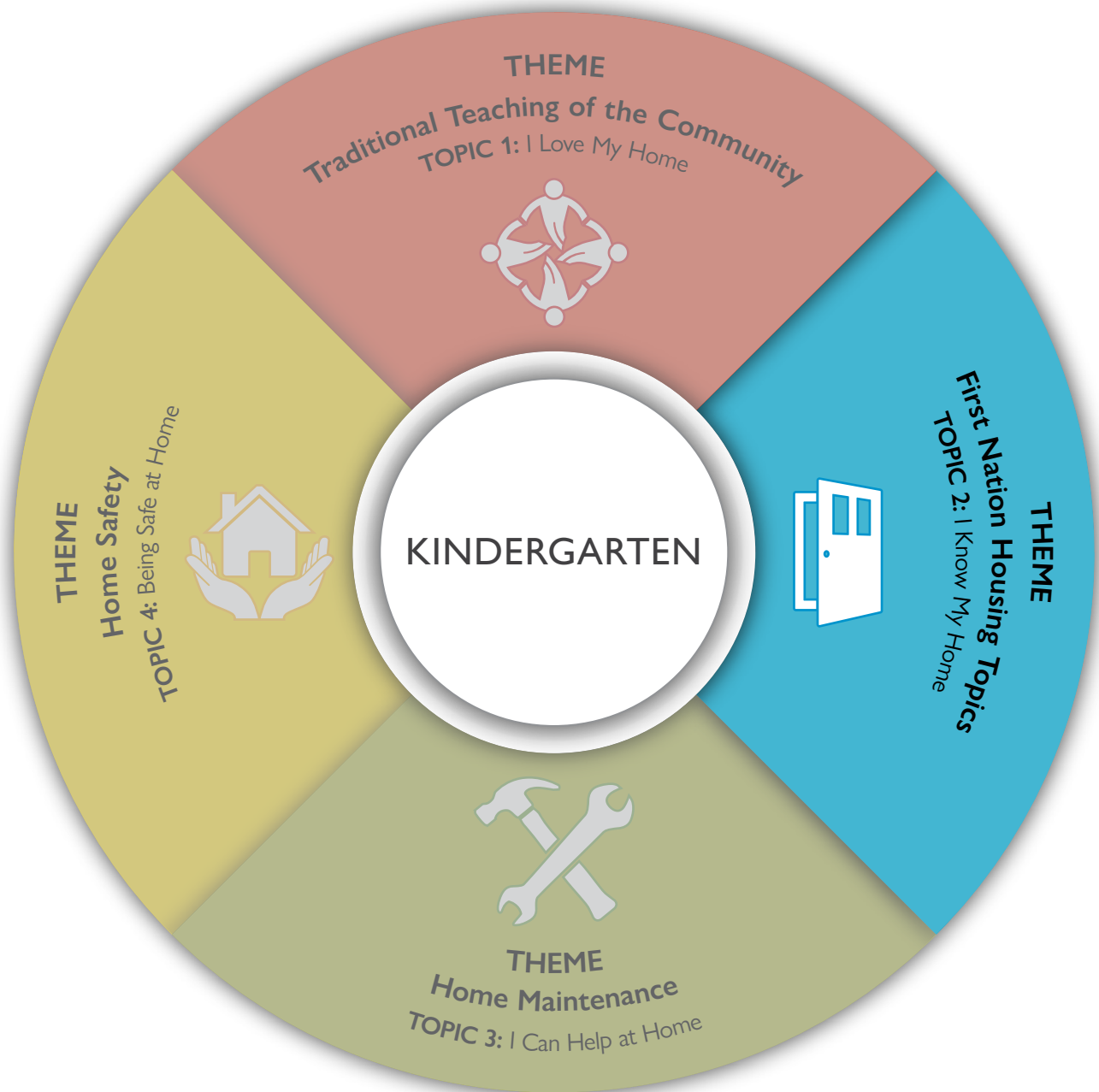
Draw a picture of your house.



FIRST NATION HOUSING TOPICS

HOUSING TOPIC 2

I know my home



Inquiry question

- What does it mean to love my home?



WNCP and Province	Curricular Outcomes by Province
Western and Northern Canadian Protocol	<p>Social Studies The land: places and people</p> <p>0-K-L-010 Describe characteristics of the local physical environment, including natural and constructed elements.</p>
Yukon Territory	<i>*Follows British Columbia's curriculum.</i>
Northwest Territories	<p>JK/K Curriculum Math</p> <ul style="list-style-type: none"> Group and pattern items in your home
Nunavut	<i>*Follows Alberta's curriculum.</i>
British Columbia	<p>Social Studies People, places and events in the local community and in local First Peoples communities</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> Natural and human-built characteristics of the local physical environment <p>Key question</p> <ul style="list-style-type: none"> What people, places or events are most significant to you? Is your list the same as your classmates' or family's?
Alberta	<p>Health and Life Skills Understanding and expressing feelings</p> <p>R–K.4 Identify and begin to demonstrate effective listening; for example, actively listen, respond appropriately.</p>
Saskatchewan	<p>Social Studies Dynamic relationships</p> <p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.</p>
Manitoba	<p>Social Studies Landmarks in my community</p> <p>K3.1 K-KL-014 Describe the location of their home in relation to familiar landmarks. Include the name of their village, town, city or First Nation community.</p>
Ontario	<p>The Kindergarten Program</p> <p>5.2 Talk about events and retell, dramatize or represent stories or experiences that represent their own heritage and cultural background and the heritage and cultural backgrounds of others (traditions, cultural events, myths, Canadian symbols, everyday experiences).</p>

WNCP and Province	Curricular Outcomes by Province
Quebec	<p>Mathematics</p> <p>A. Natural numbers less than 1,000</p> <p>1. Counts or recites counting rhymes involving natural numbers</p> <p> a. Counts forward from a given number.</p>
Newfoundland and Labrador	<p>Social Studies</p> <p>Unit 3: Place</p> <p>K.3.1 Describe some of the natural and constructed features of their community.</p>
Prince Edward Island	<p>Social Studies</p> <p>Communication</p> <p>3.1 Begin to develop an awareness of their community.</p>
Nova Scotia	<p>Social Studies Primary</p> <p>Outcome 1: Demonstrate an understanding of themselves as unique and special.</p>
New Brunswick	<p>Social Studies</p> <p>Unit 4: Place and community</p> <p>K4.1 Describe and locate some of the natural and constructed features of their community.</p>

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson K.2

HOUSING TOPIC K.2

I know my home

INQUIRY QUESTION

What does it mean to love my home?

HOUSING TOPIC DESCRIPTION

Children can learn about the many aspects of home. They need to know what home is and what the elements of home are.

LESSON OUTCOME

By the end of this lesson, students will be able to identify some elements of their home.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout the unit.*
 - *Students need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*
-

MATERIALS

1. My House
2. Talking circle special item



PROCEDURE

1. Have a talking circle about home.
2. Place students in a circle and explain that the rule is only the person holding the talking circle item gets to talk. Use a rock or special item for this purpose.
3. Talking circle questions: What do you love about your home? How many bedrooms does it have? How many windows does it have? What colour is your house? What is your favourite part of your house?
4. Go through the questions and have students share.
5. Have all students go to their seats and hand out the activity sheet My House. Have students finish the sheet and share what they wrote.
6. Display their work on a bulletin board.



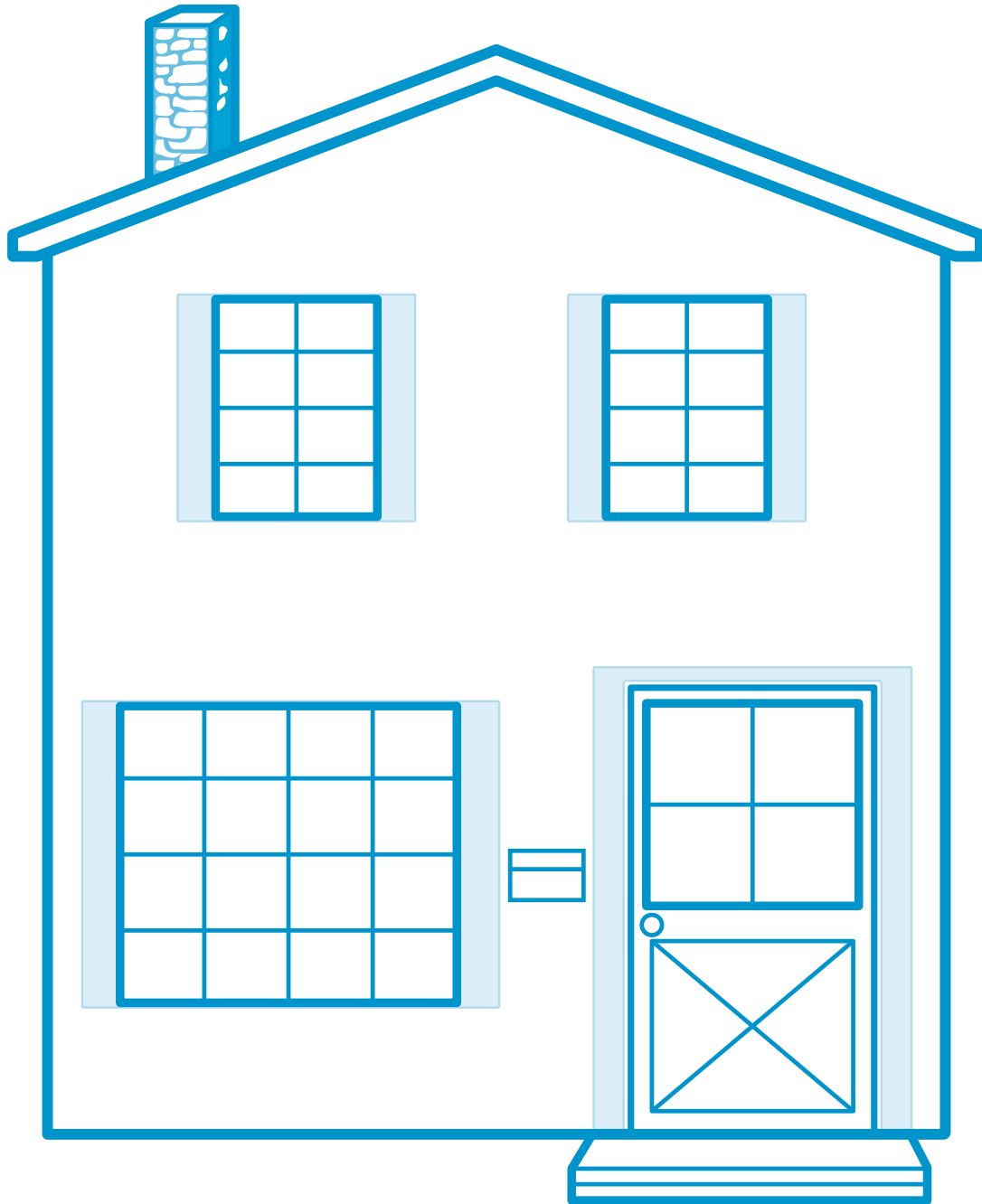
KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Observation and participation in talking circle
2. Completion of activity



Activity: My House



1. My house has _____ bedrooms.
2. My house has _____ windows.
3. The colour of my house is _____.

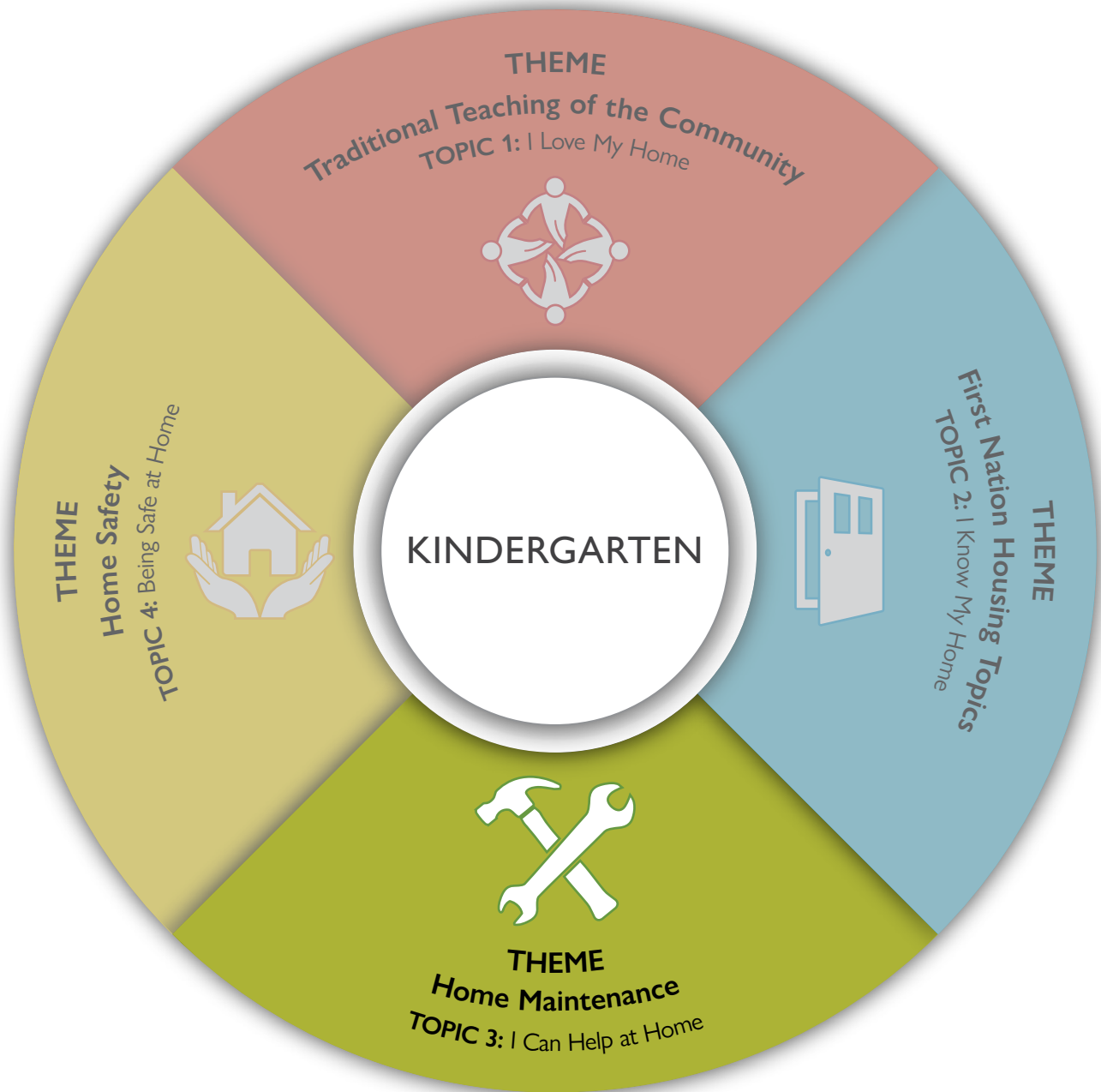


HOME MAINTENANCE



HOUSING TOPIC 3

I can help at home



Inquiry question

- What does it mean to love my home?

WNCP and Province	Curricular Outcomes by Province
Western and Northern Canadian Protocol	<p>Social Studies Citizenship learning outcomes</p> <p>0-K-C-003 Describe their responsibilities at home and in school.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>JK/K Curriculum Citizenship</p> <ul style="list-style-type: none"> Encourage children to respect the feelings, rights and property of others
Nunavut	<p>Health and Life Skills Safety and responsibility</p> <p>W-K.9 Describe and observe safety rules in the home and the school; for example, bathroom, kitchen, stairs, playground.</p>
British Columbia	<p>Social Studies Rights, roles and responsibilities of individuals and groups</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> Responsibilities to self, others and the environment <p>Key questions</p> <ul style="list-style-type: none"> Do your rights, roles and responsibilities change between home and school?
Alberta	<p>Health and Life Skills Safety and responsibility</p> <p>W-K.9 Describe and observe safety rules in the home and the school; for example, bathroom, kitchen, stairs, playground.</p>
Saskatchewan	<p>Health Understanding, skills and confidences</p> <p>USCK 2 Establish behaviours that support safety of self and others (including safety at school and at home).</p>
Manitoba	<p>Social Studies Dynamic relationships</p> <p>DRK.3 Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nation and Métis people.</p>
Ontario	<p>The Kindergarten Program</p> <p>24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>



WNCP and Province	Curricular Outcomes by Province
Quebec	<p>Physical Education and Health Competency 3: To adopt a healthy, active lifestyle</p> <p>A. Lifestyle habits</p> <ol style="list-style-type: none">1. Explains in his/her own words the concepts of lifestyle habits and health (action often carried out every day for one's health; state of physical and psychological well-being).
Newfoundland and Labrador	<p>English Language Arts GCO 2 Communicate information and ideas effectively and clearly, and respond personally and critically.</p>
Prince Edward Island	<p>Social Studies 1. I am unique</p> <ol style="list-style-type: none">1.3 Demonstrate that co-operation is an important part of being a member of a group.
Nova Scotia	<p>English Language Arts Primary Listening and speaking</p> <p>Outcome 1: Communicate effectively and clearly and respond personally and critically (CZ, COM, CT, TF).</p>
New Brunswick	<p>Social Studies Unit 4: Place and community</p> <p>K4.3 Demonstrate an awareness of the need for personal safety in the home, school and community, and be able to act accordingly.</p>

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson K.3

HOUSING TOPIC K.3

I can help at home

INQUIRY QUESTION

What does it mean to love my home?

HOUSING TOPIC DESCRIPTION

All children need to help at home. They can learn to do chores and develop values by helping to take care of their home.

LESSON OUTCOME

By the end of this lesson, students will demonstrate how they can help at home by participating in a talking circle and sharing what chores they can do to help take care of their home.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout the unit.*
 - *Students need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*
-

MATERIALS

1. Talking circle special item
2. Chores Wheel
3. My Chores at Home



PROCEDURE

1. Have a talking circle about helping at home.
2. Place students in a circle and explain that the rule is only the person holding the talking circle item gets to talk. Use a rock or special item for this purpose.
3. Talking circle questions: How do you help at home? What is a chore? Do you have chores to do at home? What are some ideas for you to help take care of your home?
4. Have students go back to their seats and ask them to help you fill out the Chores Wheel. Ask the class to brainstorm chores they could do at home to help take care of their homes. Review their answers.
5. Have students complete the Chores Wheel by assigning themselves household chores. Ask them to draw a picture that represents each chore in a slice of the circle (one slice represents one chore). They can also complete My Chores at Home. Students can share their work with a partner and then with the class.
6. Display their work on a bulletin board.



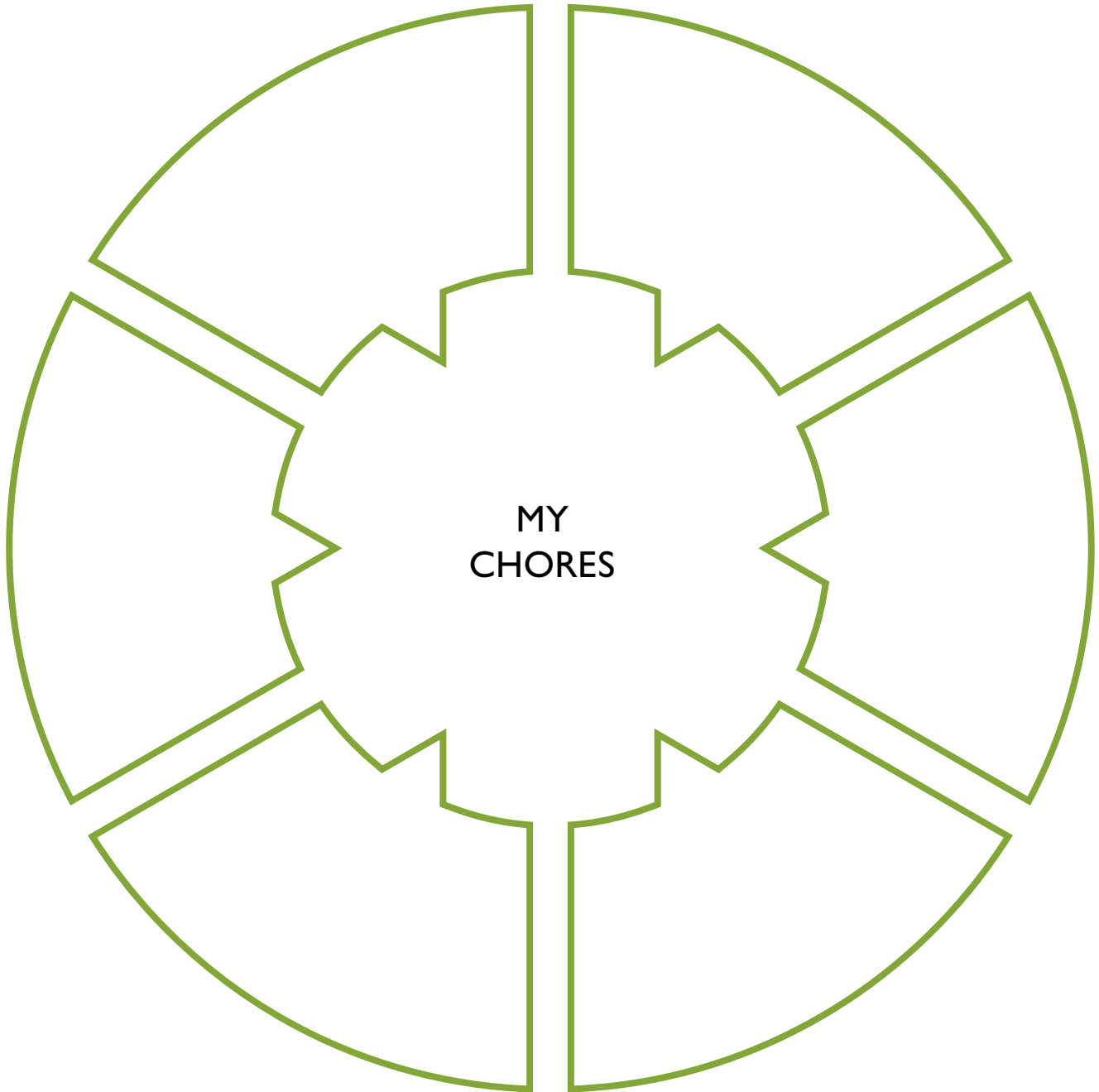
KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Observation and participation in talking circle
2. Completion of activity

Activity: Chores Wheel

CHORES AT HOME:





Activity: My Chores at Home

DRAW A PICTURE IN EACH BOX.

I help keep my home safe.

I help keep my home clean.

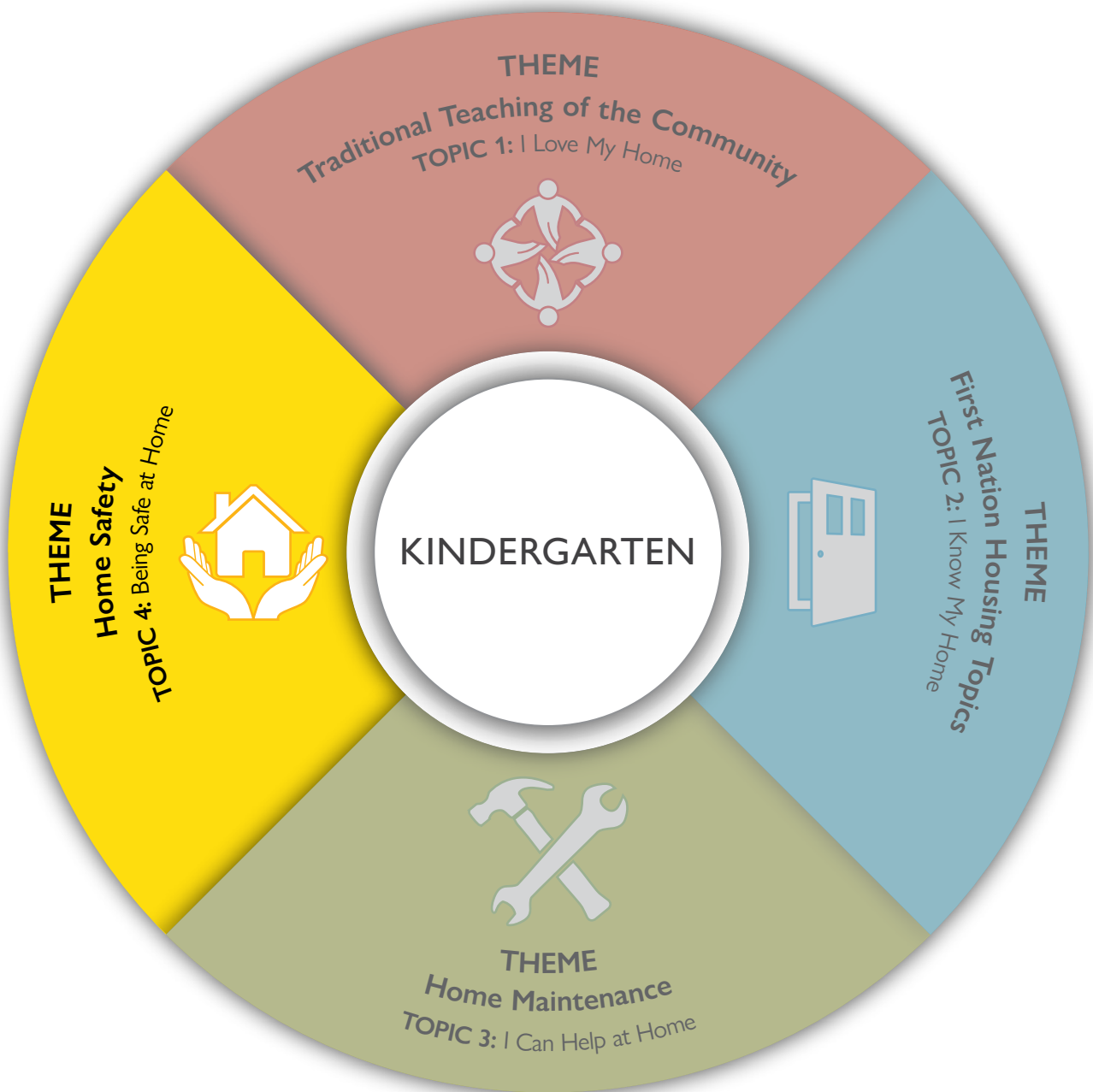


HOME SAFETY



HOUSING TOPIC 4

Being safe at home



Inquiry question

- What does it mean to love my home?

WNCP and Province	Curricular Outcomes by Province
Western and Northern Canadian Protocol	<p>Social Studies Managing ideas and information 0-S-010 Access information using oral, visual, material or print sources.</p>
Yukon Territory	<p><i>*Follows British Columbia's curriculum.</i></p>
Northwest Territories	<p>JK/K Curriculum Problem solving and decision making Ask the children what they think and let them make suggestions.</p>
Nunavut	<p><i>*Follows Alberta's curriculum.</i></p>
British Columbia	<p>Social Studies Needs and wants of individuals and families</p> <p>Elaborations Sample topics</p> <ul style="list-style-type: none"> Needs (for example, water, food, clothing, love and acceptance, safety, education, shelter)
Alberta	<p>Health and Life Skills Safety and responsibility W-K.9 Describe and observe safety rules in the home and the school; for example, bathroom, kitchen, stairs, playground.</p>
Saskatchewan	<p>Health Understanding, skills and confidences USCK 2 Establish behaviours that support safety of self and others (including safety at school and at home).</p>
Manitoba	<p>Health K.3.K.B.1 Identify safety symbols, hazards and risks in everyday living (traffic, school bus ridership, waterfront, poisons, chemicals, stoves/ovens, sharp utensils, bathtubs).</p>
Ontario	<p>The Kindergarten Program 24.1 Identify practices that ensure their personal safety and the safety of others, and demonstrate an understanding of the importance of these practices.</p>



WNCP and Province	Curricular Outcomes by Province
Quebec	<p>Physical Education and Health Competency 3: To adopt a healthy, active lifestyle A. Lifestyle habits</p> <p>1. Explains in his/her own words the concepts of lifestyle habits and health.</p> <p>(action often carried out every day for one’s health; state of physical and psychological well-being).</p>
Newfoundland and Labrador	<p>Health Unit 4: All around me: My environment</p> <p>1. Understand that some products commonly found in homes may be harmful if ingested, touched or smelled</p>
Prince Edward Island	<p>Health and Well-Being 2.4 Recognize and discuss safe and unsafe situations.</p>
Nova Scotia	<p>English Language Arts Primary Listening and speaking</p> <p>Outcome 1: Communicate effectively and clearly and respond personally and critically (CZ, COM, CT, TF).</p>
New Brunswick	<p>Social Studies Unit 4: Place and community</p> <p>K4.3 Demonstrate an awareness of the need for personal safety in the home, school and community, and be able to act accordingly.</p>

Note: All outcomes address the KMH housing topic. The list of provincial curricular outcomes and relevant indicators is provided.



Lesson K.4

HOUSING TOPIC K.4

Being safe at home

INQUIRY QUESTION

What does it mean to love my home?

HOUSING TOPIC DESCRIPTION

Children need to know what safety at home means. There are items that help make a home safe, such as a first-aid kit, smoke alarms, fire extinguishers, etc. Children should be able to identify what safety items are found at home.

LESSON OUTCOME

By the end of this lesson, students will demonstrate an understanding of safety by participating in a talking circle and identifying safety items found in the home.

CURRICULAR TIE

Attach curricular tie by province, see chart.

Note

- *The inquiry question is an overarching question that can be asked at the beginning and revisited throughout the unit.*
- *Students need to connect Keeper of My Home content to the nation/community and to themselves. The traditional teachings and values related to housing must be sought out locally, brought into the school and used as a lens for approaching the remaining topics.*

MATERIALS

1. Talking circle special item
2. [Home Safety](#)
3. [Electricity Activity](#)



PROCEDURE

1. Have a talking circle about safety at home.
2. Place students in a circle and explain that the rule is only the person holding the talking circle item gets to talk. Use a rock or special item for this purpose.
3. Talking circle questions: What does safety mean? How can we be safe at home? What things are safe and not safe to use at home?
4. Hand out the activity sheet Home Safety. Have students complete the sheet and share their answers. Ask them to explain why they chose the answers they did. Use the answer sheet to correct and review answers. Do the same for activity sheet Electricity Activity.
5. Ask the class to make a goal to be safe at home. Have them share with a partner and then share with the class.



KMH e-learning option: Have students explore and complete e-learning activities. These activities can be used as a stand-alone activity or to reinforce learning from lessons.

STUDENT ASSESSMENT

1. Observation and participation in talking circle
2. Completion of activity

Activity: Home Safety

How safe is your home? Circle the pictures that make your home safe.





Activity: Home Safety

How safe is your home? Circle the pictures that make your home safe.

ANSWER KEY

Fire extinguisher



First-aid kit



Fire alarm



Activity: Electricity

Circle the pictures of electrical objects.





Activity: Electricity

Circle the pictures of electrical objects.

ANSWER KEY

Lamp



Radio



Toaster



Iron



T.V.

