

Harmonization of content lessons in textbooks Man and Nature with defined objectives of the school subject in the field of psycho-motor affective.

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Abstract

Teaching objectives of the program for the school subject Man and Nature also intend emotional education and psycho-motor development of pupils.

Therefore, objectives of this school subject as official and pedagogical guidance except natural knowledge, they aim pupils' conscientious and awareness to be active in conservation of the environment from human destruction and demotion. Logically the textbooks Man and Nature have to implement these curriculum objectives through putting in order the teaching material in the teaching lessons and practical teaching assignment.

The assignment of the school subject contributes in the pupil's active development and their human and environmental education. Also the evidence, experiments and other activities taking place within and outside the classroom are a good help to the formation of psycho-motor development of children at this age. The object of the research and analysis of this paper is therefore verification of the level of harmonization of the teaching contents of textbooks Man and Nature with established objectives of this school subject on the affective of psycho-motor areas. We want through analysis to find out how much have the authors of these textbooks met the objectives defined by curriculum in putting in order of the teaching matter. We based our research study on comparative analysis of teaching objectives in the affective psycho-motor fields in programs of textbooks Man and Nature for the three grades where this subject is taught.

Also in order of research we surveyed teachers and pupils of this subject as well as parents of these pupils. The findings of this research are interesting and of current scientific importance. In this paper we are going to present them through percentages, charts and different graphs.

Keywords: Textbooks, teaching objectives, affective fields, psycho-motor field.

Introduction

Division of the personality formation on particular development, dimensions and areas in science and various debates is done for reasons of research analysis. Affective field and psycho-motor are important dimensions of general and harmonic pupils' development. Educational work and pedagogical literature in schools have always paid attention to the cognitive domain leaving psycho-motor affective development of pupils overshadowed. In fact, all the three dimensions or areas of formation and education are equally important and closely related among themselves. If in textbooks and in our pedagogical practice ignore any of the following three dimensions of pupil's development, we have directly created a void in the harmonic formation and progressive development of generations. This reality raises the question: How much is worth and useful to the society a wise person without healthy emotional? What is a typical day of this “intellectual”? In human history are known cases of wise people who had power and strength but not the healthy or moral human formation. We consider that neither psycho-motor development aspect is not given deserved importance and place in scientific debates and treatments or in pedagogical school practice of our families. In this research we analyze the harmonization of educational contents in textbooks Man and Nature and defined objectives set by psycho-motor affective areas.¹In Kosovo, the school subject Man and Nature is taught in grades 3, 4 and 5 of primary school. We here aim through comparative analysis to see how teaching contents of the textbooks have met the objectives implemented and psycho-motor affective of program as an official and pedagogical instructor to write and realize all the practice in our schools. It is known that the teaching of this subject has units of different topics and interesting lessons that can form opinions and develop positive attitudes to the natural environment and also develop skills and psycho-motor habits through researching and doing simple experiments outdoors or in the class. The findings of our analysis are

¹ In this paper object of research and analyses were curriculums in the school subject Man and Nature for the grade III-V of the textbooks for the primary school Man and Nature grade III-V Rasim Bejtullahu, M. Bicaj, R. Rustemi, printing house “Libri Shkollor”, Prishtine, 2006.

interesting and important references for up-to-date teaching both active or interactive. These findings will be presented and interpreted during the elaboration of the theme of this paper.

The purpose and objectives of the study

The purpose of this study is to find out the degree of harmonization of teaching contents represented in textbooks Man and Nature and defined objectives of this school subject and its psycho-motor affective. Whereas, specific objectives of this research are: Presentation in a tabular and graphic data processed by the analysis of the school subject and teaching contents of these textbooks. To analyze the consequences of this disharmony on environmental education of pupils and the formation of psycho-motor dimensions of pupils of this age.

Research questions and methodology of the paper

Research questions

Research questions of this study are: Are teaching contents represented in textbooks Man and Nature enough harmonized with the objectives of this school subject in the psycho-motor affective? Do these textbooks establish a fundamental proper environmental education for pupils?

Methodology

For the research of this paper we carefully analyzed the curriculum for the school subject Man and Nature for all the three grades where this subject is taught. From this curriculum we take out teaching objectives of affective field. Where these objectives that require awareness of pupils for preservation and cultivation of a beautiful natural and healthy environment.

As well as psycho-motor objectives that we investigated and took out these curriculums which emphasize the importance of developing skills and various bodily habits that are accomplished in experiments and other teaching activities during acquirement of this teaching matter. These program expectations we compared with represented contents in textbooks Man and Nature. Our aim was to ascertain that the contents represented in these textbooks are adhering to the guidelines, frameworks and objectives established in this school subject of affective and psycho-motor areas. For this purpose, we got opinions through survey of pupils who learn from these textbooks, the teachers of this school subject and the parents.

Analysis and interpretation of data

The school subject Man and Nature is an integrated subject within which provides knowledge of these natural science: Biology, Chemistry, Physics and Geography. Initial teaching contents of these natural science taught from the third grade to the fifth grade is an opportunity and an excellent teaching aid to establish sound basis for intellectual formation and pupils' psycho-motor affective. Teaching objectives of this school subject in the fields of psycho-motor affective are consistent and in compliance with the educational opportunities of the pupils age to form positive environmental attitudes. Opinions which raise awareness and activate the pupils in maintaining a sound and pleasant environment of theirs.

Interactive and active acquisition of these initial knowledge realized through exercise, simple experiments held in school labs directly contributes to the development of the skills of basic psycho-motor skills such as : skills of manipulating fingers of hands, coordination of eyes with other bodily movements to perform more complex actions etc. Below harmonization of teaching contents in textbooks Man and Nature with its defined objectives of the school subject in the fields of psycho-motor affective will be treated separately.

Harmonization of teaching lessons of textbooks Man and Nature with defined objectives of the school subject from the affective field

Teaching content of the school subject Man and Nature entails affective aspect of education. In the framework of this content are included lessons that arouse different emotions like : Love for pure / clean environment in the natural order, pleasure to positive human actions in service of pure and healthy nature. On the other hand, the discussions about the pollution of water, land and air from various pollution sources, certainly inspire pupils to raise hate and dissatisfaction to all those who in one way or another help the destruction and pollution of the environment where they live. These and other units and problems which are handled in this school subject with pupils of this age are discussion points and treatment either in the classroom or in open areas which help pupils' education, development and education of their affective dimension.

“We should remember that teaching units Nature and Society Knowledge is valued as a very healthy source to educate positive qualities of willingness and character, to strengthen positive behavioral habits of action's. Islam.2000. p. 19.

The gamut or breadth of the teaching contents from the affective filed of this school subject gradually expands in the fifth grade. Careful and comparative analysis of program objectives and textbooks Man and Nature brought discrepancies between them regarding the affective domain. In textbooks Man and Nature for the third and fourth grade the contents which can arouse emotions and willingness of the pupils are few in comparison with relevant program objectives in this area. While the objectives of the program of these grades affective domain are: To aware the pupils about clean environment, aware about their negative action such as throw the waste in an inappropriate place and without a principle activate voluntaries for cleaning and green the nature and environment etc. In textbooks of the first two grades where this school subject is taught the teaching contents and other information are few and do not fully serve the fulfillment of the aforementioned objectives of the respective programs. The same assessment cannot provide for textbook Man and Nature for the fifth grade. In the textbooks of this grade we find out that the teaching contents and information in a satisfactory number to handle problems which arouse the desire of pupils' desire for discussion.

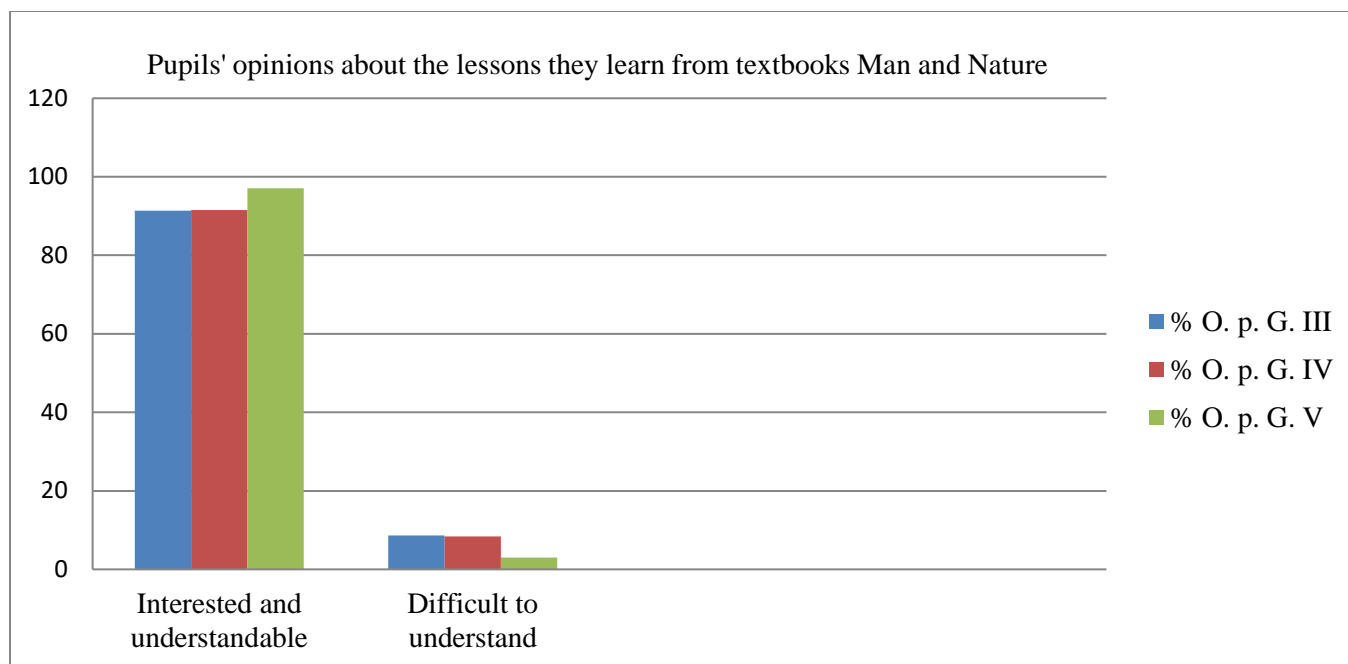
These contents also call on the pupils' conscience and encourage them to act and behave in a cultured way in maintaining individual and collective health and to preserve natural beauty and resources from pollution and destruction. In the survey we asked the pupils how attractive and understandable are the lessons they learn from the textbooks Man and Nature for all the three grades. Questions for pupils and their opinions were as follows:

Chart – 1

Pupils’ opinions about the lessons they learn from textbooks Man and Mature										
Question	The lessons you learn from the textbook Man and Nature are:		Grade III		Grade IV		Grade V		Total	
			No.p.	%	No.p.	%	No.p.	%	No.p.	%
Options	A	Interesting and understandable	201	91.36	174	91.57	196	97.07	571	93.30
	B	Difficult to learn	19	8.63	16	8.42	6	2.97	41	6.69
Total surveyed pupils			220	99.99	190	99.99	202	99.99	612	99.99

The above pupils' opinions through the graph look as follows:

Graph – 2



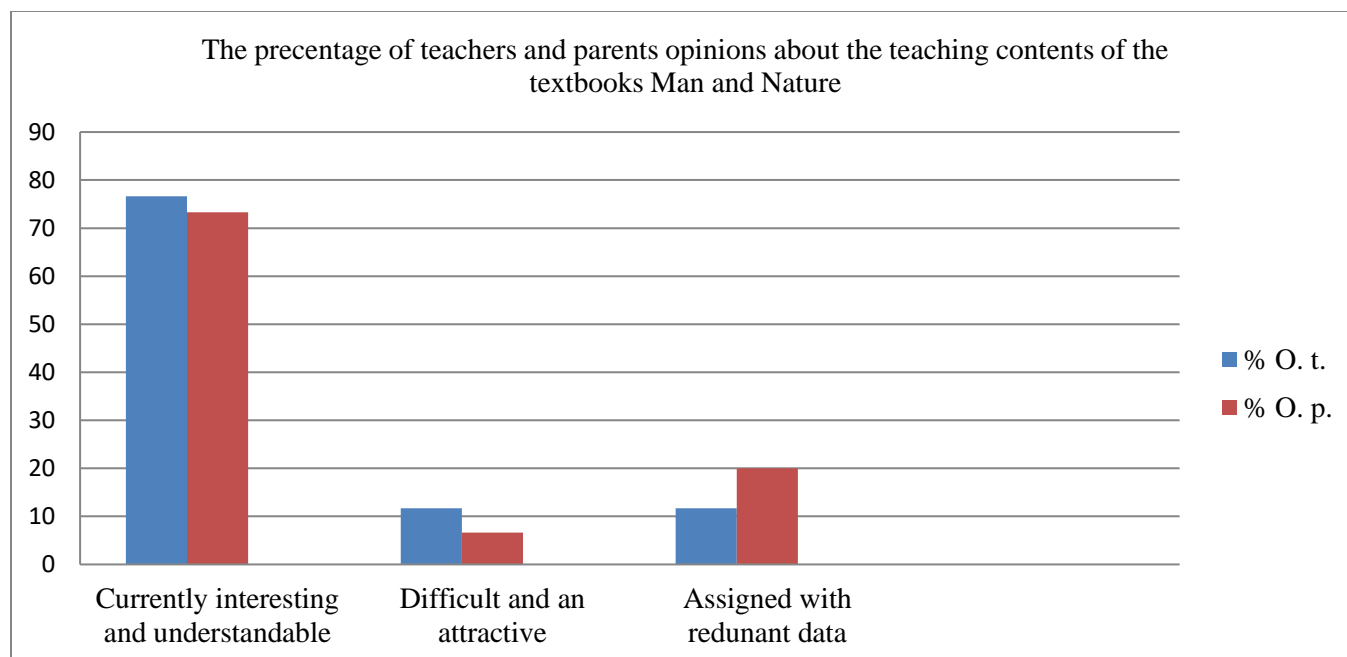
The data from the above chart and graph show that the majority of pupils stated that the lessons they learn from these textbooks are interesting and understandable. As seen in the third and fourth grade the pupils' opinions shown on a percentage basis who stated the option interesting and understandable lessons are smaller compared to those in the fifth grade. And therefore we think the lack of sufficient material or the insufficient of teaching contents from the affective field for the third and fourth grade has diminished and dimmed positive impressions for the lessons they learn from the textbooks of this school subject. Approximately the same questions we set in the survey for teachers and parents and their opinions were as follows:

Chart – 3

The opinions of teachers and parents for the contents of textbooks Man and Nature						
Question		Teaching contents of the textbook Man and Nature in your class respectively your child attends is :	No.t.	%	No.p.	%
Options	A	Currently interesting and understandable	46	76.66	44	73.33
	B	Difficult and unattractive	7	11.66	4	6.66
	C	Assigned with redundant data	7	11.66	12	20
Total surveyed teachers and parents			60	99.98	60	99.99

The above opinions of teachers and parents for teaching contents of textbooks Man and Nature is presented through the following graph:

Graph – 4



From the appearance of the graph and the chart's data above indicates that the majority of respondents stated that teaching contents of textbooks Man and Nature is currently interesting and understandable. But on the other hand is not so small the percentage of those who pleaded for the other two options. As shown in the opinions of teacher and parents about the questions are different. In conversation with surveyed teacher and the interviews conducted with three teachers of the subject Man and Nature for all the three grades we noticed that when we mention and think about current interesting side of teaching content of these three textbooks, teachers always consider its content that addresses the current environmental health problems: healthy eating, smoking, alcohol, drugs than environmental pollution disposal and treatment of waste, global warming and so on. These are the units that are treated as the objectives of the subject so in the textbooks Man and Nature especially in the fifth grade. These units of the problems that are processed in these textbooks arouse various emotions to pupils and assist information of sound views, willingness and readiness positive behavior in relation to cleanliness, healthy nature and so on.

In conclusion of this treatment we can say that the teaching content of textbooks Man and Nature from the affective domain in the third and fourth grade does not fully comply with the objectives of the curriculum in this area. While the outcome of the program are higher in line with the age of the pupils development opportunities in the textbooks of this subject in the third and fourth grade, teaching contents and objectives of the affective areas compared with the respective program's objectives are somewhat dimmer and with less influence in health and environmental education of pupils.

In the fifth-grade teaching contents of the textbooks Man and Nature are more diverse and much closer to harmonization with the objective of the relevant program. In this grade information other didactic devices and textbooks put pupils in a situation where they need to assess and justify positive and negative behavior which are present in our health and environmental circumstances. So for this grade we can say that the teaching content of the textbook Man and Nature in the affective domain is pretty harmonized with program adjectives.

Harmonization of educational content of textbooks Man and Nature with defined objectives of the subject from the psycho-motor field

Psycho-motor field of children development mainly the pupils, is one of the three dimensions of development which in programs and textbooks should be left the deserved room. Since all the three of these areas or dimensions of education and teaching are interrelated and condition one another. Harmonization of the teaching contents of textbooks Man and Nature of psycho-motor fields with the objectives of this subject we researched two directions. On the one hand, we analyze the teaching content of textbooks Man and Nature and objectives of the program on psycho-motor fields for the three grades. This point we

have explored through the survey with teachers and pupils' parents asking them questions about this field. In addition to fully brighten on harmonization of teaching contents of these textbooks with the objectives of the curriculum in this area. We interviewed three teachers of the subject Man and Nature of the three grades by a careful study and comparative analysis of textbooks Man and Nature including their workbooks which are part of textbooks and by analysis of the objectives of the subject's program for the three grades we have come to conclusion that as to the psycho-motor field the teaching contents of these textbooks are closer to harmonization with relevant objectives in this area. All the three textbooks Man and Nature taking into account their workbooks contain evidence, experiments and other activities through which pupils have the opportunity to develop their abilities and skills. Depending on the nature of the teaching lessons other evidence and activities which are given as guidance to develop, change orienting pupils towards experimental results. "The proof is the safest form of knowledge in teaching of Nature and Society. Evidence is artificial development of phenomena and lawfulness which can optionally be noticed. The proof is the most secure conversation with nature." *L.Djordje.1974. p.40*

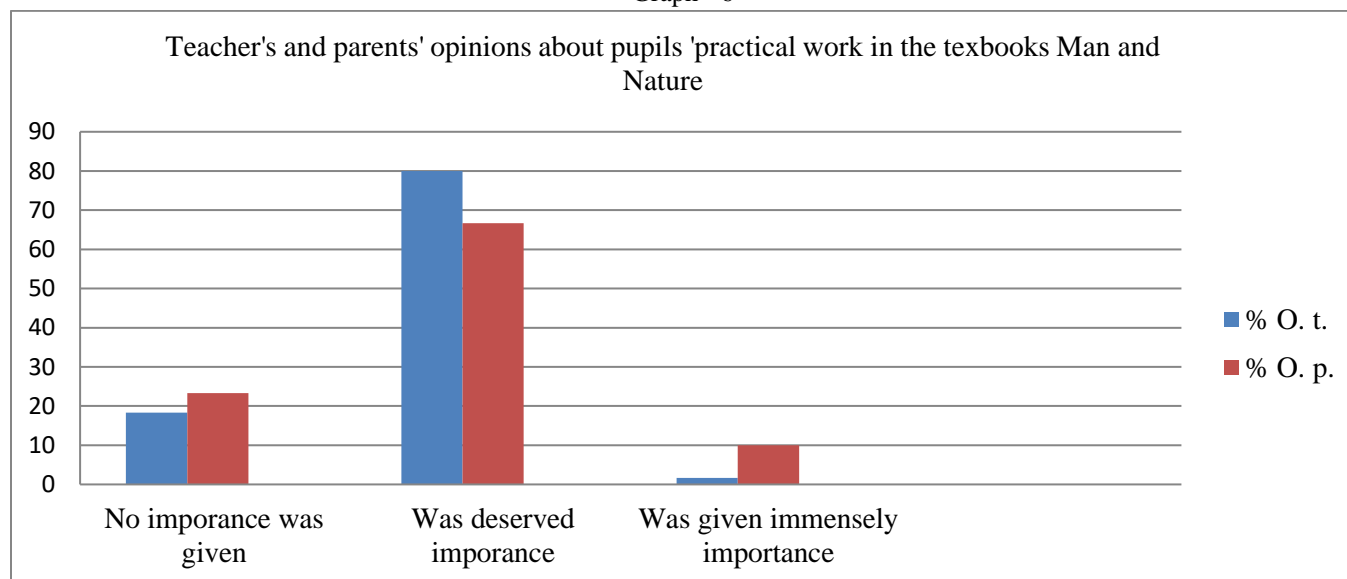
The nature of the evidence, experiment and activities is diverse for example pupils should do out and observe the natural environment measure, collect material, compare things and real phenomenon, then visit the workshop, plant botanical and zoological gardens and so on. All so during these numerous and diverse activities are organized discussions articles summarizing the results etc. But the flaw is that these activities do not develop enough findings and the ability to investigate the details, sniff the problems and their solution. These activities there for define before the procedure and work tools as well as the expected outcome. This does not put the pupils in challenging situation when they should think about choosing different options. When pupils do not think about solution and do not try to find it they do not rejoice the outcome nor motivate enough for recognition of new activities since this outcome is not the result of their work and activity. In a word, these exercises and activities that are presented through these textbooks are not very creative and innovative for pupils. This was stated above not only it does not educate and develop enough initiative adaptation and pupils' creative work, it obstructs the formation and development of psycho-motor skills of pupils. Teaching content straighten up in these textbooks almost in a traditional way do not contribute to the progressive development of skills and psycho-motor abilities. When the pupil is not motivated enough with practical activities when we set creative assignment they do not fully engage their psycho-motor capacity. Consequently, they do not take the opportunity that this subject has for strengthening and coordination of various psycho-motor movements to the children of this age. Below we present the results of the survey done with teachers and parents about the importance of textbooks Man and Nature for pupils' research.

Chart - 5

Teachers and parents options about pupils practical and research work in textbooks Man and Nature						
Question		Practical and research work in the textbooks Man and Nature in your class or your child attends.	No.t.	%	No.p.	%
Options	A	No importance was given	11	18.33	14	23.33
	B	Was given deserved importance	48	80	40	66.66
	C	Was given immensely importance	1	1.66	6	10
Total surveyed teachers and parents			60	99.99	60	99.99

These opinions of teachers and parents through the following graph looks:

Graph - 6



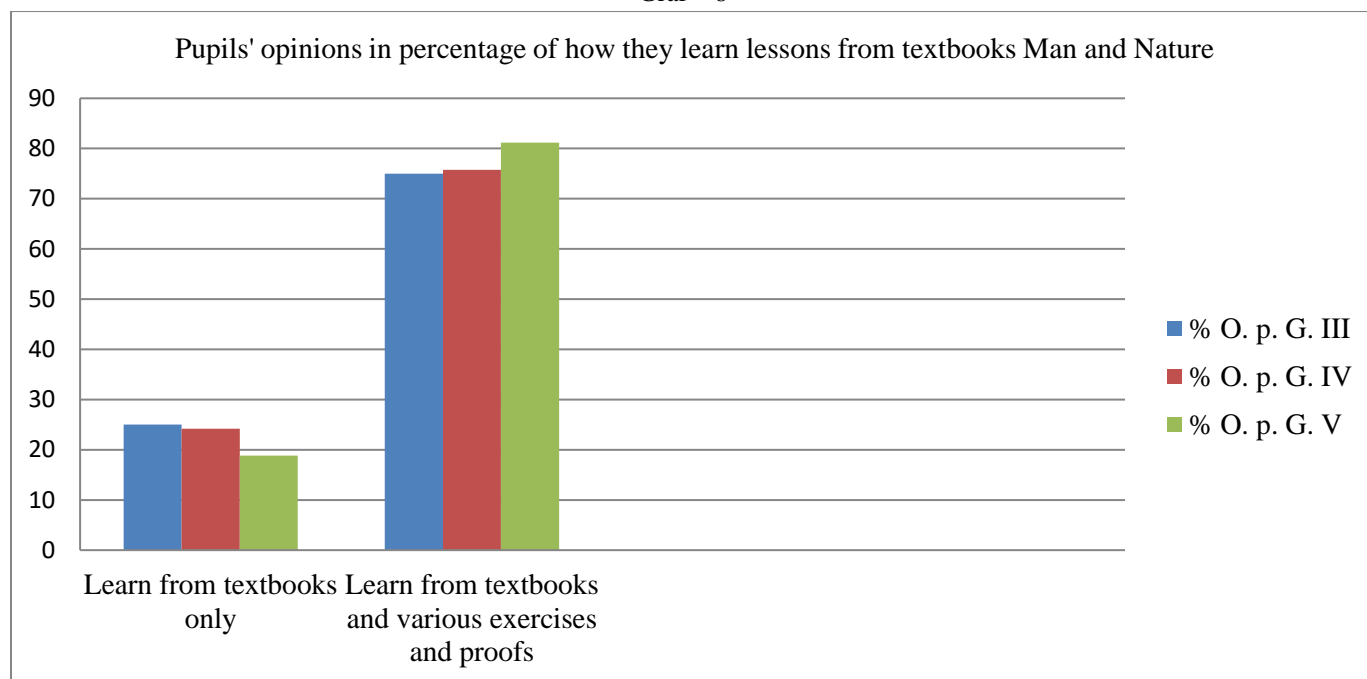
The above results show that the greater percentage of teachers and parents consider that the textbooks Man and Nature the practical work respectively psycho-motor field development of children has been given proper importance and space. But on the other hand is not small the percentage of the surveyed teachers and parents who stated that pupils practical work was not given proper importance and space. The percentage of those who stated that pupils' practical work was not given proper importance perhaps is associated with the fact that these entities recognize other circumstances and condition under which teaching takes place. Lack of cabinets and other teaching experimental aids in our schools are certainly reflected in the percentage of these opinions. Approximately the same question was asked the pupils and they answered as follows:

Chart – 7

Pupils thoughts how they learn lessons from textbooks Man and Nature										
Question		Lessons from the textbooks Man and Nature	Grade III		Grade IV		Grade V		Total	
			No. p.	%	No.p.	%	No.p.	%	No.p.	%
Options	A	Do you learn only from the textbook?	55	25	46	24.21	38	18.81	139	22.27
	B	Do you learn from the textbooks and do various ex and proofs?	165	75	144	75.78	164	81.18	473	77.28
Total surveyed pupils			220	100	190	99.99	202	99.99	612	99.99

The above opinions of pupils of the three grades that they acquire knowledge only from the textbooks or during learning different exercises and proofs are presented in the graph as follows:

Graf – 8



The results of this chart shown in the graph above, show that most of the pupils stated that the lessons and the knowledge from textbooks Man and Nature acquired not only from the textbooks but also through tests, exercises and other practical activities. In the above pupils' opinions beside teaching content of textbooks from psycho-motor fields reflects the teaching and other working conditions. The above data from the pupil survey testify that textbooks Man and Nature contain different activities and exercises that pupils should develop during learning and the same are in function and develop psycho-motor of pupils. Harmonization of educational content of textbooks Man and Nature from the psycho-motor fields with relevant program objectives we can say that the number of experiments and other activities that these textbooks contain roughly complies with the objectives of the relevant program. These textbooks contain a considerable number of proofs, simple experiments and other activities, through which pupils can develop the abilities, the skills and different manipulative habits. These activities and operations that occur and are processed in textbooks should the pupils' development are equipped inclusively. So these textbooks which have been our subject of analysis and research are equipped with activities that involve the pupils' psycho-motor development. Learning content of textbooks Man and Nature from the psycho-motor area is not fully harmonized with relevant program objectives in terms of the level or the degree of development of the pupils' dimension. By reading and careful analysis of these evidence and other practical activities in these textbooks we have noticed that these practical activities of teaching experiments cannot reach that psych-motor degree of development of pupils is foreseen to be realized with program's objectives.

These activities are mainly determined activities which show pupils work, its process and outcome. In a word, most of these activities and pupils work flow is shaped and leaves no room for creativity, avoiding in this way the possibility of putting the pupils in a puzzling situation, where they would have to think about the solution and the results of their work engagement. So, from this aspect lacks the harmonization of educational content of textbooks Man and Nature in this area with the objectives or educational claims of the relevant program.

Consequences of disharmony of the teaching contents of textbooks Man and Nature with defined objectives of the school subject from affective and psycho-motor field

Curricular objectives of a school subject are of mandatory standards for textbooks and teacher's pedagogical work. These objectives as measures and results that should be achieved define quality limits to straighten up didactically the textbooks for proper grade. Disharmony of these measures and teaching standards between the textbooks and the curriculum for the respective school subject certainly creates oscillations and dissonance in the education of forming affective and psycho-motor of pupils. Also in our study case disharmony of the educational contents of textbooks Man and Nature with its curricular objectives of school subject and affective in the psycho-motor field has educational implication which are separately presented below.

Consequences in affective area

From what we saw above when we treated the harmonization of educational content of books with curriculum objectives in affective domain, we noted that the textbooks of the first two grades where this school subject is taught are not sufficiently harmonized with the level of the objectives set on this school subject. Therefore, they remained largely at the level of description of the received wisdom that serve at school. While the textbooks Man and Nature of the fifth grade, in the treatment of teaching matter is more persistent in the awareness and activation of pupils to change and improve our environment. This textbook has presented several examples of environmental cases of negative health as inappropriate waste disposal, smoking, drugs and so on, which provoke debates and create critical attitudes for badly-behaved and vice of human behavior. Consequences of non-reconciling the contents of these textbooks with the program objectives are numerous and varied. It is known that the textbooks are pretty determining for the level and teaching strategy. Teacher as implementer of the school subject programs, the contents of the textbooks directly influenced by actual unit processed in the textbooks.

He is rarely in contact and consultation with the programs. For this reason, if the authors have never managed to achieve the teaching objectives of the programs in their textbooks, they have created discrepancy between educational factors in the educational purpose of our schoolchildren. This discrepancy leaves and creates space for unplanned teaching, occasional and other negative impacts of large influential force in education. This way damages institutional goals, for creating original personalities critical, and creative schoolchildren.

Through this discrepancy of teachers, authors of textbooks and other educational factors contribute in creating passive generations, incapable to create value, the generation that cannot break through nor ourselves or achievements of previous generations. In this way we simply blunt the affective dimension of our pupils making them passive receivers of the values that others have created. While the goal of the

modern school and Kosovo society is to create positive, affective dimensions in the service of progressive engagement of the schoolchildren to gain knowledge for self – forming as creative personality.

For this purpose, textbooks in general and those which we analyzed particularly may contribute if we implement strategies, question of modern teaching, techniques in their treatment that encourage promotion of constructive debates about our healthy environment. If the textbooks we analyzed do not fully realize the curriculum objectives of the school subject from the affective field, then they do not arise pupils' interest and willingness to learn or understand them. Textbooks that lack their pedagogical and methodical sense to invite and arose pupils' interest and curiosity for reading and learning.

The consequences of lack of the inner affective of textbooks, respectively affective objective of discrepancy in those curricular levels of the school subject is felt directly in the realization of up to date interactive teaching. Man and Nature teacher has it hard to make an interesting, attractive and pleasant teaching class when there are not enough question exercises, problems and other educational requirements that harass pupils' emotional reactions. Teaching content that awakens joy, hatred and various resentment is learned and remembered much better and has more influential power to create attitudes and change behavior.

Consequences in the psycho-motor field

When we talk about the discrepancy between teaching contents of textbooks with defined objectives of the relevant school subject, we think about compliance respectively equality of educational objectives. Therefore, the entire treatment is in function to certificate that the contents of analyzed textbooks contain objective level of the subject's program Man and Nature.

Consequences of not meeting adequate psycho-motor objectives of the school subject in textbooks that were analyzed are evident and direct, the program of the subject Man and Nature foresees that in the textbooks have assignments, experiments

and various practical activities. These in function of connectivity of theoretical knowledge with practice of everyday life situations and in order to develop abilities and psycho-motor skills of the pupils. On the other hand, the lack of the psycho-motor objectives and the other assignments and practical activities in the textbooks consequently reduces the chance that this school subject offers for the normal development of body abilities and skills of the pupils. Disregard of the program's objectives in the psycho-motor area in the textbooks connect more the pupils with the desk and classroom. Staying too long in the classroom, in their desks has its consequences in skeleton formation and in general health development of the pupils. The lack of teaching requirements and assignments which are fulfilled through psycho-motor activities has affected acquisition of logical knowledge.

Matter of acquiring learned through demonstration and trying to measure, collect and implement is more understandable and applicable in the pupils' everyday situations in life. So, in the end to summarize we emphasize that proofs and activities that take place outside the classroom have a range of values and advantages to form the straight and healthy body, cooperative education among peers in joint projects and interactive acquisition of knowledge.

Conclusions and Recommendations

As conclusions of this paper are follows:

- Teaching contents represented in textbooks Man and Nature are not enough harmonized with the level of objectives defined for this school subject from the psycho-motor affective for the respective grade.
- Disharmony of the teaching contents of these textbooks with the level of the school subject's objectives from psycho-motor affective area apparently impairs education and teaching of these aspects for formation and pupils' development. As a consequence, in the formation of their versatile personality, creates gaps and educational defects which can hardly be repaired in their after school life.
- Nonfulfillment and failure in realization of relevant curricular objectives in the contents of these textbooks damages the quality and reduces the learning results of pupils and our schools' productivity.

As these paper recommendations for textbooks' authors and teachers we reached this conclusion:

- The authors whose textbooks we analyzed and other textbooks' authors in general should follow the instructions for curricular objectives of the relevant school subject.
- Since, the processing the teaching matter in their textbooks with pedagogical skillfulness keep the balance between dimensions for harmonious formation of pupils' personality with the interests of positive development.
- Teachers discrepancy between teaching contents of textbooks with the defined objectives of the relevant school subject through strategies and up to date techniques for teaching intend differences in common aims in education.
- Whenever it is possible and the teaching lesson requires so, teachers should organize the class outside the classroom. This enables acquiring active and lasting knowledge and at the same time it develops the attitudes, interests and the personality physically agile and healthy.

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