

Teacher Companion Book

classklap
BY Eupheus



Look and Learn

Name of teacher: _____

Section(s) taught: _____

Class **2**
Part **1**

Annual Academic
Calendar

Curriculum to
Learning Objectives

Vision-to-Action
Plans

Exit
Assessments



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Published by: CLASSKLAP PVT. LTD.

Plot no. 2/5 S.S.S Nagar, West Marredpally,
Secunderabad, Telangana - 500026, India

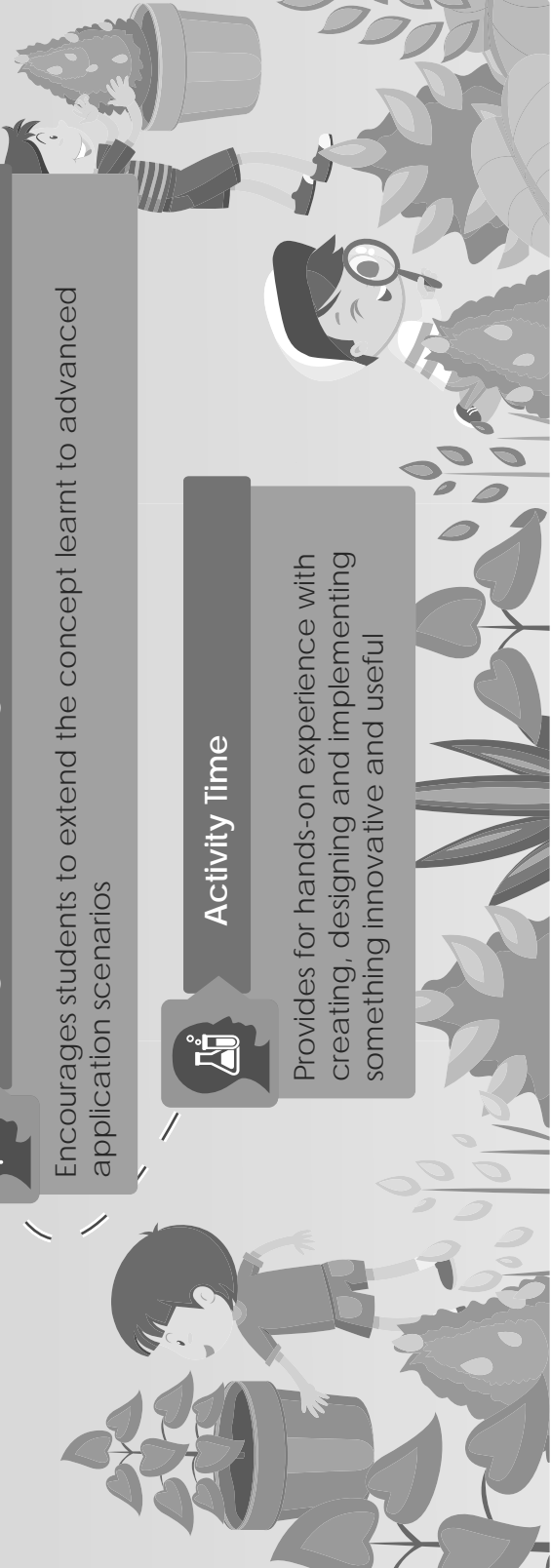
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Textbook Features



Workbook Features




Understanding

Questions aimed at helping students engage with the 'how' and 'why' of the concept



Remembering

Questions aimed at helping students to recollect critical information regarding the 'who', 'what', 'when' and 'where' of the concept



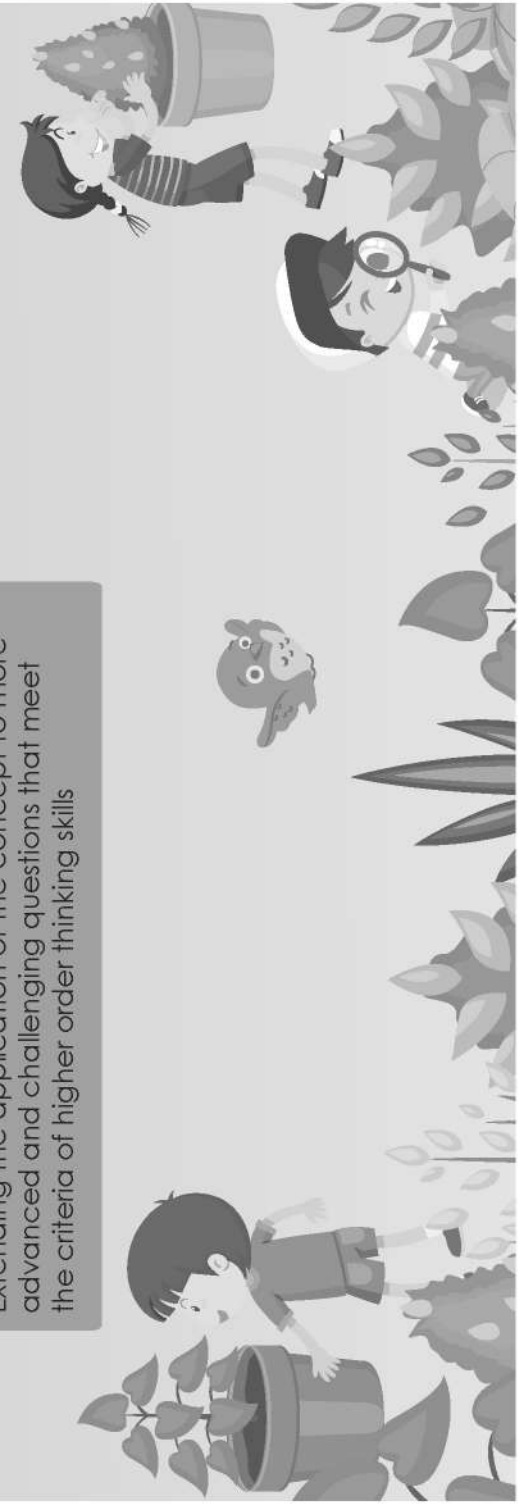
Application

Applying the understanding of the concept to questions related to real-life scenarios



Higher Order Thinking Skills (H.O.T.S.)

Extending the application of the concept to more advanced and challenging questions that meet the criteria of higher order thinking skills



Pedagogical Explainer

Indicates the class

Knowledge that learners are expected to have in order to understand the concept better. This is acquired from the previous lessons or classes.

Indicates the lesson name

Indicates how the concept taught is related to concepts covered in the previous, current and next class(es)

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets				
Prior Knowledge		• all about me, reasons to know me		
Class	L. No.	Lesson Name	KC No.	Key Concept
1	2	My Family Members	2.a	• family and family members
			2.b	• jobs of family members
			2.c	• roles of family members
			2.d	• how each family and family members is different
2	1	Who Do I Look Like?	1.a	• similarities between a parent and child
			1.b	• similarity with relatives
			1.c	• my family members who look like me
			1.d	• twins
2	3	Story of My Family	3.a	• what a family tree is
			3.b	• reading a family tree
			3.c	• need for a family tree
			3.d	• the growth of a family tree
2	4	Big Family, Small Family	4.a	• types of families
			4.b	• reasons for the differences among families
			4.c	• family get-together
			4.d	• animals as a part of our family
2	5	How Do Families Eat?	5.a	• different meals of the day
			5.b	• eating practices in the family
			5.c	• how I can help my family members during meal times
			5.d	• how eating practices differ in families

LIST OF ABBREVIATIONS USED

- L. No. - Lesson number
- KC No. - Key concept number
- Comp. No. - Indicates the Competency numbers as per NCF 2022
- TB - Textbook
- WB - Workbook
- THK - Think
- REM - Remembering
- UND - Understanding
- APP - Application
- AF – Amazing Facts
- HOTS/H.O.T.S. - Higher Order Thinking Skills
- CW/HW - Classwork & Homework
- PTM - Parent Teacher Meeting
- PRS - Personal Revision Sheet
- FA - Formative Assessment
- PA - Periodic Assessment
- MYA - Mid-Year Assessment
- AA - Annual Assessment

Teaching day for the lesson and the actual date on which the plan is taught

Indicates the textbook/workbook page numbers and the section(s) covered on that day

Indicates the Key Concepts and Competency numbers (as per NCF 2022)

The class level outcomes or enabling objectives for the day

B – Vision-to-Action Plan: 3 Story of My Family

Day and Planned Date	TB Page No. and Section	KC & Comp. No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice	Teacher's Notes
1 DD/MM/YYYY	10, 11 – THK, REM	1.a C-4.1 C-4.3 C-7.1	• Define 'family tree' through real-life examples	• Real-life Connect	–	–	
2 DD/MM/YYYY	11 – REM, TMB	1.a C-4.1 C-4.3 C-7.1	• Define 'great-grandparents' and 'ancestors'	• Interactive Discussion	–	WB: Pgs. 10, 11 (Q. 1–7)	
3 DD/MM/YYYY	12 – UND	1.b C-7.1	• Describe different levels of a family tree	• Interactive Discussion	–	WB: Pgs. 11 - 13 (Q. 8–13)	

Teaching strategies for the day

The list of teaching resources to be procured/arranged before the class

Suggested practice for the day

Space for teacher's notes

Written Work

Section	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Comp. Qs./ Total Qs.
A																			
B																			
C																			

Checklist for textbook/workbook implementation

Space for the teacher to write how to handhold/challenge learners

	Names	Teacher's Notes
Handhold Learners		
Challenge Learners		

Indicates the current day out of the total days allotted for the lesson

Indicates the textbook/workbook page number(s)

All the important words covered in the last class or on that day

Suggested ways to teach the concept effectively using the teaching strategies provided in this book

Indicates the pages of the book where the teacher can spend more time than suggested when needed

Indicates the pages of the book that the teacher can speed up when needed

Quick questions to check learners' understanding

Annual Day:
10/53

Day:
1/5

Actual Date:

Page:
7, 8

Lesson 3
Story of My Family

Let Us Learn About

- what a family tree is.
- reading a family tree.
- need for a family tree.
- the growth of a family tree.

Think

Raj found an old photograph of his family. He could not identify the child in the photograph. His father said that the child is Raj's grandfather. He was surprised to know this.

Do you have any such photograph of your family?

Remembering

If we draw charts of our families, what will they look like?

Important Words

Duration: 1 min

- Today: photograph, family, chart, family tree

Transactional Tip(s)

Duration: 28 min

Real-life Connect:

- Ask learners, "Do you have any old photographs of your family? Can you identify all the people in those photographs? If we draw charts of our families, what will they look like?"
- Draw a chart representing three generations of a family.
- Elaborate how a detailed chart of a family looks like a tree. Define 'family tree'.

Class Pulse Check


Duration: 1 min

- What does a detailed chart of a family look like?

Questions to test the key concept(s) on suggested days or for revising the concepts taught

Space for the teacher to write approximately how many learners answered correctly

Space to track TB and WB completion; also to reflect on the learners' understanding of a concept

 C – Exit Assessment			
	Suggested questions to test the key concept(s)	Key concept(s)	Number of learners who answered correctly
1	Which members does a family tree consist of? (Ans: great-grandparents, grandparents, parents and us)	Day 2 - what a family tree is	
2	In a family tree that shows you, your parents and grandparents, which members are in the middle? (Ans. my parents)	Day 3 - reading a family tree	
3	Say true or false: A family tree tells us about our ancestor's favourite food. (Ans: false)	Day 4 - need for a family tree	
4	How does a new branch get added to a family tree? (Ans. when someone gets married)	Day 5 - the growth of a family tree	

Space for the teacher to write the names of learners who need handholding or learners who need to be challenged

Helps the teacher identify if the concept is to be retaught, revised or practised for exams

Post-lesson Reflection		Handhold Learners		Challenge Learners	
TB completed Yes <input type="checkbox"/> No <input type="checkbox"/> WB completed Yes <input type="checkbox"/> No <input type="checkbox"/>					
Enthusiastic participation 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😊 <input type="checkbox"/>		Names			
Concept clarity in the classroom 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😊 <input type="checkbox"/>		Exam Revision Strategy		Reteach <input type="checkbox"/> Revise <input type="checkbox"/> Practise <input type="checkbox"/>	
Concept clarity through the workbook 😊 <input type="checkbox"/> 😊 <input type="checkbox"/> 😊 <input type="checkbox"/>		App Report		Number _____ Signature _____	

Teaching Strategies Intro

Understanding the Types of Play at the Foundational Level

Play is an essential part of childhood that enables children to explore, learn, and develop new skills. The NCF 2022 emphasises the centrality of 'play' in the Foundational Stage of education. This is based on strong evidence that when children engage in play-based activities they learn and grow better.

There are three main types of play: free play, guided play, and structured play. Each type of play has its benefits and serves a unique purpose in a child's development.

Type of play	What is it?	Example	What are its benefits?
Free play	Also known as unstructured play, this is playtime that children initiate and control. During free play, children are free to choose what they want to play, how they want to play, and with whom they want to play.	For example, a teacher allows learners time for learners to choose what and who they want to play with without providing any instructions.	Free play allows children to use their imagination, creativity and problem-solving skills. It also helps them develop their social skills, including communication, cooperation and empathy.
Guided play	Also known as semi-structured play, this is playtime that is directed by an adult or teacher but still allows for some freedom and creativity. Guided play provides some structure and guidance to help children achieve specific learning objectives.	For example, a teacher might provide a theme or materials for children to use during playtime.	Guided play encourages children to think critically, solve problems and develop their cognitive, social and emotional skills.

Structured Play	Also known as adult-directed play, this is playtime that is entirely planned and directed by an adult. Structured play has specific goals and objectives, such as developing a particular skill or achieving a learning outcome.	An example of structured play is an organised game that the teacher facilitates for the learners.	Structured play helps children develop skills and knowledge in a particular area, but it may limit their creativity and imagination.
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To summarise, free play, guided play and structured play are all essential types of play that serve different purposes in a child's development. **While the ClassKlap lesson plans include instances of guided and structured play, we would encourage teachers to also incorporate time for free play as it is extremely valuable.**

Teaching Strategies

Interactive Discussion

What?

- ✓ Engages learners in a discussion and share their inputs

Why?

To involve learners in a conversation to discuss the concept/related example/scenario with the class

Teacher

How to use?

- ✓ Ask questions to check previous knowledge.
- ✓ Introduce a new concept by asking questions/ sharing an example/describing a scenario.
- ✓ Initiate a discussion among learners either in groups, pairs or individually.
- ✓ Capture learners' responses on the blackboard using appropriate graphic organisers (GOs).
- ✓ Conclude the discussion by arriving at the expected learning outcome.

Learners

- ✓ Respond to the questions.
- ✓ Have doubts clarified.

Sample

Ask the following questions to check learners' previous knowledge.

- Where do insects live?
- Do they have their own house?

Introduce the topic social insects:

- Initiate a discussion on whether the learners have seen honeybees and ants.
- Ask if they move individually or in groups.
- Ask where have they seen them
- Ask if they know of any uses of ants and honeybees.

Explain social insects:

- Introduce the term 'social insects'.
- Use the 'Be Amazed' section to elaborate on how social insects live in colonies.
- List the uses of honey and beeswax.
- Mention how they can be kind to butterflies and honeybees

Use a graphic organiser to summarise:

- Use a Venn diagram (Refer to the Graphic Organisers on sub-section 5 of this book.) to list the uses of honeybees and insects.
- Show the overlap of uses and the individual uses of each of them clearly.

Real-life Connect

What?

- ✓ Connects learning in the classroom to the real-life tasks, or simulated tasks

Why?

To involve the learners and allow them to experience and practice concepts; build application and creative skills

Teacher

How to use?

Learners

- ✓ Ask questions related to their real life, such as examples/experiences related to the concept.
- ✓ Connect the answers to the concept to be learnt.
- ✓ Plan for experiments/demonstrations/activities according to the learning outcomes.
- ✓ Give an opportunity for the learners to interact and present information.
- ✓ Ask application/higher order thinking skills based questions.

- ✓ Observe and listen to the teacher.
- ✓ Answer questions based on one's real-life experiences.
- ✓ Clarify doubts if any.

Sample

Learning outcome: Describe a few common birds seen in the surroundings, their features and eating habits

- Ask the following questions to connect learners to their real life:
 - Name some birds you have seen in the school.
 - Name some birds you have seen near your home.
- Let each child name two common birds.
- Discuss the following features.
 - Size: small (e.g. sparrow), slightly big (e.g. crow), etc.
 - Colour of the beak.
 - Colour of the feathers.
 - Knowledge about what they eat.
- Capture learners' responses on the blackboard in a table format.
- Relate it to the information given in the textbook.

Peer Learning (Group/Pair)

What?

- ✓ Helps learners interact with each other and learn from each other

Why?

To engage and involve all types of learners and build cooperative learning, in order to collaborate, work in a team and build confidence among learners

Teacher

How to use?

Learners

- ✓ Plan for the peer learning as per learning outcome (consider: concept/problem to be solved/tasks to be completed).
- ✓ Group learners as a team or a pair with complementary strengths.
- ✓ Instruct the group with the expected learning and the time frame in which it has to be completed.
- ✓ Supervise and moderate the discussions in the groups.
- ✓ Ensure that learners have learnt from their peers by asking questions, helping them write, or solving the problems in the notebooks or on the blackboard.

- ✓ Understand the question to be solved and one's role in peer learning.
- ✓ Contribute according to one's individual strength in the group.
- ✓ Help all the members to understand and learn.
- ✓ Present information as asked in the notebook/on the blackboard to demonstrate learning.

Sample

- Group learners into pairs.
- Write down the following questions on the blackboard.
 - What happens when we walk/sit in places where there is a lot of dust/smoke? (Talk about breathing, dust on the body and so on)
 - Why do some people wear masks while travelling?
- Let each group present two points for each of the questions.
- Write down all the relevant points on the blackboard under the heading, "Harmful effects of air pollution".

Outdoor Learning

What?

- ✓ Uses outdoor resources such as parks, community services such as a post office or a hospital and excursions to relate concepts to real-life applications

Why?

To help explore and apply concepts outside the classroom

Teacher

How to use?

Learners

- ✓ Plan a relevant outdoor activity for a concept.
- ✓ Brief learners on the learning expected. Be very specific about the points to observe.
- ✓ Instruct them to take a notebook to note down their observations.
- ✓ Give learners pointers to observe in the outdoor environment.
- ✓ Help learners observe, state and write down their observations specific to the learning.
- ✓ Reinforce and summarise the learning immediately after the outdoor activity. Ensure minimal time lapse.

- ✓ Follow the guidelines set by the teacher for the outdoor activity.
- ✓ Ask questions to clarify and know more about the points observed.
- ✓ Note down the observations.
- ✓ Relate the concept to the observations.

Sample

Give the following instructions to learners:

- At the park, observe plants and their fruits and seeds.
- Count the number of seeds seen in each fruit/plant.
- Feel the weight of the seeds of each plant. For example, basil: seeds are very light; mango: seeds are not as light.
- Find out whether a seed is dispersed by air, by animals, by hand or by water.
- On the next day, make a list of the seeds observed, their number, their weight and their dispersing mechanism on the blackboard.

Reinforcement

What?

- ✓ Reteaches the concepts taught using different teaching techniques such as graphic organisers, questioning, etc.

Why?

To remember and recollect the information; bridge gaps in learning, if any; cater to different learning styles

Teacher

- ✓ Plan and execute the type of reinforcement strategy to be adopted.
- ✓ Ask appropriate questions.
- ✓ Reward those giving correct answers.

How to use?

Learners

- ✓ Participate in the activity as instructed.
- ✓ Clarify doubts, if any.

Sample

- Draw a diagram of the hibiscus flower on the blackboard.
- Mislabel the parts.
- Ask learners individually to correct the labels.
- Name a few parts of the flower and let the learners draw them.
- Correct the responses to ensure that all learners can draw and label the parts of a flower.

Quiz

What?

- ✓ Asks well-prepared questions after the completion of any particular concept

Why?

**To assess the learning outcome;
build cooperation among learners**

Teacher

How to use?

Learners

- ✓ Prepare the questions based on the learning outcomes to be assessed.
- ✓ Give instructions to the class for participation.
- ✓ Conduct the quiz.
- ✓ Build cooperation and team spirit by awarding the points as planned.

- ✓ Be attentive to the instructions and questions.
- ✓ Answer only if one knows the answer.

Sample

- Group learners into two teams.
- Conduct a quiz on food components and their sources. Ask questions such as:
 - Which component is also known as 'energy bank'?
 - Which vitamin is present in oranges and lemons?
 - Give one example each for:
 - energy giving food
 - bodybuilding food
 - protective food
 - Categorise the following food items as energy giving, bodybuilding or protective:
 - rice
 - dal
 - butter

Flipped Classroom

What?

- ✓ Engages learners in a self-learning activity inside/outside the classroom and lets them prepare and present their learnings

Why?

To help in building higher order thinking skills in learners; to gain knowledge at their own pace

Teacher

How to use?

Learners

- ✓ Choose a topic on which the learners can read or watch a video at home or in the classroom.
- ✓ Ask them to read/watch the video and prepare to present their learnings.
- ✓ Let the learners present.
- ✓ Ask questions of higher order thinking skills.
- ✓ Guide and help the learners answer the questions.

- ✓ Read/Watch the video and prepare to present.
- ✓ Ask questions to clarify doubts.
- ✓ Present the topic to the class.
- ✓ Understand and answer the higher order questions based on the topic.

Sample

- Form 3 groups from the total strength of the class.
- Divide 'The adaptations in plants' into 3 topics: 'Adaptations of plants in deserts', 'Adaptations of plants in swampy areas', 'Adaptation of plants in coastal areas'.
- To each member of the group assign one of the topics.
- Give them the following table format with headings.

Habitat (Where the plants are found)	Examples of plants	Size of the leaf	Size of the plant	Features of the leaf (if it has thorns, is it slippery to touch and so on)

- Let each group present the information.
- Frame questions which will help the learners understand that the features of the plant they have observed are adaptations for its particular habitat.

Summarising

What?

- ✓ Presents the most important ideas in the chapter/concept in the form of a graphic organiser using keywords or key phrases

Why?

To help learners to remember and understand the most important information, and integrates the central ideas in a meaningful way

Teacher

How to use?

Learners

- ✓ Make a list of the main points for a concept.
- ✓ Ensure the keywords and phrases are highlighted.
- ✓ Use an appropriate graphic organiser to present the information.

- ✓ Underline the keywords and phrases.
- ✓ Revise the summarised points.

Sample

- Show the 'Properties of Air' chart.
- Summarise the three key points mentioned.
- Underline the keywords 'weight', 'space', 'expands on heating'.
- Ask the learners to make a mind map to show the properties of air.

Note: Descriptions provided for samples of teaching strategies may vary from the content in the 'Transactional Tips' section of the lesson plan. Teachers need to plan on the same lines.

Graphic Organisers (Blackboard Information Organising Tips)

- Graphic organisers mostly use words or phrases and drawings at times. They help learners see and think about information in a more systematic and connected way.
- Different organisers serve different functions. Describing processes, comparing, sequencing, arranging, showing relationships are some of the functions that graphic organisers have.
- Using these helps learners to process, store and recall information and discover new relationships.

Mind map

Word splash

KWL chart

Tip chart

Table

Venn diagram

**Bubble
diagram**

Star diagram

Timeline

Process chart

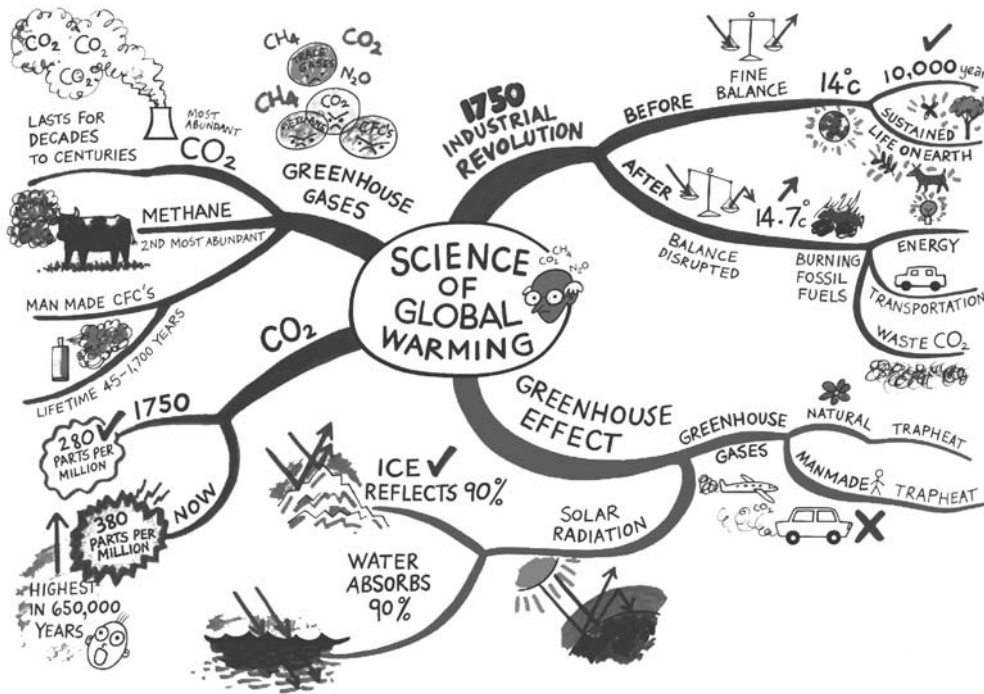
Cycle chart

Tree diagram

**Spider
diagram**

**Layered
triangle/
Pyramid**

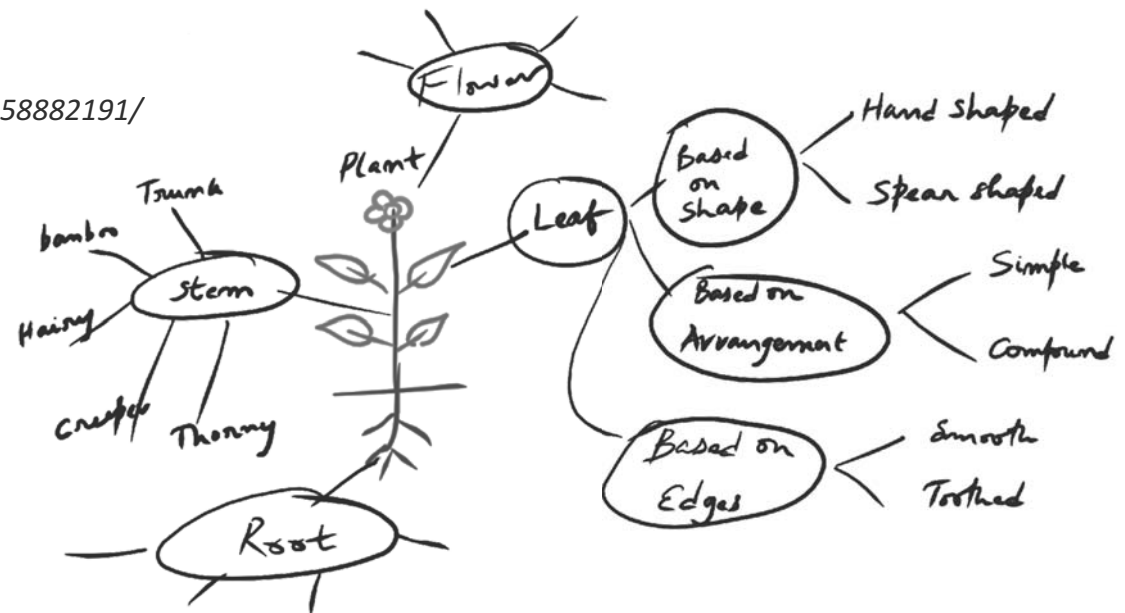
Mind map



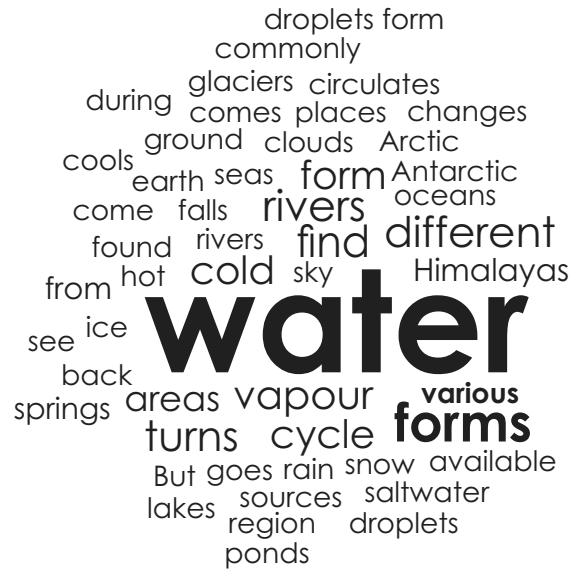
- Useful to build connections between concepts
- Helps in understanding information and discovering new relationships

Source: <https://in.pinterest.com/pin/107101297358882191/>

Sample blackboard illustration:



Word splash

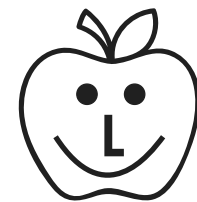
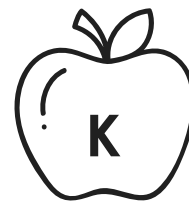


- Makes learning terminology easier for learners
- Helps make connections
- Keywords discussed can be written on the board and learners can be asked to make the connections

KWL chart

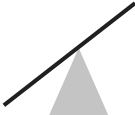
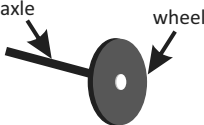


Builds outcome orientation and help learners/teachers to organise information before, during and after a lesson/activity



I know	I want to know	I have learned
Air is everywhere.	Why do we need air?	<ul style="list-style-type: none"> • We need air to breath. • Air helps in burning.

TIP chart

<u>T</u> erm	<u>I</u> nformation	<u>P</u> icture
Lever	A lever is a bar, rod or platform that can move about a fixed point.	
Wheel and axle	Wheel and axle make work easier by reducing friction. A wheel helps things to move. The axle helps the wheel turn.	



Helps learners to remember and understand complex terms with the help of pictures and information

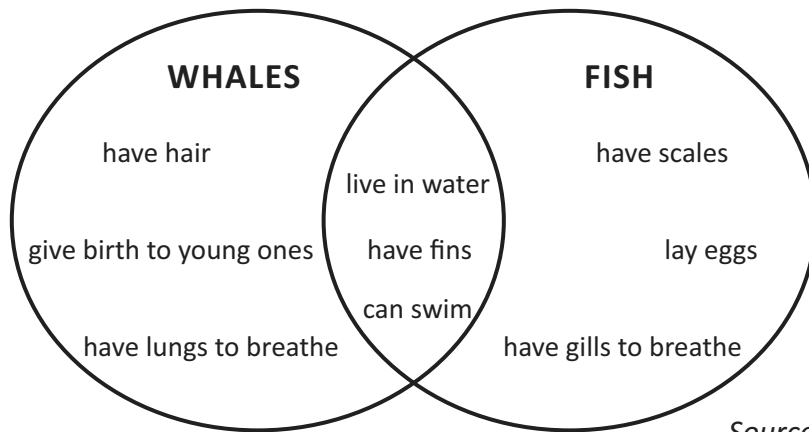
Table



- Useful to note down information after discussions and clearly bring out points about different things from different perspectives
- Helps build modular thinking ability in learners

Planet	Key Feature	No. of Moons	Position from the Sun
Mercury	Smallest planet	Zero	1 st
Venus	---	---	---
Earth	---	---	---

Venn diagram



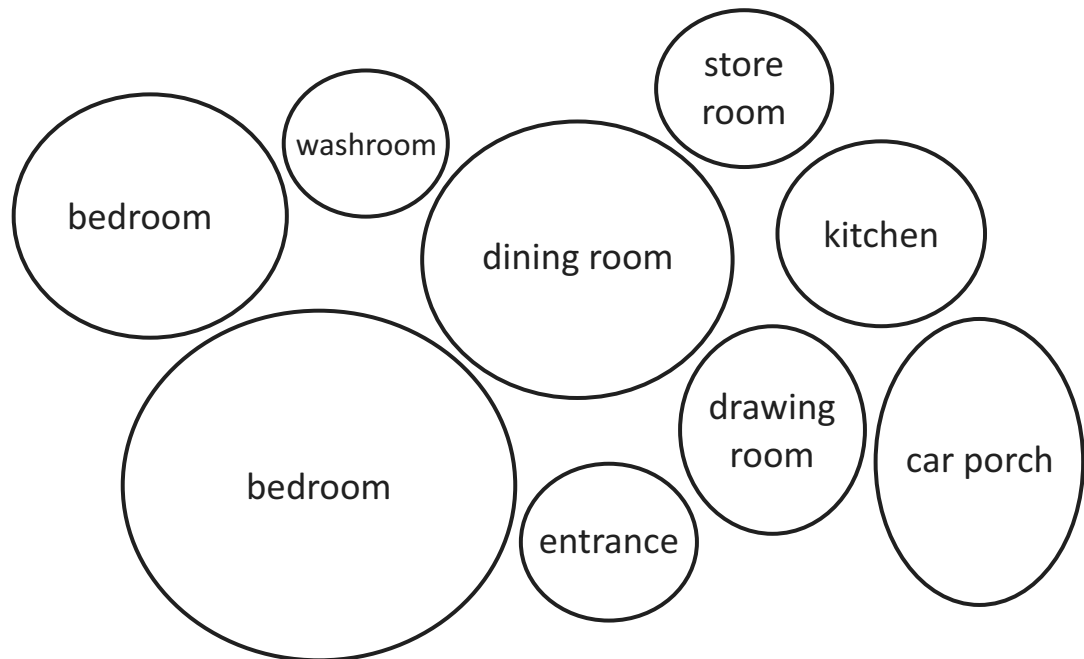
- Useful for remembering logical relationships between groups of things
- Can be used to indicate what is common and what is different between two things or groups of things

Source: <http://www.learnnc.org/lp/pages/2646>

Bubble diagram



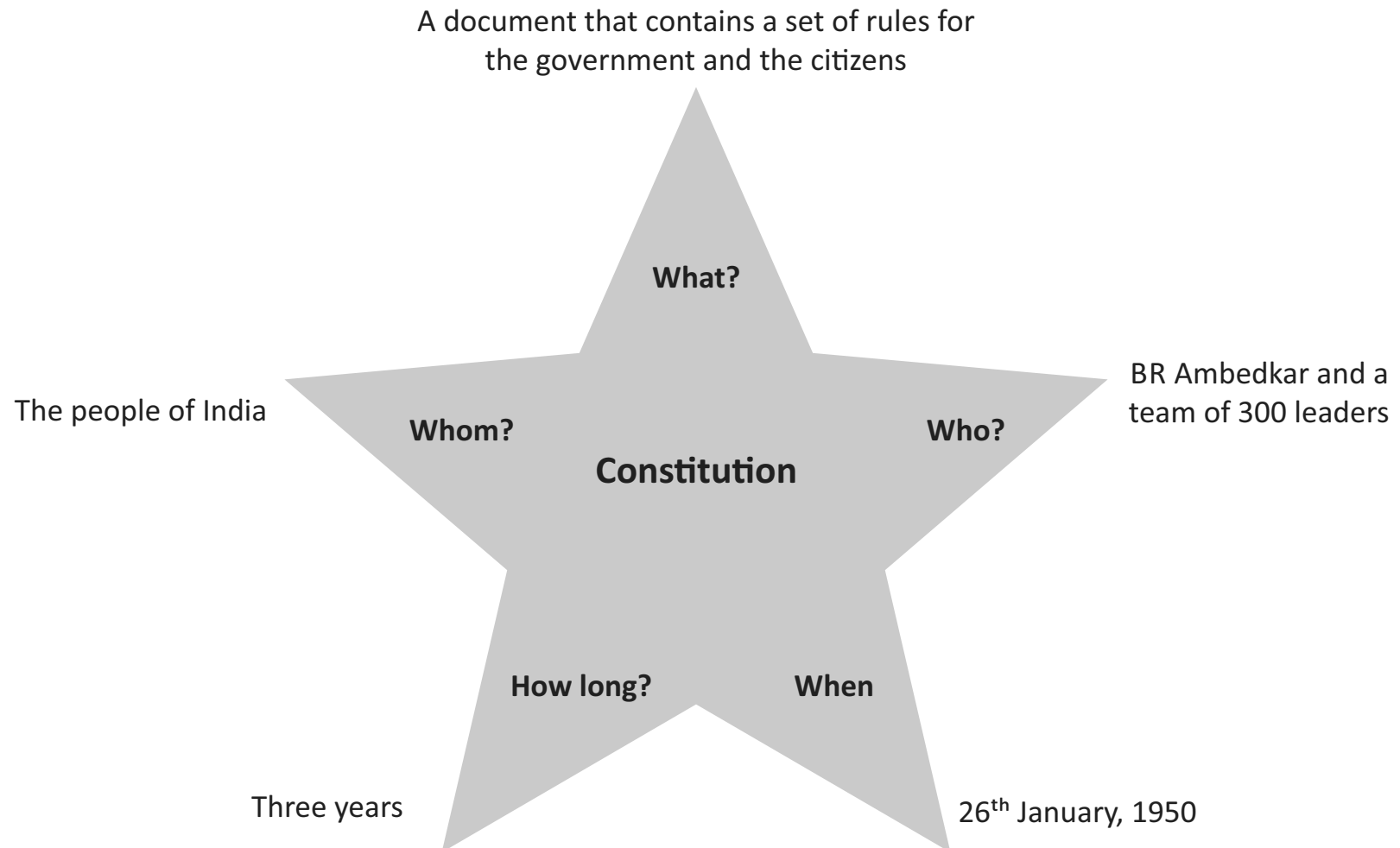
Can be used to visualise the components of a concept along with their relative sizes, quantity and connections between them



Star diagram



Can be used to describe the key points of a story or event using the 5Ws

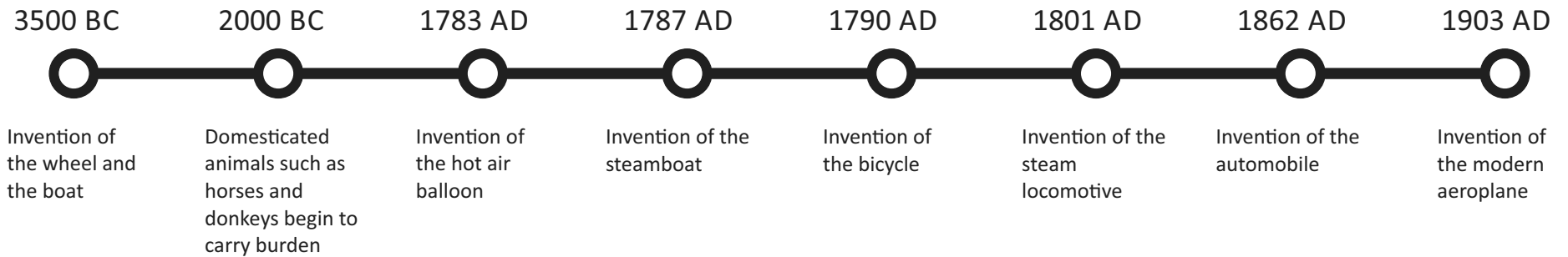


Timeline

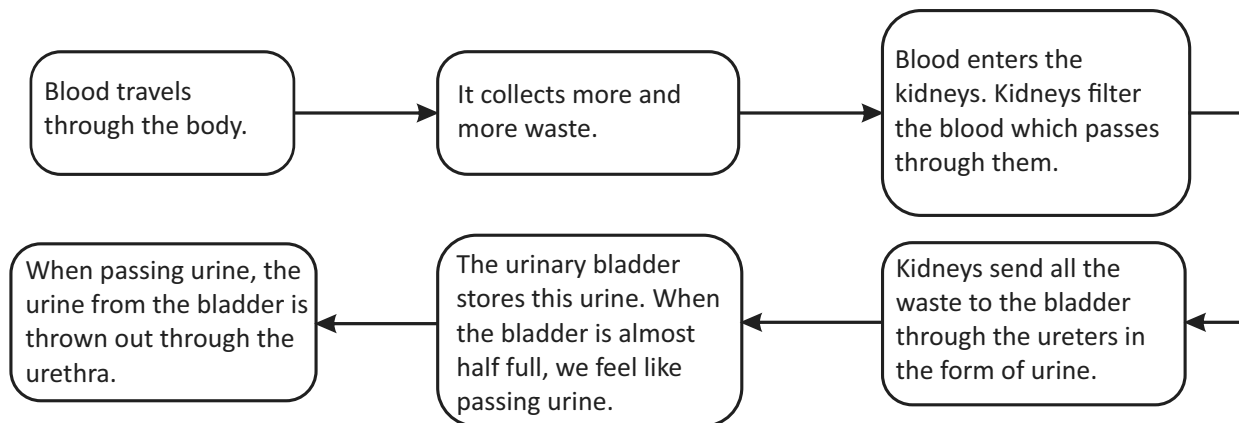


Useful to recall events in chronological order with dates

Timeline of evolution of transportation

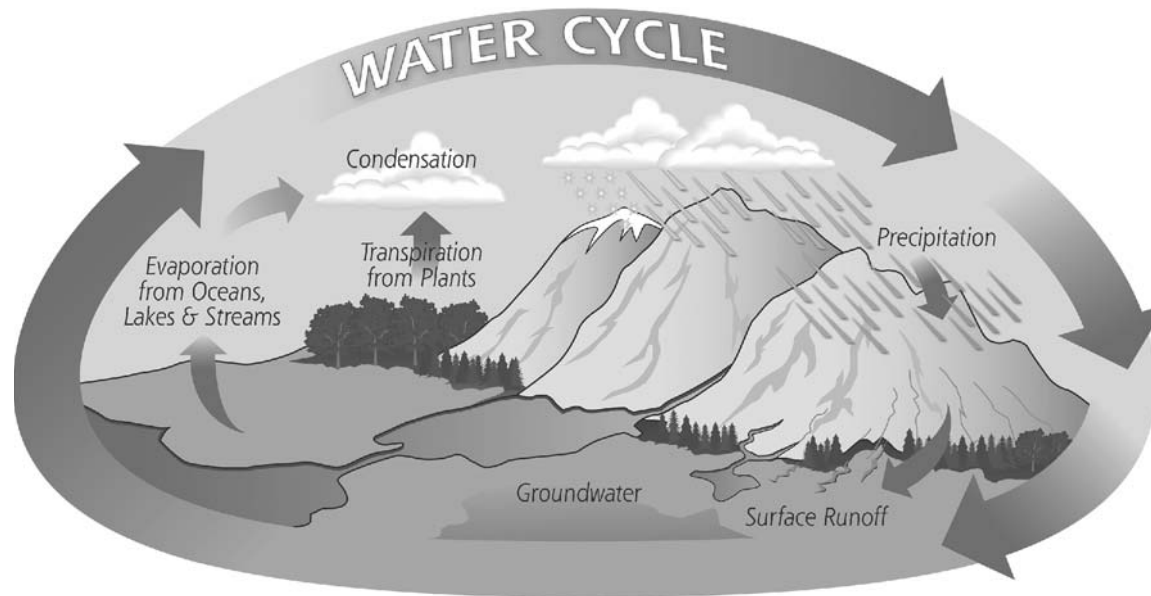


Process chart



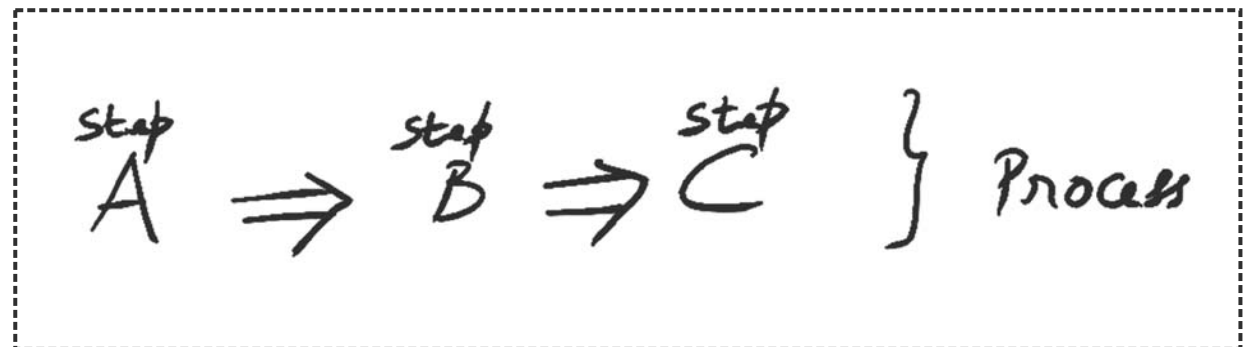
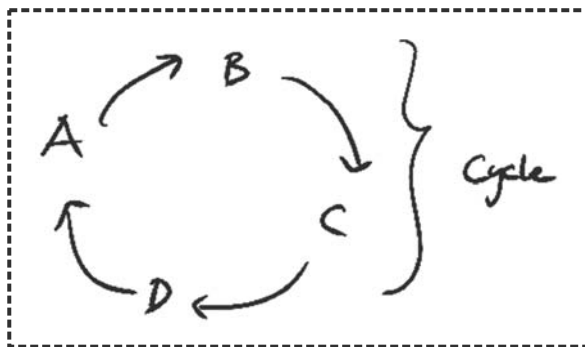
Useful to represent and remember information that follows a particular sequence

Cycle chart

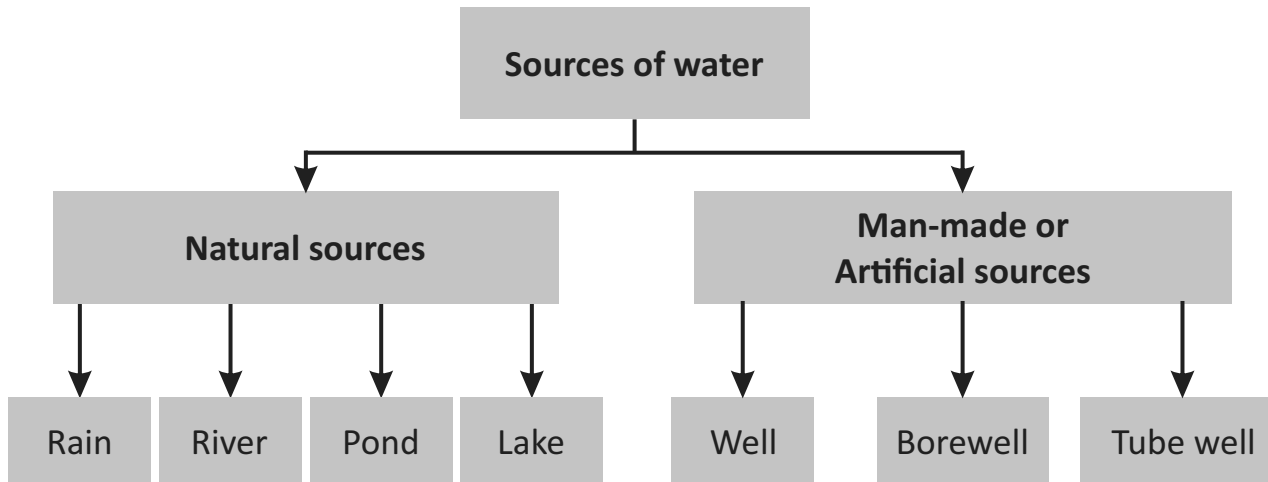


- Useful to represent and remember information that follows a particular sequence
- Both open-ended simple process or closed cycles can be used

Sample blackboard illustrations:



Tree diagram

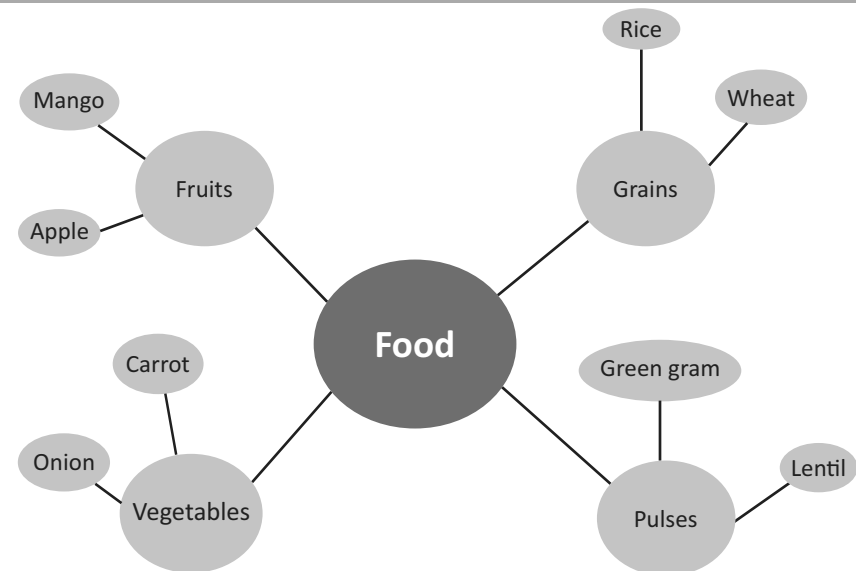


Helps in classifying or categorising information

Spider diagram



- Useful to represent and remember complex topics
- Useful to build connections within a concept or between concepts

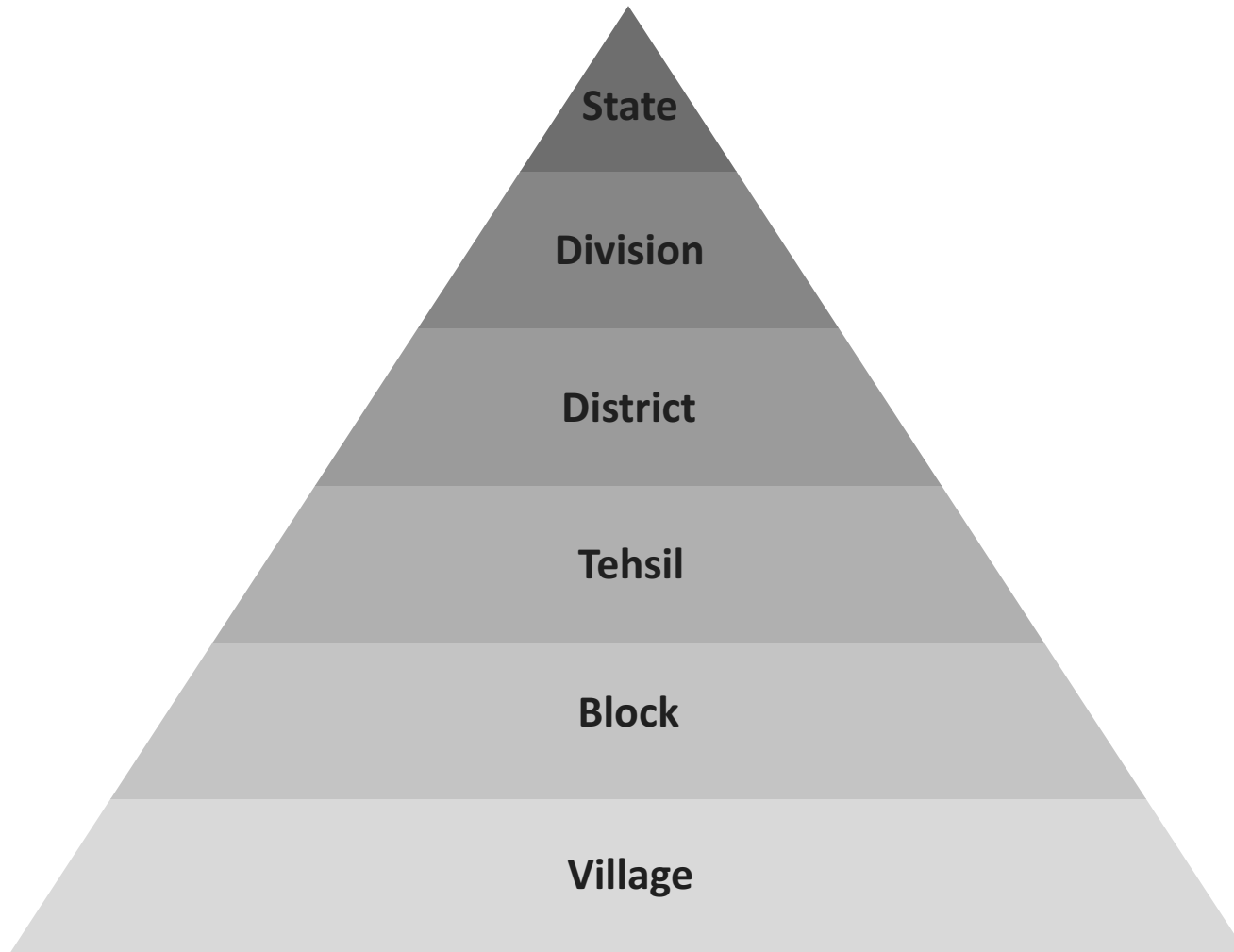


Layered triangle/Pyramid

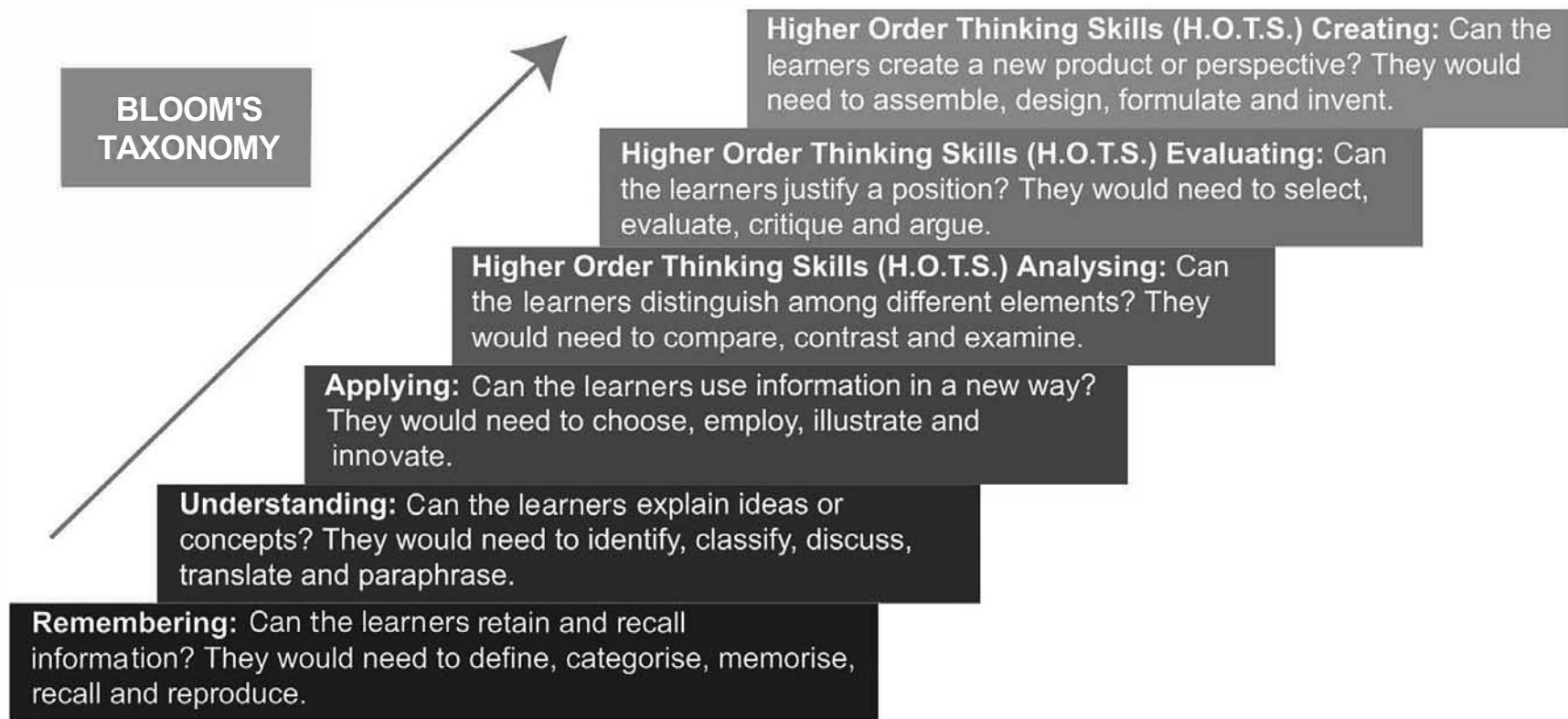


- Can be used to start with a broad topic and move to a more focussed or complex topic
- Can be used to start with a basic topic and move to a more evolved/complex topic

Structure of State Administration



Bloom's Taxonomy in Class



Grade 2 EVS 2 Part						
Part	Lesson No	Lesson Name	Teaching Days	Exam Syllabus		
				FA Coverage	SA Coverage	PA Coverage
1	1	Who Do I Look like?	4	FA1	SA1	PA1
1	2	My Likes and Dislikes	5	FA1	SA1	PA1
1	3	Story of My Family	5	FA1	SA1	PA1
1	4	Big Family, Small Family	8	FA1	SA1	PA1
1	5	How Do Families Eat?	7	FA2	SA1	PA1
1	6	Games We Play	6	FA2	SA1	X
1	7	Places Around Us	7	X	SA1	X
1	8	Caring for Plants and Animals	9	X	SA1	X
1		Activity Time – A Activity A1: Family Photo Activity A2: A Gift for Birds	2			
2	9	Dear Drops	8	FA3	SA2	PA2
2	10	Game of Lights	6	FA3	SA2	PA2
2	11	Air Around Us	6	FA3	SA2	PA2
2	12	Uses of Plants	8	FA4	SA2	PA2
2	13	Creep and Crawl	6	FA4	SA2	X
2	14	Chips and Fries	6	FA4	SA2	X

Note: SA1=MYA, SA2=AA

Grade 2 EVS 2 Part						
Part	Lesson No	Lesson Name	Teaching Days	Exam Syllabus		
				FA Coverage	SA Coverage	PA Coverage
2		Activity Time – B Activity B1: Pinwheels Activity B2: Carton Bugs	2			
2	15	Animal Homes	6	X	SA2	X
2	16	Clothes We Wear	5	X	SA2	X
2	17	Moving Around	5	X	SA2	X
2		Activity Time – C Activity C1: Snow House Activity C2: Red, Green and Yellow	2			

Note: SA1=MYA, SA2=AA

Annual Planning Tool for Teachers (to be filled as per Term/Semester)

Month	No of Working Days in School	Assessments (If Any)	Other Non-Teaching Events if Any	No of Teaching Days in School	No of "Teaching Periods" based on the Subject Time-Table (Referred to as "Teaching Days" going forward)	Lesson/Concept List to be Covered	CK Teaching Days Total	Days Allocated for CK PRS	Buffer Days
Sample Month	20	None	Opening PTM (1 Day)	19	25	1, 2, 3	16	7	2
April									
May									
June									
July									
August									
September									
October									
November									
December									
January									
February									
March									

Assessment Blueprint - Look and Learn - Beginner - FA_20M

Question Source	Summary
DIRECT	Direct questions from TB/WB
DIRECT PLUS	DIRECT questions with minor changes.
MODIFIED	DIRECT questions with changes in skill and/or question type
MODIFIED PLUS	MODIFIED questions with increased difficulty
TWISTED	NEP/BOARD question types based on TB/WB content

Look and Learn - Class 2

			<i>Beginner</i>	<i>Values</i>
			20M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	<i>No. of Questions</i>	<i>Marks</i>
A	Multiple Choice Questions	Direct	1	1
		DirectPlus	3	3
		Modified	1	1
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	2	2
		Modified	3	3
		Twisted	1	1
C	Short Answer Questions	Direct	1	2
		DirectPlus	1	2
		Modified		
D	Graphic Organiser	Modified	1	2
Grand Total			17	20

This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Beginner - PA_40M

Look and Learn - Class 2

			<i>Beginner</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	Direct	3	3
		DirectPlus	4	4
		Modified	4	4
B	Very Short Answer Questions	Direct	4	4
		DirectPlus	4	4
		Modified	3	3
		Twisted	2	2
C	Short Answer Questions	Direct	2	4
		DirectPlus	3	6
		Modified	1	2
D	Graphic Organisers	Modified	2	4
Grand Total			32	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Beginner - MYA/AA_20M

Look and Learn - Class 2

			<i>Beginner</i>	<i>Values</i>
			20M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		DirectPlus	3	3
		Modified	1	1
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	2	2
		Modified	3	3
		Twisted	1	1
C	Short Answer Questions	Direct	1	2
		DirectPlus	1	2
D	Graphic Organiser	Modified	1	2
Grand Total			17	20

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Beginner - MYA/AA_40M

Look and Learn - Class 2

			<i>Beginner</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	Direct	5	5
		DirectPlus	3	3
		Modified	3	3
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	4	4
		Modified	5	6
		Twisted	2	2
C	Graphic Organiser	Modified	1	2
D	Short Answer Questions	Direct	2	4
		DirectPlus	2	4
E	Diagram Based Question	Modified	1	4
Grand Total			31	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Beginner - MYA/AA_50M

Look and Learn - Class 2

			<i>Beginner</i>	<i>Values</i>
			50M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	Direct	2	2
		DirectPlus	3	3
		Modified	1	1
B	Very Short Answer Questions	Direct	4	5
		DirectPlus	3	3
		Modified	5	5
		Twisted	1	1
C	Graphic Organisers	Modified	4	8
D	Short Answer Questions	Direct	4	8
		DirectPlus	4	8
		Modified	3	6
Grand Total			34	50

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Beginner - MYA/AA_80M

Look and Learn - Class 2

			<i>Beginner</i>	<i>Values</i>
			80M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	Direct	6	6
		DirectPlus	6	6
B	Very Short Answer Questions	Direct	4	4
		DirectPlus	7	7
		Modified	9	9
C	Graphic Organisers	Modified	4	8
D	Short Answer Questions	Direct	6	12
		DirectPlus	5	10
		Modified	5	10
E	Diagram Based Question	Modified	2	8
Grand Total			54	80

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Proficient - FA_20M

Look and Learn - Class 2

			<i>Proficient</i>	<i>Values</i>
			20M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	1	1
		ModifiedPlus	1	1
		Twisted	2	4
B	Very Short Answer Questions	DirectPlus	2	2
		Modified	2	2
		ModifiedPlus	2	2
C	Graphic Organiser	Modified	1	2
D	Short Answer Questions	DirectPlus	2	4
		Modified	1	2
Grand Total			14	20

This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Proficient - PA_40M

Look and Learn - Class 2

			<i>Proficient</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	<i>No. of Questions</i>	<i>Marks</i>
A	Multiple Choice Questions	DirectPlus	2	2
		ModifiedPlus	1	1
		Twisted	2	4
B	Very Short Answer Questions	DirectPlus	5	5
		Modified	2	2
		ModifiedPlus	4	4
C	Graphic Organisers	Modified	2	4
D	Short Answer Questions	Direct	1	2
		DirectPlus	4	8
		Modified	1	2
		ModifiedPlus	1	2
		Twisted	1	2
E	Diagram Based Question	Modified	1	2
Grand Total			27	40

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Proficient - MYA/AA_20M

Look and Learn - Class 2

			<i>Proficient</i>	<i>Values</i>
			20M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	1	1
		ModifiedPlus	1	1
		Twisted	2	4
B	Very Short Answer Questions	DirectPlus	2	2
		Modified	2	2
		ModifiedPlus	2	2
C	Graphic Organiser	Modified	1	2
D	Short Answer Questions	DirectPlus	2	4
		Modified	1	2
Grand Total			14	20

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Proficient - MYA/AA_40M

Look and Learn - Class 2

			<i>Proficient</i>	<i>Values</i>
			40M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	2	2
		ModifiedPlus	1	1
		Twisted	2	4
B	Very Short Answer Questions	DirectPlus	5	5
		Modified	2	2
		ModifiedPlus	4	4
C	Graphic Organiser	Modified	2	4
D	Short Answer Questions	Direct	1	2
		DirectPlus	4	8
		Modified	1	2
		ModifiedPlus	1	2
		Twisted	1	2
E	Diagram Based Question	Modified	1	2
Grand Total			27	40

This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Proficient - MYA/AA_50M

Look and Learn - Class 2

			<i>Proficient</i>	<i>Values</i>
			50M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	2	2
		ModifiedPlus	1	1
		Twisted	3	5
B	Very Short Answer Questions	DirectPlus	5	5
		Modified	1	1
		ModifiedPlus	5	5
		Twisted	1	1
C	Graphic Organiser	Modified	3	6
D	Short Answer Questions	Direct	3	6
		DirectPlus	4	8
		Modified	2	4
		ModifiedPlus	1	2
		Twisted	1	2
E	Diagram Based Question	Modified	1	2
Grand Total			33	50

This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Assessment Blueprint - Look and Learn - Proficient - MYA/AA_80M

Look and Learn - Class 2

			<i>Proficient</i>	<i>Values</i>
			80M	
<i>Section</i>	<i>Question type</i>	<i>Question Source</i>	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	4	4
		Modified	1	1
		ModifiedPlus	3	3
		Twisted	5	7
B	Very Short Answer Questions	DirectPlus	10	10
		Modified	3	3
		ModifiedPlus	7	7
		Twisted	1	1
C	Graphic Organiser	Modified	5	10
D	Short Answer Questions	Direct	6	12
		DirectPlus	5	10
		Modified	1	2
		ModifiedPlus	2	4
		Twisted	1	2
E	Diagram Based Question	Modified	2	4
Grand Total			56	80

This exam blueprint is for reference only. Actual exam pattern may vary slightly.

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
2 Q O L @ H C S	chart 'Safety'	
Learners to bring	small sized photos of learners and their family members	1) Who Do I Look Like?
	crayons	4) Big Family, Small Family
	the pictures of the assigned game	6) Games We Play
	drawing sheets, pencils, crayons	8) Caring for Plants and Animals
	photographs of learners' family members	Activity Time – A1
Teacher to arrange	glue, pictures of twins	1) Who Do I Look Like?
	samples of different types of food items/flowers with distinct fragrances and colours, containers	2) My Likes and Dislikes
	three sets of family puzzles (nuclear family, joint family and extended family), drawing sheets, images or videos of extended family members living together and sharing different responsibilities, colouring material	4) Big Family, Small Family
	images of breakfast, lunch and dinner, images/videos/flashcards on table manners, role play script (a family following some table manners during mealtime), pictures of different families showing different eating habits	5) How Do Families Eat?
	pictures of tennis, badminton, football, and cricket matches, images/videos of different types of games, pictures of players of different games (male, female, differently-abled)	6) Games We Play
	chart/pictures of public places, chart paper, pictures/videos of well-maintained public places and dirty public places, pictures or videos of a fair	7) Places Around Us

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
Teacher to arrange	visuals (flashcards/ images/videos) of different types of animals, pictures of tree planting, protection of baby plants, people watering plants and bird feeders, small pot, soil, water, sapling, role play script (How to take care of plants and animals in the neighbourhood)	8) Caring for Plants and Animals
	brown paper, green paper, few different coloured papers, scrapbook, pencil, eraser, scissors, ruler, glue	Activity Time – A1
	empty plastic bottle with a cap, knife, strings, strong glue, wooden spoons, birdseed	Activity Time – A2

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
Online Resources	chart 'Properties of Air'	11) Air Around Us
	chart 'Food from Plants and Animals'	12) Uses of Plants
	chart 'Junk Food and its Effects'	14) Chips and Fries
Learners to bring	ice cream sticks, thread, sketch pens	13) Creep and Crawl
	pictures of themselves in their traditional attire	16) Clothes We Wear
Teacher to arrange	chits of different uses of water, two potted plants – one properly watered and the other wilted, pictures of drought-struck areas, chart sheets	9) Dear Drops
	torch, different objects that differ in their ability to allow light to pass through them, mirror	10) Game of Lights
	balloons, hanger, string, piece of paper, wet cloth, candle, glass, matchbox, balloon/football, bottle, pan, boiler, water	11) Air Around Us
	A4 sheets, chart sheets, jute bag, samples of vegetable prints on clothes, samples/pictures of different products made from parts of a coconut tree, leaflets of a coconut tree, staplers, toothpicks, cello tapes	12) Uses of Plants
	A4 sheets, chart sheets	13) Creep and Crawl
	A4 sheets, chart sheets, colouring material	14) Chips and Fries
	coloured paper, pin, pencil, scissors	Activity Time – B1
	egg cartons, scissors, paint, paintbrushes, wiggle eyes, markers, pipe cleaners, hole punch	Activity Time – B2
	chits with names of animals written on them, pictures of animal shelters, A4 sheets	15) Animal Homes

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
Teacher to arrange	chart sheets, colouring material, sample of cotton clothes, woollen clothes, raincoat, pictures of different types of clothes	16) Clothes We Wear
	A4 sheets, chart sheets	17) Moving Around
	all-purpose glue, old newspapers, black and white paints, masking tape	Activity Time – C1
	red, yellow, green and black construction paper, scissors, glue sticks, markers, ice cream stick and a circle-shaped button or bottle cap to trace circles	Activity Time – C2
Storyweaver resources	A Butterfly Smile (Note: This story can be found in Class 1 digital content.)	13) Creep and Crawl



LESSON PLANS AND TEACHER REFERENCE MATERIAL

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets

Prior Knowledge		<ul style="list-style-type: none"> relatives, how each family and family member is different 		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	1	Who Am I?	1.a	• all about me
			1.b	• reasons to know me
			1.c	• ID card
			1.d	• people with the same name
1	2	My Family Members	2.a	• family and family members
2	1	Who Do I Look Like?	1.a	• similarities between a parent and child
			1.b	• similarity with relatives
			1.c	• my family members who look like me
			1.d	• twins
2	3	Story of My Family	3.a	• what a family tree is
			3.b	• reading a family tree
			3.c	• need for a family tree
			3.d	• the growth of a family tree

B – Vision-to-Action Plan: 1 Who Do I Look Like?

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	1, 2 – THK, REM	1.a C-4.1 C-7.1	<ul style="list-style-type: none"> Define ‘feature’ State that parents and their children may look similar; siblings may also have similar features 	<ul style="list-style-type: none"> Real-life Connect 	–	WB: Pgs. 1, 2 (Q. 1–7)	
2 DD/MM/YYYY	2 – UND	1.b C-4.1 C-7.1	<ul style="list-style-type: none"> Describe how children and their extended family members may share similar features 	<ul style="list-style-type: none"> Real-life Connect 	–	WB: Pgs. 2, 3 (Q. 8–13) Ask learners to bring small sized photos of themselves and their family members for the next class.	
3 DD/MM/YYYY	2, 3 – APP, AF	1.c C-4.1 C-7.1 C-13.4	<ul style="list-style-type: none"> Identify similarities and prepare a chart of family members who they look like Discover the uniqueness of fingerprints 	<ul style="list-style-type: none"> Reinforcement Interactive Discussion 	<ul style="list-style-type: none"> glue photos of learners and their family members 	WB: Pgs. 3, 4 (Q. 14–17) TB: Pg. 3 (Paste the pictures of family members)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
4 DD/MM/YYYY	3 – HOTS	1.d C-4.1 C-7.1	<ul style="list-style-type: none"> Identify twins and explore the similarities and differences in their features 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> pictures of twins 	WB: Pg. 4 (Q. 18)	

Annual Day:
1/53

Day:
1/4

Actual Date:

Page(s)
1



Lesson 1

Who Do I Look Like?

Let Us Learn About

- ① similarities between a parent and child.
- ② similarity with relatives.
- ③ my family members who look like me.
- ④ twins.



Think

Kunal has a sister. Both of them look similar.
Why do some siblings look similar?



Remembering

Think of yourself and your parents. What are some things that are similar?

Is your smile just like your mother's smile?

Do your eyes look like your father's eyes?

Sometimes we act like our parents. For example, the way we walk, talk or eat.

Do any of your friends look more like his or her mother? Is there any friend who looks more like his or her father? Why is this so?



children look like their parents



1

Important Words

Duration: 1 min

- **Today:** sister, similar, siblings, parents, mother, father, friends, features, look, actions, brother, notice, grandparents

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Ask the learners, "In your family, whom do you look like? What are the similarities between you and your parents?"
- Show the image of parents and their children given on pgs. 1, 2 of the textbook.
- Describe the similarities in features between parents and children or siblings. Explain the term 'feature'.

Class Pulse Check

Duration: 2 min



- 1) What is a feature?
- 2) What are the similarities between you and your brother or sister?

Annual Day:
2/53

Day:
2/4

Actual Date:

Page(s)
2

We get some **features** from our father and some from our mother. A feature is a look or action of a person. Features help us to say whether people look similar or not.

Do you have a brother or sister? Do they look like you? You may also notice that you look like your mother and your brother or sister may look like your father.

What makes you look like them? You may have the same eye colour. The shapes of your ears or noses may be similar. You may have the same type of hair.

You have learnt that children may look like their parents. Some may even look like their grandparents! Many times, your parents may look like your grandparents.

Look at the given pictures. The kids here look similar to their parents.



they have similar hair



they have similar smile



Understanding

Do children look like any other family members? Do you and your aunt look similar?

Uncles and aunts are a part of our family. They are brothers or sisters of our parents. So, we may look like our aunts or uncles.

Do you have any cousins? Do any of your cousins look like you?

Your cousins and you share the same grandparents. So, you may look like your cousins.



children look like their aunt



children look like their cousins



Application

Collect photos of your family members. Try to find members you look like. Also find what features look similar.

Important Words

Duration: 1 min

- **Last class:** sister, similar, siblings, parents, mother, father, friends, features, look, actions, brother, notice, grandparents
- **Today:** children, family members, aunt, uncles, cousins

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask the learners, "Do children look like family members other than their parents and siblings? Do you and your aunt look similar? Do you have any cousins? Do any of your cousins look like you?"
- Show pictures given on pg. 2 of the textbook.
- Discuss the similarities in features that children may have with their aunts, uncles or cousins.
- Explain the reasons for such similarities with extended family members.

Class Pulse Check

Duration: 1 min



- 1) Which family member has a smile like yours?





Annual Day:
3/53

Day:
3/4

Actual Date:

Page(s)
3

Paste your picture in the box given in the centre. Paste pictures of family members who you look like in the other boxes. On the lines given below the boxes, write the features that look similar.

		
_____	My picture	_____
_____		_____
		
_____		_____
_____		_____

Did you see some childhood photos of your parents? Did your parents tell you stories about their childhood?



Amazing Facts

Everyone has his or her own fingerprints. Even people looking exactly the same have different fingerprints.

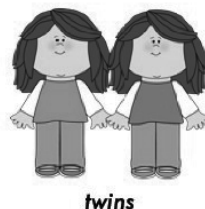


Higher Order Thinking Skills (H.O.T.S.)

Babies born at almost the same time to the same mother are called **twins**.

Some twins look exactly like each other. Some twins have few things in common.

Are there any twins in your family or in the school?
Do they look the same or different?



Who Do I Look Like?

3

Important Words

Duration: 1 min

- **Last class:** children, family members, aunt, uncles, cousins
- **Today:** pictures, centre, childhood, fingerprints

Transactional Tip(s)

Duration: 28 min



Reinforcement :

- Ask the learners, “Did you bring the photographs of your family members?”
- Read and explain the ‘Application’ section to the learners. Help them complete the activity as instructed on pg. 3 of the textbook.
- Ask them, “Have you seen any childhood photos of your parents? Did your parents tell you stories about their childhood?”

Interactive Discussion:

- Explain the uniqueness of fingerprints as given in the ‘Amazing Facts’ section.

Class Pulse Check

Duration: 1 min



- 1) Tell one similarity between your parents and grandparents.





Annual Day:
4/53

Day:
4/4

Actual Date:

Page(s)
3

Paste your picture in the box given in the centre. Paste pictures of family members who you look like in the other boxes. On the lines given below the boxes, write the features that look similar.

		
_____	My picture	_____
_____		_____
		
_____		_____
_____		_____

Did you see some childhood photos of your parents? Did your parents tell you stories about their childhood?



Amazing Facts

Everyone has his or her own fingerprints. Even people looking exactly the same have different fingerprints.

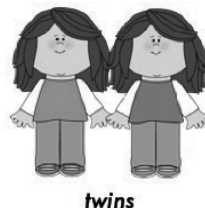


Higher Order Thinking Skills (H.O.T.S.)

Babies born at almost the same time to the same mother are called **twins**.

Some twins look exactly like each other. Some twins have few things in common.

Are there any twins in your family or in the school?
Do they look the same or different?



Who Do I Look Like?

3

Important Words

Duration: 1 min

- **Last class:** pictures, centre, childhood, fingerprints
- **Today:** babies, born, twins, common, different

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask the learners, "Have you seen children who look exactly like each other?"
- Show pictures of twins.
- Introduce the concept 'twins'. Mention that some twins look exactly like each other, while some other twins may have very few common features.
- Ask them, "Are there any twins in your family? Do they look the same or different?"

Class Pulse Check

Duration: 1 min



1) What are twins?



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Name any one feature in us which can be same as our family members. (Ans. look/eye colour/shape of ear and nose/type of hair)	Period 1 - similarities between a parent and child	
2	Why do some cousins look alike? (Ans. because they share the same grandparents)	Period 2 - similarity with relatives	
3	Say true or false: We can look like more than one of our family members. (Ans. true)	Period 3 - my family members who look like me	
4	Say true or false: Twins do not have anything common between them. (Ans. false)	Period 4 - twins	

Post-lesson Reflection					
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>					
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>	

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/> Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 1: Who Do I Look Like?



Think

- 1) Kunal has a sister. Both of them look similar. Why do some siblings look similar?

Ans. Children get their features from their parents. Kunal and his sister have the same parents, so they look similar.

Lesson 1: Who Do I Look Like?



Think

- 1) Kunal has a sister. Both of them look similar. Why do some siblings look similar?

Ans. Children get their features from their parents. Kunal and his sister have the same parents, so they look similar.

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets

Prior Knowledge		• <i>favourite food, favourite activity</i>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	1	Who Am I?	1.a	• all about me
			1.b	• reasons to know me
			1.c	• ID card
			1.d	• people with the same name
2	1	Who Do I Look Like?	1.a	• similarities between a parent and child
			1.b	• similarity with relatives
			1.c	• my family members who look like me
			1.d	• twins
2	2	My Likes and Dislikes	2.a	• likes and dislikes
			2.b	• the reasons for differences in likes and dislikes
			2.c	• how some things that we like may not be good for us
			2.d	• the likes and dislikes of classmates

B – Vision-to-Action Plan: 2 My Likes and Dislikes

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	4 – THK, REM	2.a C-4.2 C-7.2	<ul style="list-style-type: none"> Explain the terms 'likes' and 'dislikes' 	<ul style="list-style-type: none"> Real-life Connect 	–	–	
2 DD/MM/YYYY	5 – REM	2.a C-13.2	<ul style="list-style-type: none"> Recall and list one's likes and dislikes 	<ul style="list-style-type: none"> Real-life Connect 	–	WB: Pgs. 5, 6 (Q. 1–7) TB: Pg. 5 (Complete the table)	
3 DD/MM/YYYY	5 – UND	2.b C-4.1 C-4.2 C-7.2	<ul style="list-style-type: none"> Identify the reasons for personal differences in likes and dislikes 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> samples of different types of food items/flowers with distinct fragrances and colours containers 	WB: Pgs. 6, 7 (Q. 8–13)	
4 DD/MM/YYYY	5, 6 – APP, AF	2.c C-4.2 C-7.1	<ul style="list-style-type: none"> Differentiate between healthy and unhealthy likes 	<ul style="list-style-type: none"> Summarising 	–	WB: Pgs. 7, 8 (Q. 14–17)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
5 DD/MM/YYYY	6 – HOTS	2.d C-4.3 C-4.4	<ul style="list-style-type: none"> Explore and compare the likes and dislikes of one's classmates 	<ul style="list-style-type: none"> Peer Learning – Group 	–	WB: Pg. 9 (Q. 18)	

Annual Day:
5/53

Day:
1/5

Actual Date:

Page(s)
4



Think

Rafi brought *rajma* in his lunch box. When he opened his lunch box, one of his friends said, "Wow!" But another friend said, "Eww! I do not like *rajma*." What could be the reason behind this?



rajma curry



Remembering

When you get a chocolate or an ice cream, you feel like having more. That is because you like it.

Is there any particular game that you do not like to play? What are the things that you do not like about that game?

We may like or dislike things or places. We may also like or dislike food, smells, books, movies or sports.

The songs we listen to or the toys we play with are based on our likes or dislikes.

4

Important Words

Duration: 1 min

- **Today:** rajma, particular, likes, dislikes

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Ask the learners, "Which food item will you be happy to find in your lunch box? How many of you feel happy to have rajma in your lunch box? What about chocolates and ice creams?"
- Explain the terms 'likes' and 'dislikes'. Mention that we may like or dislike things or places. Also, explain why people like or dislike certain food items, smells, books, movies or sports.

Class Pulse Check

Duration: 2 min



- 1) Name a thing you dislike.
- 2) Name one game you like to play.

Annual Day:
6/53

Day:
2/5

Actual Date:

Page(s)
5

Tick the things you like, and cross the things you dislike.

Activity	Like (✓)/Dislike (×)
eating popcorn	
loud music	
swimming	
eating <i>karela</i> (bitter gourd)	
watching a movie or a cartoon	



Understanding

Do all of your friends like the same food? No. It is because different types of food items are cooked in their houses. Some food items that you eat may not be cooked at their houses.

People like or dislike food items based on their smell, taste and sight. Some people like spicy food. Some people dislike the smell of garlic, fish, meat, egg and so on. So, they do not include these things in their food.

How do we know if we like or dislike something?

We say we 'like' or 'love' something when we are happy to have it or enjoy doing it. For example, if you feel like getting up and dancing every time you hear music, you can say you like music and dancing.



dancing to music

Liking something makes you do it more often. If you dislike something, you do not want to do it.



Application

Do you know that you may not always be allowed to do what you like? You want to eat ice cream, chocolates, French fries and burgers. But your parents do not always buy those for you.



My Likes and Dislikes

5

Important Words

Duration: 1 min

- **Last class:** rajma, particular, likes, dislikes
- **Today:** activity, loud, swimming, karela, bitter gourd

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Read aloud and explain each item mentioned in the table on pg. 5 of the textbook.
- Let learners mark the items with a tick or a cross according to their likes and dislikes.

Class Pulse Check

Duration: 2 min



- 1) Name any one movie that you like.
- 2) Name any one food item that you dislike.

Annual Day:
7/53

Day:
3/5

Actual Date:

Page(s)
5

Tick the things you like, and cross the things you dislike.

Activity	Like (✓)/Dislike (x)
eating popcorn	
loud music	
swimming	
eating <i>karela</i> (bitter gourd)	
watching a movie or a cartoon	



Understanding

Do all of your friends like the same food? No. It is because different types of food items are cooked in their houses. Some food items that you eat may not be cooked at their houses.

People like or dislike food items based on their smell, taste and sight. Some people like spicy food. Some people dislike the smell of garlic, fish, meat, egg and so on. So, they do not include these things in their food.

How do we know if we like or dislike something?

We say we 'like' or 'love' something when we are happy to have it or enjoy doing it. For example, if you feel like getting up and dancing every time you hear music, you can say you like music and dancing.



dancing to music

Liking something makes you do it more often. If you dislike something, you do not want to do it.



Application

Do you know that you may not always be allowed to do what you like? You want to eat ice cream, chocolates, French fries and burgers. But your parents do not always buy those for you.



My Likes and Dislikes

5

Important Words

Duration: 1 min

- **Last class:** allowed, French fries, burgers, healthy, choices, avoid, cold, fever, ill, tastes, tongue, salty, sour
- **Today:** cooked, sight, spicy, garlic, love, happy, enjoy, music

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Place 4–5 samples of different food items in small containers on a table. Flowers varying in fragrance and colour may also be used.
- Let learners smell or see them and say which one they like and why.
- Capture learners' responses on the blackboard to show the number of learners who like each item on display.
- Explain the reasons behind differences in likes and dislikes.

Class Pulse Check

Duration: 1 min



- 1) Why do some people not include garlic in their food?

Annual Day:
8/53

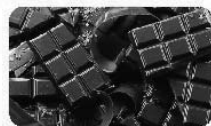
Day:
4/5

Actual Date:

Page(s)
6



ice cream



chocolates



burger and French fries

These are 'not so healthy' food choices. We should avoid them.

You may want to play in the rain, but your parents say 'NO'. Why?

We may catch a cold and fever. We may fall ill.

Make a list of the things that you like to do, but are allowed to do only sometimes.



playing in the rain



Amazing Facts

Do you know how we understand different tastes? It is our **tongue** that helps us understand different tastes! Some food items taste sweet, some salty. Some taste sour, and some taste spicy.



Higher Order Thinking Skills (H.O.T.S.)

We know that different people have different likes and dislikes. Now, let us do an activity.

Instructions:

(Teacher to divide the students into groups of five. One student in a group will ask the following questions to his or her group members.)

- 1) Which of the following tastes do you like and which do you dislike?
bitter, sweet and sour
- 2) Which of the following smells do you like and which do you dislike?
Maggi, popcorn, cough syrup
- 3) Which of the following colours do you like and which do you dislike?
blue, red and white

Note down the answers. Find out the common likes and dislikes among your group members.

Important Words

Duration: 1 min

- **Last class:** activity, loud, swimming, karela, bitter gourd
- **Today:** allowed, French fries, burgers, healthy, choices, avoid, cold, fever, ill, tastes, tongue, salty, sour

Transactional Tip(s)

Duration: 27 min



Summarising:

- Read aloud some activities or names of food items that children may like but are not good for them. Let learners say whether they like them and whether their parents let them do the activity or have the food item.
- List the activities or food items on the blackboard. Capture learners' responses against them in two different columns.
- Explain that not all our likes are good for us. Some of them can be bad for us. They may also be bad for people around us.
- Ask the learners, "How do we understand different tastes?" Discuss the 'Amazing Facts' section with the learners.

Class Pulse Check

Duration: 2 min



- 1) Name a not-so-healthy food item.
- 2) Tell one activity you like to do, but your parents do not allow you to do it.

Annual Day:
9/53

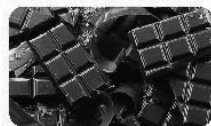
Day:
5/5

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6



ice cream



chocolates



burger and French fries

These are 'not so healthy' food choices. We should avoid them.

You may want to play in the rain, but your parents say 'NO'. Why?

We may catch a cold and fever. We may fall ill.

Make a list of the things that you like to do, but are allowed to do only sometimes.



playing in the rain



Amazing Facts

Do you know how we understand different tastes? It is our **tongue** that helps us understand different tastes! Some food items taste sweet, some salty. Some taste sour, and some taste spicy.



Higher Order Thinking Skills (H.O.T.S.)

We know that different people have different likes and dislikes. Now, let us do an activity.

Instructions:

(Teacher to divide the students into groups of five. One student in a group will ask the following questions to his or her group members.)

- 1) Which of the following tastes do you like and which do you dislike?
bitter, sweet and sour
- 2) Which of the following smells do you like and which do you dislike?
Maggi, popcorn, cough syrup
- 3) Which of the following colours do you like and which do you dislike?
blue, red and white

Note down the answers. Find out the common likes and dislikes among your group members.

Important Words

Duration: 1 min

- **Last class:** cooked, sight, spicy, garlic, love, happy, enjoy, music
- **Today:** activity, instructions, members, bitter, maggi, cough syrup

Transactional Tip(s)

Duration: 29 min



Peer Learning - Pair/Group:

- Divide the learners into groups of five. One learner in a group will ask questions given on pg. 6 of the textbook to their group members.
- Help learners perform the activity.
- Let the groups share the findings with each other and identify common likes and dislikes among them.

Class Pulse Check



- 1) -



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Say true or false: Pooja likes to play in the water. It could mean that she likes swimming. (Ans. true)	Period 1 - likes and dislikes	
2	How will you feel if you like or love something? (Ans. I will feel happy to have it or will enjoy doing it.)	Period 3 - the reasons for differences in likes and dislikes	
3	Your friends like to eat lots of ice cream. Is it good? (Ans. no)	Period 4 - how some things that we like may not be good for us	
4	Mohit does not like to eat sweets. Will you offer him a laddu? (Ans. no)	Period 5 - the likes and dislikes of classmates	

Post-lesson Reflection						
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<hr/>						
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 2: My Likes and Dislikes



Think

- 1) Rafi brought *rajma* in his lunch box. When he opened his lunch box, one of his friends said, “Wow!” But another friend said, “Eww! I do not like *rajma*.” What could be the reason for this?

Ans. One friend liked *rajma*, while the other did not. This shows that we all have different likes and dislikes.



Remembering

- 1) Is there any particular game that you do not like to play? What are the things that you do not like about that game?

Ans. Learner's response (**Hint:** an outdoor game as it involves physical activity, chess, because it is played at a slow speed)



Application

- 1) Make a list of things that you like to do, but are allowed to do only sometimes.

Ans. Learner's response (**Hint:** eating chocolates, watching cartoon, going to a movie and so on)

Lesson 2: My Likes and Dislikes



Think

- 1) Rafi brought *rajma* in his lunch box. When he opened his lunch box, one of his friends said, "Wow!" But another friend said, "Eww! I do not like *rajma*." What could be the reason for this?

Ans. One friend liked *rajma*, while the other did not. This shows that we all have different likes and dislikes.



Remembering

- 1) Is there any particular game that you do not like to play? What are the things that you do not like about that game?

Ans. Learner's response (**Hint:** an outdoor game as it involves physical activity, chess, because it is played at a slow speed)



Application

- 1) Make a list of things that you like to do, but are allowed to do only sometimes.

Ans. Learner's response (**Hint:** eating chocolates, watching cartoon, going to a movie and so on)

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets

Prior Knowledge		• all about me, reasons to know me		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	2	My Family Members	2.a	• family and family members
			2.b	• jobs of family members
			2.c	• roles of family members
			2.d	• how each family and family member is different
2	1	Who Do I Look Like?	1.a	• similarities between a parent and child
			1.b	• similarity with relatives
			1.c	• my family members who look like me
			1.d	• twins
2	3	Story of My Family	3.a	• what a family tree is
			3.b	• reading a family tree
			3.c	• need for a family tree
			3.d	• the growth of a family tree
2	4	Big Family, Small Family	4.a	• types of families
			4.b	• reasons for the differences among families
			4.c	• family get-together
			4.d	• animals as a part of our family
2	5	How Do Families Eat?	5.a	• different meals of the day
			5.b	• eating practices in the family
			5.c	• how I can help my family members during meal times
			5.d	• how eating practices differ in families

B – Vision-to-Action Plan: 3 Story of My Family

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	7, 8 – THK, REM	3.a C-4.1 C-4.3 C-7.1	<ul style="list-style-type: none"> Define ‘family tree’ 	<ul style="list-style-type: none"> Real-life Connect 	–	–	
2 DD/MM/YYYY	8 – REM	3.a C-4.1 C-4.3 C-7.1	<ul style="list-style-type: none"> Define ‘great-grandparents’ and ‘ancestors’ 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pgs. 10, 11 (Q. 1–7)	
3 DD/MM/YYYY	9 – UND	3.b C-7.1	<ul style="list-style-type: none"> Describe different levels of a family tree 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pgs. 11 - 13 (Q. 8–13)	
4 DD/MM/YYYY	9 - 11 – APP, AF	3.c C-7.1 C-7.2	<ul style="list-style-type: none"> Identify the relevance of a family tree 	<ul style="list-style-type: none"> Summarising 	–	WB: Pgs. 13, 14 (Q. 14–17) TB: Pg. 10 (Fill in the blanks)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
5 DD/MM/YYYY	11 – HOTS	3.d C-13.2	<ul style="list-style-type: none"> Discuss the factors that lead to changes in a family tree 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pg. 15 (Q. 18)	

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10/53

Day:
1/5

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7



Think

Raj found an old photograph of his family. He could not identify the child in the photograph. His father said that the child is Raj's grandfather. He was surprised to know this.

Do you have any such photograph of your family?



Remembering

If we draw charts of our families, what will they look like?



family members

Important Words

Duration: 1 min

- **Today:** photograph, family, chart, family tree

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask learners, "Do you have any old photographs of your family? Can you identify all the people in those photographs? If we draw charts of our families, what will they look like?"
- Draw a chart representing three generations of a family.
- Elaborate how a detailed chart of a family looks like a tree. Define 'family tree'.

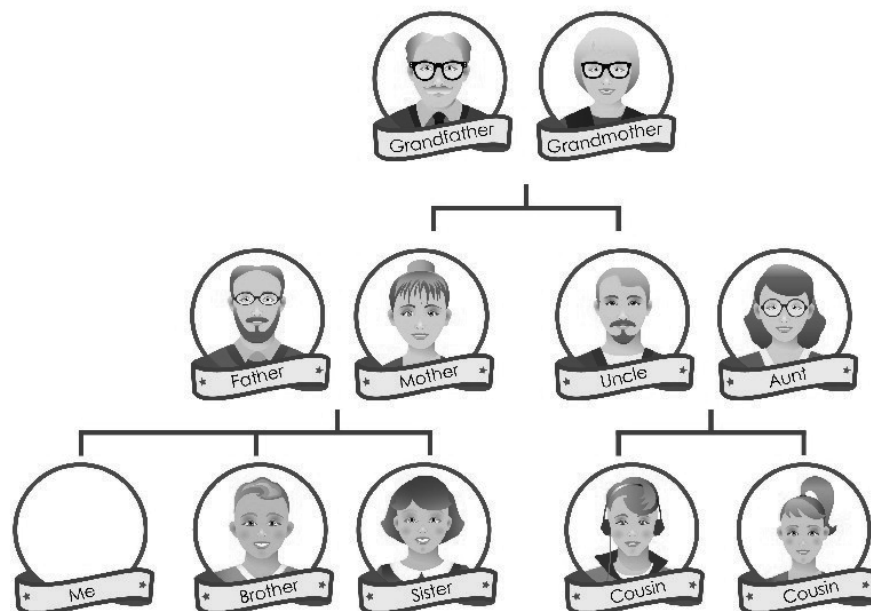
Class Pulse Check

Duration: 1 min



- 1) What does a detailed chart of a family look like?

Let us find out.



a chart of family members

A drawing or chart that shows how the different members of a **family** are related to one another is called a **family tree**.

A detailed chart of a family looks like a tree.

Our family trees consist of our parents, their parents and us. It also has the parents of our grandparents. They are our **great-grandparents**.

All the people in our families who lived before our grandparents are our **ancestors**.



family tree

Important Words

Duration: 1 min

- **Last class:** photograph, family, chart, family tree
- **Today:** grandparents, great-grandparents, ancestors

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Show the chart of family members given on pg. 8 of the textbook.
- Ask, "Which family members are shown in the chart? Can there be any other members of a family? Where can we add the parents of grandparents? What do we call them?"
- Explain the term 'great-grandparents'.
- Ask the learners, "Were there any family members who lived before our great-grandparents? What do we call them?"
- Explain the term 'ancestors'.

Class Pulse Check

Duration: 2 min

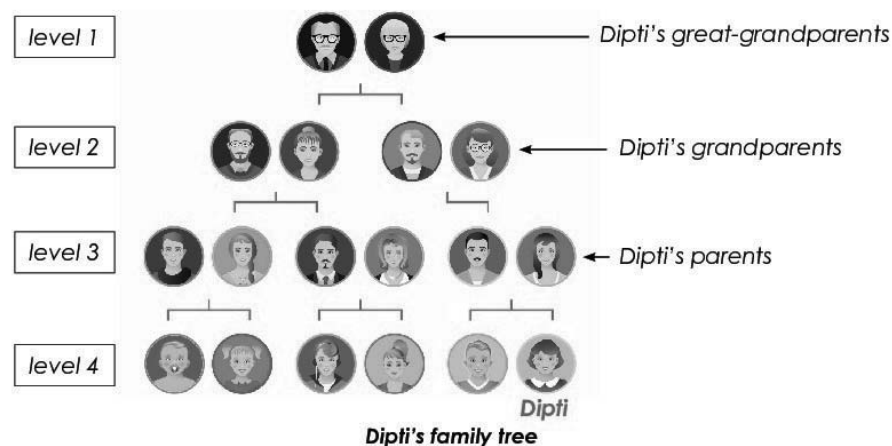


- 1) What do we call detailed charts of our families?
- 2) What do we call the parents of our grandparents?



Understanding

Look at the family tree of Dipti, given below. What does it show? It shows the family members and ancestors of Dipti.



This family tree shows her great-grandparents on top. Then it shows her grandparents, parents and finally her.

Like a real tree, a family tree also grows with time. Let us find out how this happens.

Your grandparents were kids long back as you are now. They had their parents and grandparents.

As the time went on, they gave birth to your parents. Your parents grew up and gave birth to you. In this way, the size of the family grows with time. As you grow older, you may also become a parent and then a grandparent.



Application

Everybody likes to know where they came from, who their ancestors were, where they lived, what they did and so on.

Important Words

Duration: 1 min

- **Last class:** grandparents, great-grandparents, ancestors
- **Today:** top, grows, kids, birth, older

Transactional Tip(s)

Duration: 28 min



Interactive Discussion:

- Show the image 'Dipti's family tree' given on pg. 9 of textbook.
- Ask the learners, "What does it show? Which family members are shown on top of the family tree? Where can we find Dipti in the family tree? What will happen to this family tree with time?"
- Explain the relative positions of older and younger generations on a family tree.

Class Pulse Check

Duration: 1 min



- 1) In the given family tree, which members are at level 3?



Annual Day:
13/53

Day:
4/5

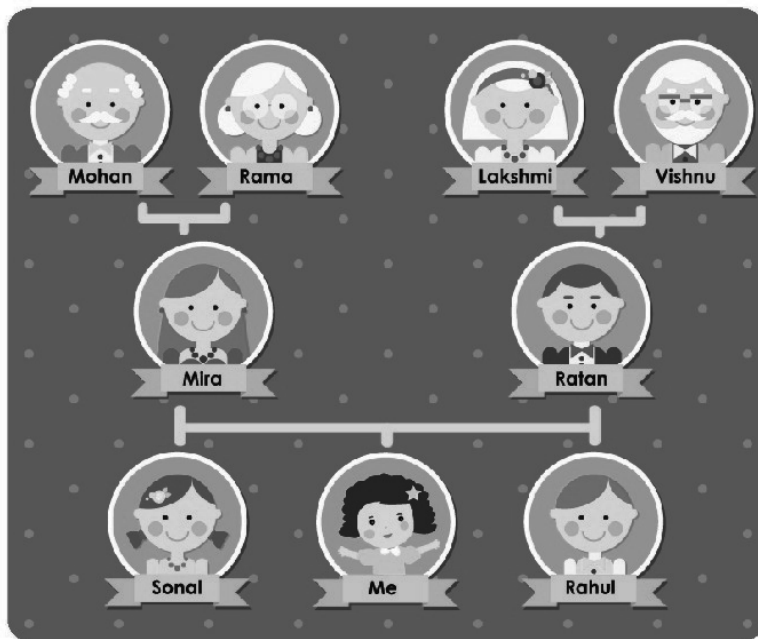
Actual Date:

Page(s)
10

A family tree helps children to know about their grandparents. They also come to know about their ancestors.

Suppose, you find a family tree made by your grandfather when he was of your age; what can you learn from it?

Let us do an exercise. Fill in the blanks based on the given family tree.



Name of the father: _____

Name of the mother: _____

Name of the brother: _____

Names of the grandmothers: _____

Names of the grandfathers: _____

Important Words

Duration: 1 min

- **Last class:** top, grows, kids, birth, older
- **Today:** age, learn, name, Confucius, China

Transactional Tip(s)

Duration: 29 min



Summarising:

- Ask the learners, "Suppose you find a family tree made by your grandfather when he was of your age; what can you learn from it?"
- Draw a family tree (that might have been made by your grandfather) on the blackboard.
- Explain how a family tree can give us information about the people who lived long ago.
- Help learners find the answers to the blanks based on the family tree given on pg. 10 of the textbook.
- Talk about the size of family trees.
- Elaborate on the family tree of Confucius given in the 'Amazing Facts' section.

Class Pulse Check



1) _



Amazing Facts

Confucius was a teacher in China. The family tree of Confucius is considered to be the longest family tree in the world. His family tree has 80 levels known to everyone.



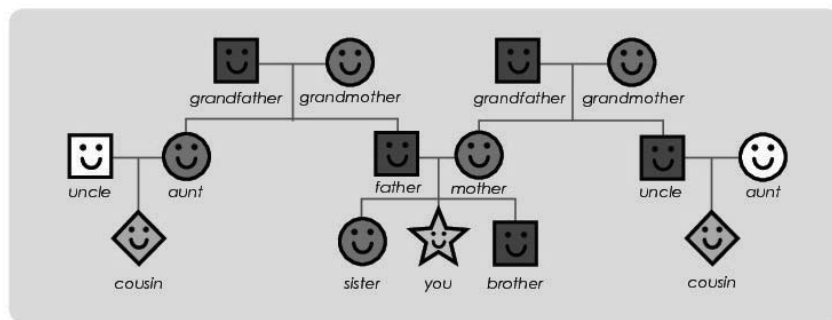
Higher Order Thinking Skills (H.O.T.S.)

You have learnt about a family tree having parents, grandparents and great-grandparents. A family tree may also have people who are not related to us by birth. They can be related to our mother or father. They include our uncles, aunts and cousins.

Think of different ways in which a family tree can be changed.

When someone gets married in our family, our family tree grows. One new member is added to our family tree. A new branch is added sideways to the family tree.

Sometimes, a new child is born into the family. He or she then becomes a part of the family tree.



Important Words

Duration: 1 min

- **Last class:** age, learn, name, Confucius, China
- **Today:** related, uncles, aunts, cousins, different, married, branches, sideways, born

Transactional Tip(s)

Duration: 28 min



Interactive Discussion:

- Ask the learners, "Does a family tree grow like a real tree? How does it grow? Are all the members of a family tree related to each other by birth?"
- Show the family tree given on pg. 11 (H.O.T.S. section) of the textbook.
- Explain that some members are not related by birth. Also explain, how the changes occur in a family tree due to marriages, the birth of a child and so on.

Class Pulse Check

Duration: 1 min



- 1) How do the number of members in a family tree increase?





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Which members does a family tree consist of? (Ans: great-grandparents, grandparents, parents and us)	Period 2 - what a family tree is	
2	In a family tree that shows you, your parents and grandparents, which members are in the middle? (Ans. my parents)	Period 3 - reading a family tree	
3	Say true or false: A family tree tells us about our ancestor's favourite food. (Ans: false)	Period 4 - need for a family tree	
4	How does a new branch get added to a family tree? (Ans. when someone gets married)	Period 5 - the growth of a family tree	

Post-lesson Reflection						
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<hr/>						
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/> Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 3: Story of My Family



Application

- 1) Suppose, you found a family tree made by your grandfather when he was of your age; what can you learn from it?

Ans. We can learn about our great-grandparents, their siblings and also their parents.

- 2) Fill in the blanks based on the given family tree. (Refer to the family tree picture given on page 10 of the textbook.)

Ans. Name of the father: Ratan

Name of the mother: Mira

Name of the brother: Rahul

Name of the grandmothers: Rama, Lakshmi

Name of the grandfathers: Mohan, Vishnu

Lesson 3: Story of My Family



Application

- 1) Suppose, you found a family tree made by your grandfather when he was of your age; what can you learn from it?

Ans. We can learn about our great-grandparents, their siblings and also their parents.

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Ans. Name of the father: Ratan

Name of the mother: Mira

Name of the brother: Rahul

Name of the grandmothers: Rama, Lakshmi

Name of the grandfathers: Mohan, Vishnu

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets

Prior Knowledge		• <i>eating food with others</i>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	2	My Family Members	2.a	• family and family members
			2.b	• jobs of family members
			2.c	• roles of family members
			2.d	• how each family and family member is different
2	1	Who Do I Look Like?	1.a	• similarities between a parent and child
			1.b	• similarity with relatives
			1.c	• my family members who look like me
			1.d	• twins
2	3	Story of My Family	3.a	• what a family tree is
			3.b	• reading a family tree
			3.c	• need for a family tree
			3.d	• the growth of a family tree
2	4	Big Family, Small Family	4.a	• types of families
			4.b	• reasons for the differences among families
			4.c	• family get-together
			4.d	• animals as a part of our family
2	5	How Do Families Eat?	5.b	• eating practices in the family
			5.c	• how I can help my family members during meal times
			5.d	• how eating practices differ in families

B – Vision-to-Action Plan: 4 Big Family, Small Family

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	12, 13 – THK, REM	4.a C-4.7	<ul style="list-style-type: none"> Define different types of families 	<ul style="list-style-type: none"> Peer Learning – Group 	<ul style="list-style-type: none"> three sets of family puzzles (nuclear family, joint family and extended family) 	Ask learners to bring crayons for the next class.	
2 DD/MM/YYYY	12, 13 – REM	4.a C-4.1 C-4.3	<ul style="list-style-type: none"> Identify one's family type by drawing a family picture 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> drawing sheets crayons 	WB: Pgs. 16, 17 (Q. 1–7)	
3 DD/MM/YYYY	13 – UND	4.b C-4.7 C-9.3	<ul style="list-style-type: none"> Describe the reasons for diversity in families 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> images or videos of extended family members living together and sharing different responsibilities 	–	
4 DD/MM/YYYY	13 – UND	4.b C-4.7 C-13.2	<ul style="list-style-type: none"> Recall reasons for diversity in families 	<ul style="list-style-type: none"> Summarising 	–	WB: Pg. 17 (Q. 8–13)	
5 DD/MM/YYYY	13, 14 – APP	4.c C-4.1 C-9.3	<ul style="list-style-type: none"> Explain the occasions when family members meet and have fun 	<ul style="list-style-type: none"> Real-life Connect 	–	–	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
6 DD/MM/YYYY	14, 15 – APP, AF	4.c C-9.3	<ul style="list-style-type: none"> Share one's family story 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pg. 18 (Q. 14–17) TB: Pg. 14 (Stick a family picture in the box.)	
7 DD/MM/YYYY	15 – HOTS	4.d C-6.1 C-7.2	<ul style="list-style-type: none"> Appreciate pets as part of the family 	<ul style="list-style-type: none"> Real-life Connect 	–	WB: Pg. 19 (Q. 18)	
8 DD/MM/YYYY	15 – HOTS	4.d C-7.2 C-13.2	<ul style="list-style-type: none"> Recall the importance of pets in a family 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> drawing sheets colouring material 	–	

Annual Day:
15/53

Day:
1/8

Actual Date:

Page(s)
12



Think

Given are the pictures of two families. What do you see? Are both families alike? What makes them different?



Remembering

A family is a group of people who mostly live together. Some of us live with our parents. Some others live with parents and grandparents. In some other families, children live with their uncles, aunts and cousins as well.

Families are of different types.

- 1) **Nuclear family:** This is a small family that consists of the mother, father and their child or children.

12

Important Words

Duration: 1 min

- **Today:** parents, grandparents, uncles, aunts, cousins, nuclear family, joint family, extended family

Transactional Tip(s)

Duration: 27 min



Peer Learning - Pair/Group:

- Show the images given in the 'Think' section on pg. 12 of the textbook. Ask the learners, "What do you see? Are both families alike? What makes these families different?"
- Divide the class into three groups. Distribute a set of three family puzzles (nuclear family, joint family and extended family) to each group. Let them solve the puzzles.
- Ask learners, "Which one was easy to solve? Which one had more pieces?"
- Elaborate on the different types of families and state their definitions.

Class Pulse Check

Duration: 2 min



- 1) What do we call a family that has only a father, a mother and children?
- 2) Name any one type of family.

2) **Joint family:** When the mother, father, children, grandparents, uncles, aunts and cousins live together, they make a joint family.



nuclear family



joint family



Understanding

Have you ever wondered why families are different?

Families may be of different types due to the number and types of family members in them.

Earlier, people used to live together with all their family members. Then, family members started to move to different places for studies, jobs and so on. Thus, families became smaller. They could meet their family members during festivals and family get-togethers.

In some families, people prefer to stay with their family members. They help one another to earn money and run the family. They may do some job or business together.



Application

What type of family is yours? When do all the family members meet?

The members of a family may be busy the whole day. They may go out to work. They take their breakfast or dinner together.

Important Words

Duration: 1 min

- **Last class:** parents, grandparents, uncles, aunts, cousins, nuclear family, joint family, extended family
- **Today:** –

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask the learners, “What type of family do you live in?” Let the learners answer and describe their family types.
- Provide drawing sheets to learners. Let them draw a picture of their family.
- Ask them to count their family members and identify the type of family they live in.

Class Pulse Check

Duration: 1 min



- 1) How many members are there in your family?



2) **Joint family:** When the mother, father, children, grandparents, uncles, aunts and cousins live together, they make a joint family.



nuclear family



joint family



Understanding

Have you ever wondered why families are different?

Families may be of different types due to the number and types of family members in them.

Earlier, people used to live together with all their family members. Then, family members started to move to different places for studies, jobs and so on. Thus, families became smaller. They could meet their family members during festivals and family get-togethers.

In some families, people prefer to stay with their family members. They help one another to earn money and run the family. They may do some job or business together.



Application

What type of family is yours? When do all the family members meet?

The members of a family may be busy the whole day. They may go out to work. They take their breakfast or dinner together.

Important Words

Duration: 1 min

- **Last class:** animals, care, pet
- **Today:** wondered, members, studies, jobs, get-togethers, festivals, prefer, business

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask the learners, “Why are families different?”
- Explain the various reasons which led to the formation of different family types.
- Show images or videos of extended family members living together and sharing different responsibilities.

Class Pulse Check

Duration: 1 min



- 1) What happens when family members move to different places for jobs?



2) **Joint family:** When the mother, father, children, grandparents, uncles, aunts and cousins live together, they make a joint family.



nuclear family



joint family



Understanding

Have you ever wondered why families are different?

Families may be of different types due to the number and types of family members in them.

Earlier, people used to live together with all their family members. Then, family members started to move to different places for studies, jobs and so on. Thus, families became smaller. They could meet their family members during festivals and family get-togethers.

In some families, people prefer to stay with their family members. They help one another to earn money and run the family. They may do some job or business together.



Application

What type of family is yours? When do all the family members meet?

The members of a family may be busy the whole day. They may go out to work. They take their breakfast or dinner together.

Important Words

Duration: 1 min

- **Last class:** wondered, members, studies, jobs, get-togethers, festivals, prefer, business
- **Today:** –

Transactional Tip(s)

Duration: 29 min



Summarising:

- Ask learners to recall the various reasons for diversity in families. Capture their responses on the blackboard.
- With the help of a concept map drawn on the blackboard, summarise the reasons for diversity in families.

Class Pulse Check



1) _



Annual Day:
19/53

Day:
5/8

Actual Date:

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14

At that time, they can talk to one another. They celebrate birthdays and festivals together. They may go for a trip.



family having a meal together



family on a holiday trip

When do all the members of your family meet? Members of the family meet during family occasions like weddings. They may also meet during festivals, birthdays, the birth of a new member and so on.

Complete the story of your family:

My name is _____

_____.

I am _____ years old. I

live in a _____ family.

We are _____

members in our family.



family celebrating an occasion



picture of my family

Important Words

Duration: 1 min

- **Today:** busy, breakfast, dinner, celebrate, birthdays, trip, occasions, weddings, birth

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask the learners, "What type of family is yours? When do all the family members meet? When do all the members of your extended family meet?"
- Cite examples to inform learners of the various times different family members can meet.
- Ask some of the learners to talk about the occasions when their family members (immediate and extended) meet and spend time together.

Class Pulse Check

Duration: 1 min



- 1) Name any two occasions when you get to meet your cousins.

Annual Day:
20/53

Day:
6/8

Actual Date:

Page(s)
14

Important Words

Duration: 1 min

- Today: entire

At that time, they can talk to one another. They celebrate birthdays and festivals together. They may go for a trip.



family having a meal together



family on a holiday trip

When do all the members of your family meet? Members of the family meet during family occasions like weddings. They may also meet during festivals, birthdays, the birth of a new member and so on.

Complete the story of your family:

My name is _____

_____.

I am _____ years old. I

live in a _____ family.

We are _____

members in our family.



family celebrating an occasion



picture of my family

Transactional Tip(s)

Duration: 29 min



Interactive Discussion:

- Help learners to complete the story of their family given on pg. 14 of the textbook.
- Ask some learners to share their family's story.
- Talk about the family of 180 members living together as mentioned in the 'Amazing Facts' section.

Class Pulse Check



1) _



Amazing Facts

Narasinganavar family is a family of about 180 members living together. The entire family lives in the village of Lokur, Karnataka.



Higher Order Thinking Skills (H.O.T.S.)

Some people have animals like dogs, cats or fish in their houses. They take care of these animals.

Do you have any such pet? If not, which one would you like to have?

These birds and animals are part of their family. They love and take care of one another. Have you ever heard about pets taking care of small children at home?



pets



animals as a part of the family

Important Words

Duration: 1 min

- **Last class:** busy, breakfast, dinner, celebrate, birthdays, trip, occasions, weddings, birth
- **Today:** animals, care, pet

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask the learners, “Do you have a pet? If you do not have a pet, which one would you like to have?”
- Discuss how pets are a part of the family.
- Discuss how we should take care of pets.

Class Pulse Check

Duration: 1 min



- 1) What are pets?





Amazing Facts

Narasinganavar family is a family of about 180 members living together. The entire family lives in the village of Lokur, Karnataka.



Higher Order Thinking Skills (H.O.T.S.)

Some people have animals like dogs, cats or fish in their houses. They take care of these animals.

Do you have any such pet? If not, which one would you like to have?

These birds and animals are part of their family. They love and take care of one another. Have you ever heard about pets taking care of small children at home?



pets



animals as a part of the family

Important Words

Duration: 1 min

- Last class: entire
- Today: –

Transactional Tip(s)

Duration: 29 min



Real-life Connect :

- Ask the learners who have pets to share stories of their pets.
- Distribute drawing sheets to the learners. Let them draw a picture of their family along with the pets they have or would like to have.
- Discuss the importance of pets in a family and capture learners' responses on the blackboard.

Class Pulse Check



1) _





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Who are the members of a joint family? (Ans. mother, father, children and grandparents)	Period 1 - types of families	
2	Name any one reason why family members move from one place to another. (Ans. for studies/for jobs/after marriage)	Period 3 - reasons for the differences among families	
3	Name an occasion when your extended family members have a get-together. (Ans. weddings/birthdays/festivals)	Period 5 - family get-together	
4	Name two animals we can keep as pets in our home. (Ans. dog/birds/cat)	Period 7 - animals as a part of our family	

Post-lesson Reflection					
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>					
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>	

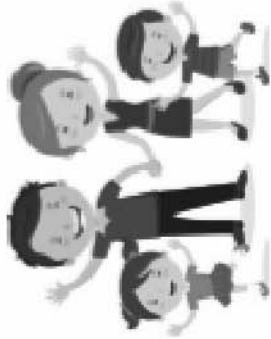
	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 4: Big Family, Small Family



Think

- 1) Given are the pictures of two families. What do you see? Are both families alike? What makes them different?



Page 94

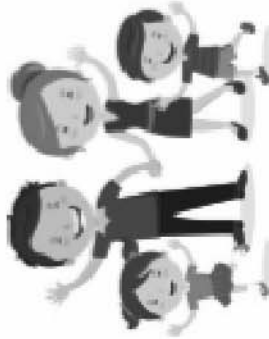
Ans. Both family pictures have family members. The number of family members is different in both pictures. The first picture has a mother, father and two children. The second picture also has grandparents, uncles, aunts and cousins.

Lesson 4: Big Family, Small Family



Think

- 1) Given are the pictures of two families. What do you see? Are both families alike? What makes them different?



Ans. Both family pictures have family members. The number of family members is different in both pictures. The first picture has a mother, father and two children. The second picture also has grandparents, uncles, aunts and cousins.

A – Curriculum to Learning Objectives: Self, Family, Home, Friends and Pets

Prior Knowledge		• <i>parts of a day, the food we eat at different times of the day, eating food with others</i>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
1	2	My Family Members	2.c	• roles of family members
			2.d	• how each family and family member is different
1	11	My House	11.b	• the use of different rooms in the house
			11.c	• keeping our houses clean
2	4	Big Family, Small Family	4.b	• reasons for the differences among families
2	5	How Do Families Eat?	5.a	• different meals of the day
			5.b	• eating practices in the family
			5.c	• how I can help my family members during meal times
			5.d	• how eating practices differ in families

B – Vision-to-Action Plan: 5 How Do Families Eat?

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	16, 17 – THK, REM	5.a C-1.1 C-13.2	<ul style="list-style-type: none"> Recall and name the different meals of a day 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> images of breakfast, lunch and dinner 	WB: Pgs. 20, 21 (Q. 1–7)	
2 DD/MM/YYYY	17, 18 – UND	5.b C-1.1 C-1.3	<ul style="list-style-type: none"> Describe table manners 	<ul style="list-style-type: none"> Interactive Discussion 	<ul style="list-style-type: none"> images/videos /flashcards on table manners 	–	
3 DD/MM/YYYY	17, 18 – UND	5.b C-1.1 C-1.3	<ul style="list-style-type: none"> Demonstrate table manners 	<ul style="list-style-type: none"> Reinforcement 	<ul style="list-style-type: none"> role play script (a family following some table manners during mealtime) 	WB: Pg. 21 (Q. 8–13)	
4 DD/MM/YYYY	18 – APP	5.c C-3.3 C-4.3 C-5.1	<ul style="list-style-type: none"> Identify the ways learners can help family members during mealtimes 	<ul style="list-style-type: none"> Real-life Connect 	–	–	
5 DD/MM/YYYY	18, 19 – APP, AF	5.c C-9.3 C-7.2	<ul style="list-style-type: none"> Discuss how working in childhood interferes with one's ability to attend school 	<ul style="list-style-type: none"> Real-life Connect 	–	WB: Pgs. 22, 23 (Q. 14–17)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
6 DD/MM/YYYY	19 – HOTS	6.d C-1.1 C-4.1 C-4.7	<ul style="list-style-type: none"> Analyse and appreciate the differences in eating habits among families 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> pictures of different families showing different eating habits 	–	
7 DD/MM/YYYY	19 – HOTS	6.d C-1.1 C-4.1 C-4.7	<ul style="list-style-type: none"> Chart the differences in eating habits among one's family members 	<ul style="list-style-type: none"> Real-life Connect 	–	WB: Pg. 23 (Q. 18) TB: Pg. 21 (Complete the table)	

Annual Day:
23/53

Day:
1/7

Actual Date:

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Think

Simran has a rule at her house. Her mother serves the food, and her father cleans the table. Do you also have a rule like that in your home?



Remembering

People who live together in a family mostly eat together.

We eat our meals at regular intervals of time. We eat **breakfast** in the morning, **lunch** in the afternoon, light **snacks** in the evening and **dinner** at night.

Some members of a family go out to work or to study.



family eating together

16

Important Words

Duration: 1 min

- Today:** rule, serves, meals, intervals, breakfast, morning, lunch, afternoon, snacks, evening, dinner, night, together

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Read aloud the 'Think' section and ask the learners, "Like Simran's family, do you also have a mealtime rule in your home?" Capture their responses.
- Show images of breakfast, lunch and dinner and ask learners to name them.
- Explain the different meals that we have in a day.
- Ask the learners, "When do all your family members sit together and have meals? What do family members talk about during mealtimes?"
- Talk about the benefits of having meals together in a family.

Class Pulse Check

Duration: 2 min



- When do we eat breakfast?
- Do your family members have dinner together?

So, they may not be able to have their meals with families. But, when they are at home, they have their meals with their family.

Usually during dinner time, all family members sit together. Then they talk about their day. They may talk about the work they did, the people they met and so on. Children may share about their day at school. What do your family members talk about during dinner time?



a family having dinner together



Understanding

While having meals together, family members follow some good practices. These are called **table manners**.

Let us learn some table manners.

- 1) Always say '**please**' when you ask for food.
Remember to say '**thank you**' when you are served something.



say "please"



say "thank you"

- 2) Do not talk with food in your mouth.
- 3) Take care not to spill food on the table.
- 4) Do not watch TV or play with phones while eating.
- 5) Always finish all the food on your plate.
- 6) Wait till everyone has finished eating.



Important Words

Duration: 1 min

- **Last class:** rule, serves, meals, intervals, breakfast, morning, lunch, afternoon, snacks, evening, dinner, night, together
- **Today:** practices, table manners, please, thank you, spill, God, pray

Transactional Tip(s)

Duration: 28 min



Interactive Discussion:

- Show images/videos/flashcards on table manners.
- Describe different table manners.
- Ask learners, "Does your family pray before eating?"
- Talk about the practice of praying before meals that some families follow.

Class Pulse Check

Duration: 1 min



- 1) While asking for food, what should we say?

So, they may not be able to have their meals with families. But, when they are at home, they have their meals with their family.

Usually during dinner time, all family members sit together. Then they talk about their day. They may talk about the work they did, the people they met and so on. Children may share about their day at school. What do your family members talk about during dinner time?



a family having dinner together



Understanding

While having meals together, family members follow some good practices. These are called **table manners**.

Let us learn some table manners.

- 1) Always say '**please**' when you ask for food.
Remember to say '**thank you**' when you are served something.



say "please"



say "thank you"

- 2) Do not talk with food in your mouth.
- 3) Take care not to spill food on the table.
- 4) Do not watch TV or play with phones while eating.
- 5) Always finish all the food on your plate.
- 6) Wait till everyone has finished eating.



Important Words

- **Last class:** eating habits, prefer, country, dining, mat, floor
- **Today:** –

Transactional Tip(s)

Duration: 29 min



Reinforcement :

- Revise the table manners with the learners.
- Assign a few learners with the roles mentioned in the script.
- Provide them with the script for the role play.
- Ask them to perform a role-play of a family following some table manners during a mealtime.

Class Pulse Check



- 1) _

Some families start their meals by thanking God for the food on the table. They pray before eating.



praying before eating



Application

Family members help one another and share the work in the house. During dinner time, we can help our family members by:

- 1) setting the table
- 2) clearing the dishes
- 3) cleaning the dishes



setting the table



clearing the dishes



cleaning the dishes

Do you help your family members during meal time?

Did you know, in some families, some children are forced to work? They do household work or may work at shops, hotels and so on. They cannot go to school. Imagine how hard their life must be!

Have you seen any such children who work and do not go to school?



working children

Important Words

Duration: 1 min

- **Last class:** practices, table manners, please, thank you, spill, God, pray
- **Today:** setting, clearing, cleaning

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Ask the learners, "Do you help your family members during mealtimes?" Further ask, "In what way?" Collect the responses from the learners.
- Recreate a dinner time experience in the classroom. Assign responsibilities to groups of learners for setting the table, serving the meal, clearing the dishes, cleaning the dishes and so on.
- Explain how children can help family members during mealtime.

Class Pulse Check

Duration: 2 min



- 1) How do you help your parents?
- 2) Who clears the dishes at your home after the meals?



Some families start their meals by thanking God for the food on the table. They pray before eating.



praying before eating



Application

Family members help one another and share the work in the house. During dinner time, we can help our family members by:

- 1) setting the table
- 2) clearing the dishes
- 3) cleaning the dishes



setting the table



clearing the dishes



cleaning the dishes

Do you help your family members during meal time?

Did you know, in some families, some children are forced to work? They do household work or may work at shops, hotels and so on. They cannot go to school. Imagine how hard their life must be!

Have you seen any such children who work and do not go to school?



working children

Important Words

Duration: 1 min

- **Today:** forced, household, shops, hotels, school, imagine, life, Ethiopia, forks

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Show the image of 'working children' given on pg. 18 of the textbook. Ask the learners, "What do you see in the image?" Further ask, "Do you think forcing kids to work is right? Have you seen such children who work and do not go to school?"
- Elaborate by explaining how forcing children to do hard work and not letting them go to school is a bad thing to do.
- Talk about the Ethiopian way of eating from a single plate as given in the 'Amazing Facts' section on pg. 19 of the textbook.

Class Pulse Check

Duration: 1 min



- 1) Is it good to force children to do hard work and not let them attend school?



Amazing Facts

In Ethiopia, food is always shared from a single plate without using spoons or forks.



Higher Order Thinking Skills (H.O.T.S.)

The eating habits differ in families. Some families prefer to use forks and spoons to have their meals. In our country, most families eat with their hands.

Some families sit around a dining table and have their meals. Some others prefer to sit on a mat or floor to have their meals.



eating with a spoon



eating with the hand



having a meal sitting on the floor

Do all your family members eat the same type of meal? Find out the meal of each person in your family. Write it in the table given below.

Family member	Type of meal they have

Important Words

- **Last class:** setting, clearing, cleaning
- **Today:** eating habits, prefer, country, dining, mat, floor

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Show pictures of different types of eating habits followed in different families. Also, show the images given on pg. 19 of the textbook.
- Ask the learners, "How do your family members have their meals? Do they eat using hands or spoons? Do they use a dining table or sit on the floor to have their meals? Do they pray before the meals?"
- Elaborate to explain that families eat in different ways. The eating habits of different families may be according to the type of food they eat.

Class Pulse Check

Duration: 2 min



- 1) Do you use a spoon to eat your food?
- 2) Do you eat any meal using your hand?



Annual Day:
29/53

Day:
7/7

Actual Date:

Page(s)
19



Amazing Facts

In Ethiopia, food is always shared from a single plate without using spoons or forks.



Higher Order Thinking Skills (H.O.T.S.)

The eating habits differ in families. Some families prefer to use forks and spoons to have their meals. In our country, most families eat with their hands.

Some families sit around a dining table and have their meals. Some others prefer to sit on a mat or floor to have their meals.



eating with a spoon



eating with the hand



having a meal sitting on the floor

Do all your family members eat the same type of meal? Find out the meal of each person in your family. Write it in the table given below.

Family member	Type of meal they have



How Do Families Eat?

19

Important Words

Duration: 1 min

- **Last class:** forced, household, shops, hotels, school, imagine, life, Ethiopia, forks
- **Today:** type

Transactional Tip(s)

Duration: 29 min



Real-life Connect :

- Ask the learners, "Do all your family members eat the same type of meal?"
- Write the name of a family member on the blackboard and ask the learners to describe the type of food that family member has.
- Collect the responses in a bubble diagram.
- Similarly, ask the learners to complete the table given on pg. 19 of the textbook as their homework.

Class Pulse Check



1) _



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What do we call the meal we take in the afternoon? (Ans. lunch)	Period 1 - different meals of the day	
2	Should we talk while having food in the mouth? (Ans. no)	Period 3 - eating practices in the family	
3	How can you help your mother after a meal? (Ans. clearing the dishes/cleaning the dishes)	Period 4 - how I can help my family members during meal times	
4	Say true or false: In our country, most families use forks and spoons to have their meals. (Ans. false)	Period 6 - how eating practices differ in families	

Post-lesson Reflection					
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>					
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>	

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 5: How Do Families Eat?



Think

- 1) Simran has a rule at her house. Her mother serves the food, and her father cleans the table. Do you also have a rule like that at your home?

Ans. Learner's response (**Hint:** Yes/No. Some children help in setting the table. Everyone cleans their own dishes and so on.)



Application

- 1) Have you seen any such children who work and do not go to school?

Ans. Learner's response (**Hint:** Yes/No. Some children sell tea, work as helpers in people's houses.)



Higher Order Thinking Skills (H.O.T.S.)

- 1) Do all your family members eat the same type of meal?

Ans. No.

Lesson 5: How Do Families Eat?



Think

- 1) Simran has a rule at her house. Her mother serves the food, and her father cleans the table. Do you also have a rule like that at your home?

Ans. Learner's response (**Hint:** Yes/No. Some children help in setting the table. Everyone cleans their own dishes and so on.)



Application

- 1) Have you seen any such children who work and do not go to school?

Ans. Learner's response (**Hint:** Yes/No. Some children sell tea, work as helpers in people's houses.)



Higher Order Thinking Skills (H.O.T.S.)

- 1) Do all your family members eat the same type of meal?

Ans. No.

A – Curriculum to Learning Objectives: Sports

A – Curriculum to Learning Objectives: Sports				
Prior Knowledge		<ul style="list-style-type: none"> names of different games, games that we play inside and outside of the house 		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
2	6	Games We Play	6.a	<ul style="list-style-type: none"> games and their types
			6.b	<ul style="list-style-type: none"> the rules in different games
			6.c	<ul style="list-style-type: none"> the uses of playing games
			6.d	<ul style="list-style-type: none"> collecting information on games

B – Vision-to-Action Plan: 6 Games We Play

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	20, 21 – THK, REM	6.a	<ul style="list-style-type: none"> Name some games played during olden days 	<ul style="list-style-type: none"> Interactive Discussion 	–	–	
2 DD/MM/YYYY	21 – REM	6.a C-13.2	<ul style="list-style-type: none"> Recall and list some common games Define 'indoor and outdoor games' 	<ul style="list-style-type: none"> Peer Learning – Group 	–	WB: Pgs. 24, 25 (Q. 1–7)	
3 DD/MM/YYYY	22 – UND	6.b C-4.3 C-13.4	<ul style="list-style-type: none"> Describe different types of rules and the need for rules in games 	<ul style="list-style-type: none"> Interactive Discussion 	<ul style="list-style-type: none"> pictures of tennis, badminton, football, and cricket matches 	WB: Pgs. 25, 26 (Q. 8–13)	
4 DD/MM/YYYY	23, 24 – APP, AF	6.c C-7.2	<ul style="list-style-type: none"> Identify the benefits of playing games 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> images/videos of different types of games 	WB: Pgs. 26, 27 (Q. 14–17) TB: Pg. 23 (Complete the table)	
5 DD/MM/YYYY	24 – HOTS	6.d C-4.7	<ul style="list-style-type: none"> Criticise the discriminatory practices in some games Evaluate the need for equal opportunities and sensitivity towards special needs while playing games 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> pictures of players of different games (male, female, differently-abled) 	WB: Pg. 27 (Q. 18) Ask learners to bring the pictures of the assigned game for the next day.	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
6 DD/MM/YYYY	24 – HOTS	6.d C-10.3	<ul style="list-style-type: none"> Reinforce the concept of different games we play and their rules 	<ul style="list-style-type: none"> Peer Learning – Group 	<ul style="list-style-type: none"> pictures of the assigned game 	–	

Annual Day:
30/53

Day:
1/6

Actual Date:

Page(s)
20

Lesson 6 **Games We Play**

Let Us Learn About

- ① games and their types.
- ② the rules in different games.
- ③ the uses of playing games.
- ④ collecting information on games.



Think

Look at the given picture. Which games are shown in it?
Do you like to play any of them?



games we play



Remembering

Do you know what games your grandparents played when they were children? And what about your parents?

These are some games they played:



lagori



gilli-danda



hopscotch

Important Words

Duration: 1 min

- **Today:** lagori, gilli-danda, hopscotch, board games, blindfold, hide and seek

Transactional Tip(s)

Duration: 28 min



Interactive Discussion:

- Ask learners, "Can you name the games given in the 'Think' section? Do you know what games your grandparents played when they were children? And what about your parents?"
- Show the images of the games played by their parents or grandparents on pgs. 20, 21 of the textbook.
- Explain each game.

Class Pulse Check

Duration: 1 min



- 1) Name the games played by your grandparents.



board game

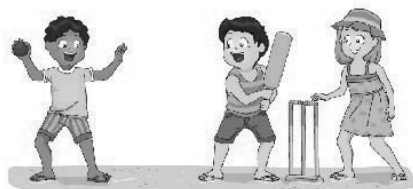


blindfold



hide and seek

Do you play such games now? What games do you play? Here are some of them:



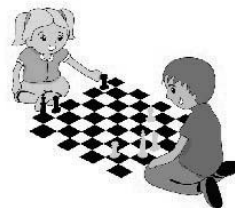
cricket



football



video game



chess

Let us group the games we play.

We play some games inside the house or a building. These games are called **indoor games**. For example, chess, carrom and so on.

Some games are played outside the house in the open grounds or playgrounds. They are called **outdoor games**. For example, cricket, football, hockey and so on.

Important Words

Duration: 1 min

- **Last class:** lagori, gilli-danda, hopscotch, board games, blindfold, hide and seek
- **Today:** cricket, football, video game, chess, indoor games, carrom, outside, outdoor games, hockey

Transactional Tip(s)

Duration: 27 min



Peer Learning - Pair/Group:

- Ask learners, "Which games do you like to play? Which games do you play inside the house? Which games do you play outdoors?"
- Group the learners. Let them discuss and write the names of games each one in the group likes to play.
- Discuss the list of games written by each group and explain indoor and outdoor games.

Class Pulse Check

Duration: 2 min



- 1) Name one outdoor game.
- 2) What do we call the games that we play inside the house?





Understanding

We have learnt about the types of games now. Do you play these games? Do you go for a coaching for some game? Every game has a set of rules.

We have seen that indoor games are played inside the house. Some of them are played by a single person only. Some are group games.



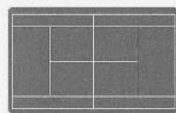
games played by
one person



group game



cricket ground



tennis court

The number of people who can participate in different games is also different. Tennis is played by two or four people.



tennis



cricket



hockey



kabaddi

Cricket, hockey, football and kabaddi are team games. They need a fixed number of players in one team. Two such teams play at a time. The one who scores more is the winner.

Which is your favourite game?
Do you know the famous players who play that game?

Important Words

Duration: 1 min

- **Last class:** cricket, football, video game, chess, indoor games, carrom, outside, outdoor games, hockey
- **Today:** coaching, rules, tennis court, open space, playing fields, participate, kabaddi, team games, scores, winner, famous

Transactional Tip(s)

Duration: 28 min



Interactive Discussion:

- Ask learners, "Which is your favourite game? Do you know the famous players who play that game?"
- Show the pictures of tennis, badminton, football and cricket matches to learners.
- Ask learners, "Can we play football on a cricket ground? Have you watched a game of tennis or badminton? Why are there only two or four people playing at a time in badminton? Why is football played by 22 people at a time?"
- Explain how all games have certain rules and that rules help us play better without any confusion. Talk about the rules of different games regarding where it can be played, number of players, time required, assigning scores and so on.

Class Pulse Check

Duration: 1 min



- 1) Name any one game played by a single person only.
- 2) Name any one team game.



Application

Have you heard the following saying?

All work and no play make Jack a dull boy,

All play and no work make Jack a mere toy.

Playing games is good for our body. It makes us active, strong and healthy. We play games to keep ourselves fit.

Given below are the names of some games. Write which of the body parts are used while playing them. One is done for you.

Game	Body part used
football	legs, eyes
cricket	
hockey	
tennis	
carrom	
chess	
video game	

Some other benefits of playing games are:

- 1) They help us to spend time with others and make new friends.
- 2) They teach us to work hard.
- 3) They help us to think better.
- 4) Team games help us to work in groups and help one another.

Do any of your friends fight during games? If we all follow the rules, we can avoid fights during games.

Important Words

Duration: 1 min

- **Last class:** coaching, rules, tennis court, open space, playing fields, participate, kabaddi, team games, scores, winner, famous
- **Today:** dull, mere, active, strong, healthy, fit, benefits, fights, Olympics, biggest, sports event

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Show images/videos of different types of games to learners.
- Ask learners, "Which body parts do we use to play these games? Why do we like to play games? How are they helpful to us?"
- Help learners fill the table given on pg. 23 of the textbook.
- Discuss and explain the benefits of playing games. Also, mention about Olympics and its importance as mentioned in the 'Amazing Facts' section.

Class Pulse Check

Duration: 1 min



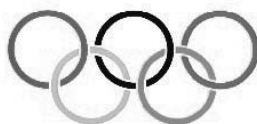
- 1) Name a game that helps us to work in groups.





Amazing Facts

Have you heard about the **Olympics**? It is the biggest sports event. It is held every four years. Many players participate from around the world.



Higher Order Thinking Skills (H.O.T.S.)

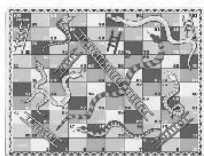
Many games were played only by rich people in earlier days. In some places, people do not let girls play certain games. Do you think this is right? Everybody should be allowed to play the games they like.

Arif and Amit got hurt while playing. They cannot walk or run. What games can you play with them? We can play indoor games like board games. Some of the board games are chess, snakes and ladders, ludo and so on.

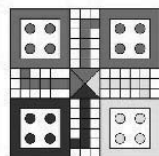
Board games



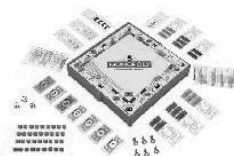
chess



snakes and ladders



ludo



monopoly

Let us do an activity:

Form four groups with the help of your teacher. Each group can select any one of the following:

- | | |
|---------------|-----------------|
| 1) wrestling | 2) martial arts |
| 3) acrobatics | 4) local games |

The group will collect pictures of players and prepare a scrapbook. Each group will paste these pictures in their scrapbook. Each group will also play the game within the group.

Important Words

Duration: 1 min

- **Last class:** dull, mere, active, strong, healthy, fit, benefits, fights, Olympics, biggest, sports event
- **Today:** rich, allowed, snakes and ladders, ludo, monopoly

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Ask learners, "How will you feel if you are not included in a game? Is it good to not allow some people to play the game they want?"
- Show pictures of male and female players of different games. Also, show pictures of differently-abled players performing in different games.
- Explain the necessity for including and respecting the needs of all categories of players while playing games.

(Group learners and allocate a game to perform the activity mentioned on pg. 24 of the textbook during the next session/day.)

Class Pulse Check

Duration: 1 min

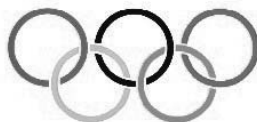


- 1) Name a game you can play with a friend who cannot walk or run.



Amazing Facts

Have you heard about the **Olympics**? It is the biggest sports event. It is held every four years. Many players participate from around the world.



Higher Order Thinking Skills (H.O.T.S.)

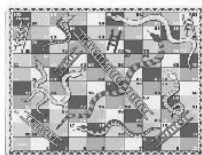
Many games were played only by rich people in earlier days. In some places, people do not let girls play certain games. Do you think this is right? Everybody should be allowed to play the games they like.

Arif and Amit got hurt while playing. They cannot walk or run. What games can you play with them? We can play indoor games like board games. Some of the board games are chess, snakes and ladders, ludo and so on.

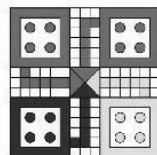
Board games



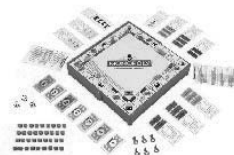
chess



snakes and ladders



ludo



monopoly

Let us do an activity:

Form four groups with the help of your teacher. Each group can select any one of the following:

- | | |
|---------------|-----------------|
| 1) wrestling | 2) martial arts |
| 3) acrobatics | 4) local games |

The group will collect pictures of players and prepare a scrapbook. Each group will paste these pictures in their scrapbook. Each group will also play the game within the group.

Important Words

Duration: 1 min

- **Last class:** rich, allowed, snakes and ladders, ludo, monopoly
- **Today:** wrestling, martial arts, acrobatics, local games, scrapbook

Transactional Tip(s)

Duration: 29 min



Peer Learning - Pair/Group:

- Ask learners to perform the activity given on pg. 24 of the textbook.
- Check the scrapbooks prepared by the learners. Help them play the games allocated to them.

Class Pulse Check



1) _





C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Say true or false: Lagori is a board game played indoors. (Ans. false)	Period 2 - games and their types	
2	In a game, how is the winner usually decided? (Ans. The winner is usually the team or player who scores more.)	Period 3 - the rules in different games	
3	Tell any one benefit of playing chess. (Ans. It helps us to think better.)	Period 4 - the uses of playing games	
4	Say true or false: Cricket is played only by boys. (Ans. false)	Period 5 - collecting information on games	

Post-lesson Reflection					
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<hr/>					
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>	
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>	

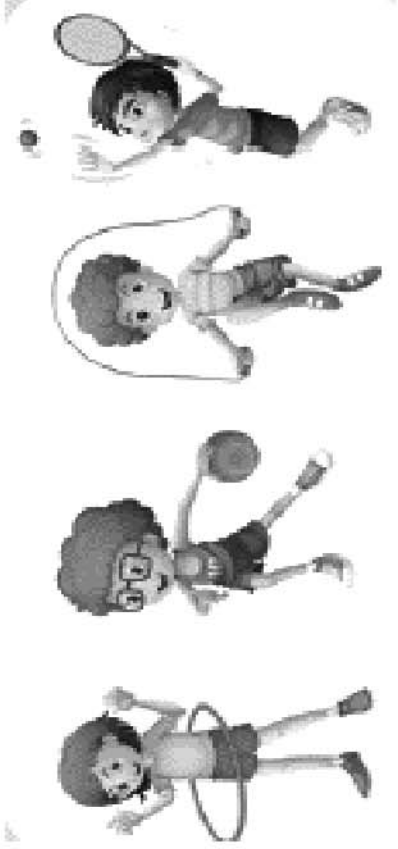
	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 6: Games We Play



Think

- 1) Look at the given picture. Which games are shown in it?



Ans. hula hooping, basketball, skipping rope, tennis

- 2) Do you like to play any of them?

Ans. Learner's response (**Hint:** Yes/No)



Application

- 1) Given below are the names of some games. Write which of the body parts are used while playing them. One is done for you.

Ans.

Games	Body parts used
football	legs, eyes
cricket	legs, hands, eyes
hockey	legs, hands, eyes

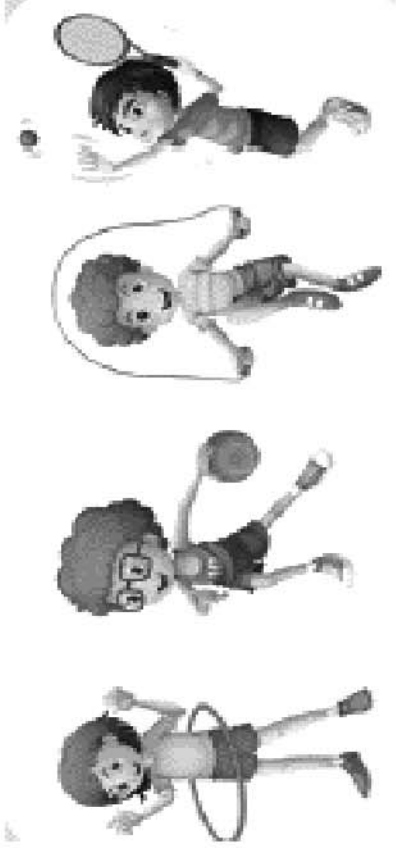
tennis	legs, hands, eyes
carrom	eyes, fingers
chess	eyes, fingers
video game	eyes, fingers

Lesson 6: Games We Play



Think

- 1) Look at the given picture. Which games are shown in it?



Ans. hula hooping, basketball, skipping rope, tennis

- 2) Do you like to play any of them?

Ans. Learner's response (**Hint:** Yes/No)



Application

- 1) Given below are the names of some games. Write which of the body parts are used while playing them. One is done for you.

Ans.

Games	Body parts used
football	legs, eyes
cricket	legs, hands, eyes
hockey	legs, hands, eyes

tennis	legs, hands, eyes
carrom	eyes, fingers
chess	eyes, fingers
video game	eyes, fingers

A – Curriculum to Learning Objectives: Neighbourhood and Community at Large

Prior Knowledge		• <i>eating food with others, transport - then and now</i>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
2	7	Places Around Us	7.a	• public places around us
			7.b	• how public places are useful to us
			7.c	• how we should protect public places
			7.d	• describing public places like fairs and schools
2	8	Caring for Plants and Animals	8.c	• trees in my surroundings

B – Vision-to-Action Plan: 7 Places Around Us

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	25 – THK, REM	7.a	<ul style="list-style-type: none"> Define ‘public places’ 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> chart/pictures of public places 	–	
2 DD/MM/YYYY	26 – REM	7.a	<ul style="list-style-type: none"> Name different public places in the neighbourhood 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pgs. 28, 29 (Q. 1–7)	
3 DD/MM/YYYY	27, 28 – UND	7.b C-7.1	<ul style="list-style-type: none"> Describe the importance of different public places 	<ul style="list-style-type: none"> Interactive Discussion 	<ul style="list-style-type: none"> chart/pictures of public places 	WB: Pg. 30 (Q. 8–11)	
4 DD/MM/YYYY	27, 28 – UND	7.b C-7.1	<ul style="list-style-type: none"> Predict and describe the uses of a public place through an outdoor study of a neighbourhood place 	<ul style="list-style-type: none"> Outdoor Learning 	<ul style="list-style-type: none"> chart paper 	WB: Pgs. 30, 31 (Q. 12, 13)	
5 DD/MM/YYYY	25 - 28 – REM, UND	7.a, 7.b C-13.3	<ul style="list-style-type: none"> Summarise the concept of different public places and their uses through an activity 	<ul style="list-style-type: none"> Quiz 	–	–	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
6 DD/MM/YYYY	29 – APP, AF	7.c C-4.5 C-13.3	<ul style="list-style-type: none"> Explain the need to protect public places Identify ways to protect the places in the neighbourhood through real-life examples 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> pictures/videos of well-maintained public places and dirty public places 	WB: Pgs. 31, 32 (Q. 14–17)	
7 DD/MM/YYYY	29, 30 – HOTS	7.d C-4.5 C-9.6 C-12.3	<ul style="list-style-type: none"> Explain school as a public place Imagine/ Visualise a fair 	<ul style="list-style-type: none"> Reinforcement Interactive Discussion 	<ul style="list-style-type: none"> pictures or videos of a fair 	WB: Pg. 32 (Q. 18) TB: Pgs. 29, 30 (Drawing Activity)	



Lesson 7

Places Around Us

Let Us Learn About

- public places around us.
- how public places are useful to us.
- how we should protect public places.
- describing public places like fairs and schools.



Think

Rajat was sick one day. His father took him to the hospital. Can you name some other useful places around you?



hospital



Remembering

Every day, we all go to many different places. You go to your school every day. You may go to a park or a playground to play with your friends. What are the other places you find in your neighbourhood? Let us find out.

Places used by people are called **public places**. They are open to everyone. There are many types of public places around us.

Important Words

Duration: 1 min

- **Today:** hospital, neighbourhood, public places

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Read aloud the 'Think' content and ask the learners, "Can you name some useful places around you other than a hospital?" Collect responses of learners on the blackboard.
- Show a chart/pictures of public places.
- Ask the learners, "Can you name the places shown in the picture?"
- Explain the term 'public places' with examples.

Class Pulse Check

Duration: 2 min



- 1) What is a public place?
- 2) Name a public place in your neighbourhood.



Annual Day:
37/53

Day:
2/7

Actual Date:

Page(s)
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PLACES TO LEARN



school



college

PLACES TO SHOP, EAT, PLAY AND HAVE FUN



shopping mall



park



movie theatre



restaurant

PLACES OF WORSHIP



temple



mosque



church



gurudwara

SERVICE PLACES



bus station



railway station



airport



police station



fire station



post office



hospital



bank

Important Words

Duration: 1 min

- **Last class:** hospital, neighbourhood, public places
- **Today:** school, shopping mall, park, college, movie theatre, restaurant, worship, temple, mosque, church, gurudwara, bus station, railway station, airport, police station, fire station, post office, bank

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Show the learners the pictures of different public places given on the pg. 26 of the textbook.
- Ask learners, "Have you visited this public place? What was the reason for your visit? What do you remember about the place? What did you do there?"
- Explain different types of public places after collecting responses.

Class Pulse Check

Duration: 2 min



- 1) Name a place we go to shop.
- 2) Name a place people go to study.



Understanding

We have learnt about the public places around us. Now, let us learn how these places are useful to us.

PLACES TO LEARN

We go to a **school** to learn. When we grow up, we go to a **college** and then to a **university** for further studies. We learn new things at school. We get to make new friends.



learning new things at school



making new friends

PLACES TO SHOP, EAT, PLAY AND HAVE FUN

Sometimes we feel bored and tired. So, we go to places where we can play, eat, relax and have fun.

A **park** is a large public garden or area of land. We can play games and even cycle inside a park. Apart from these, we can also enjoy playing on see-saws, swings, slides and monkey bars. Children like to play here. People can also take their pets for a walk and play with them in a park.



children playing in a park



boy walking his dog in a park

We go to watch new movies in a **movie theatre**. Watching movies with family is a good way to relax.



family watching a movie

Shopping malls are large buildings or a group of buildings. They are also called '**malls**'. They have many different **shops**. These shops are connected through a walkway that allows people to walk around. Apart from shops, the malls have **restaurants**, **theatres** and **gaming zones**. We can shop, eat, play and relax.



shops and restaurants in a shopping mall



Important Words

Duration: 1 min

- **Last class:** school, shopping mall, park, college, movie theatre, restaurant, worship, temple, mosque, church, gurudwara, bus station, railway station, airport, police station, fire station, post office, bank
- **Today:** university, further, bored, garden, gaming zone, pray, police, thief, law, firefighters, fire brigade, postman, patient

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Show pictures of different public places.
- Ask the learners: why do we need such places around us and how are they helpful to us? Collect their responses in a bubble diagram on the blackboard.
- Elaborate on the uses of public places.

Class Pulse Check

Duration: 2 min



- 1) Name a place where you go to relax.
- 2) Where do we keep our money and jewellery?



What do you find in a gaming zone?
Discuss with your classmates.



gaming zone in a shopping mall

PLACES OF WORSHIP

These are the places where we go to **pray**. Example: temple, church, mosque and gurdwara

SERVICE PLACES

Bus stations, railway stations and airports help us to go from one place to another.

The **police** protect us from thieves and harmful people. They catch these people to punish them by the law. The police keep such people in the **police station**.



a police catching a thief

In the case of a fire, the **fire station** sends the firefighters and fire brigade to put out the fire.



a firefighter with the fire brigade

A **post office** helps to send and receive letters and parcels across the country. A **postman** delivers our letters at home or office.



a postman delivering the letters

We go to a **hospital** when we get hurt or fall ill. The doctors and nurses treat the sick and give medicines.



a doctor visiting a patient

We keep our money and jewellery in a **bank** to keep it safe.



keeping money in the bank

Important Words

- **Last class:** university, further, bored, garden, gaming zone, pray, police, thief, law, firefighters, fire brigade, postman, patient
- **Today:** –

Transactional Tip(s)

Duration: 29 min



Outdoor Learning:

- Tell learners that they will be visiting a nearby public place. Tell them the name of the place. Ask them to predict what they will see there and the uses of the place. Record their predictions on a chart paper.
- Take learners to the chosen public place. Make sure to brief them about the rules and regulations to be followed before going there.
- After returning, review the chart. Ask learners what can be added or deleted. Discuss briefly what the learners observed and learnt.

Class Pulse Check

1) _



What do you find in a gaming zone?
Discuss with your classmates.



gaming zone in a shopping mall

PLACES OF WORSHIP

These are the places where we go to **pray**. Example: temple, church, mosque and gurdwara

SERVICE PLACES

Bus stations, railway stations and airports help us to go from one place to another.

The **police** protect us from thieves and harmful people. They catch these people to punish them by the law. The police keep such people in the **police station**.



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A **post office** helps to send and receive letters and parcels across the country. A **postman** delivers our letters at home or office.



a postman delivering the letters

We go to a **hospital** when we get hurt or fall ill. The doctors and nurses treat the sick and give medicines.



a doctor visiting a patient

We keep our money and jewellery in a **bank** to keep it safe.



keeping money in the bank

Important Words

- Last class: fair
- Today: –

Transactional Tip(s)

Duration: 29 min



Quiz:

- Divide the class into two groups.
- Conduct a quiz to revise the public places and their uses.
- Reward points for correct answers.

Class Pulse Check



1) _



Application

We now understand how different places around us are useful and helpful to us. It is our duty to protect these places. We can do so by following these practices:

- We should not spit or throw garbage near these places.
- We should not write or draw anything on their walls.

We should always stand in a queue at the bank or post office.
At school, we should follow all the rules.



Amazing Facts

Did you know, in our country, smoking in public places is not allowed by the law?



no smoking in public places



Higher Order Thinking Skills (H.O.T.S.)

You have learnt that a school is a public place where we go to learn new things. Draw a picture of your school in the box given.

Important Words

Duration: 1 min

- **Today:** protect, practices, spit, garbage, queue, rules, smoking

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Show images or videos of well-maintained public places and dirty public places.
- Ask the learners, "Which ones look better? Why? How do public places become dirty? What can we do to keep public places neat and tidy?"
- Explain the ways to protect places in the neighbourhood.
- Talk about the problems of smoking in public places and mention that it is not allowed by the law as given in the 'Amazing Facts' section.

Class Pulse Check

Duration: 2 min



- 1) Tell one thing that people do which makes the walls dirty.
- 2) Tell one way to protect a public place.



Annual Day:
42/53

Day:
7/7

Actual Date:

Page(s)
30,29

Have you ever been to a **fair**? A fair is an outdoor gathering. There are different rides, shows, food stalls and games at a fair.

Draw a picture of a fair you want to visit.

A large, empty rectangular box with a thin black border, intended for a student to draw a picture of a fair they want to visit.

30

Important Words

- **Last class:** protect, practices, spit, garbage, queue, rules, smoking
- **Today:** fair

Transactional Tip(s)

Duration: 15 min



Interactive Discussion:

- Discuss the concept of a 'fair' with the learners.
- Show them the pictures or videos of a fair.
- Let them draw pictures of a fair they want to go to in the space given on pg. 34 of the textbook.

Class Pulse Check

Duration: 2 min



- 1) What is a fair?
- 2) What do we find at a fair?

Annual Day:
42/53

Day:
7/7

Actual Date:

Page(s)
29



Application

We now understand how different places around us are useful and helpful to us. It is our duty to protect these places. We can do so by following these practices:

- We should not spit or throw garbage near these places.
- We should not write or draw anything on their walls.

We should always stand in a queue at the bank or post office.
At school, we should follow all the rules.



Amazing Facts

Did you know, in our country, smoking in public places is not allowed by the law?



no smoking in public places



Higher Order Thinking Skills (H.O.T.S.)

You have learnt that a school is a public place where we go to learn new things. Draw a picture of your school in the box given.



Places Around Us

29

Important Words

Duration: 1 min

–

Transactional Tip(s)

Duration: 12 min



Reinforcement :

- Ask learners, “To which public place do you go to study?”
- Ask some of the learners to describe the school.
- Help learners to draw a picture of their school in the space given on pg. 29 of the textbook.

Class Pulse Check



1) _



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Name any one public place where people go to worship. (Ans. temple/mosque/church/gurudwara)	Period 2 - public places around us	
2	Why do we go to a post-office? (Ans. to send or receive letters)	Period 4 - how public places are useful to us	
3	Sahana spat on the road. What should you tell her? (Ans. We should not spit on roads or other public places.)	Period 6 - how we should protect public places	
4	Do you think allowing people to smoke within a school is right? (Ans. No, it is not right.)	Period 7 - describing public places like fairs and schools	

Post-lesson Reflection						
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<hr/>						
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/> Revise <input type="checkbox"/>	Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 7: Places Around Us



Think

- 1) Rajat was sick one day. His father took him to the hospital. Can you name some other useful places around you?

Ans. post office, school, park, bank and so on



Understanding

- 1) What do you find in a gaming zone? Discuss with your classmates.
- Ans.** Learner's response (**Hint:** video games, air hockey, bowling alley and so on)

Lesson 7: Places Around Us



Think

- 1) Rajat was sick one day. His father took him to the hospital. Can you name some other useful places around you?

Ans. post office, school, park, bank and so on



Understanding

- 1) What do you find in a gaming zone? Discuss with your classmates.
- Ans.** Learner's response (**Hint:** video games, air hockey, bowling alley and so on)

A – Curriculum to Learning Objectives: Neighbourhood and Community at Large

Prior Knowledge		• <i>different things around us, plants and their parts, types of plants</i>		
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
2	7	Places Around Us	7.a	• public places around us
			7.b	• how public places are useful to us
			7.c	• how we should protect public places
			7.d	• describing public places like fairs and schools
2	8	Caring for Plants and Animals	8.a	• the plants and animals around us
			8.b	• the care of plants and animals
			8.c	• trees in my surroundings
			8.d	• a useful tree near my house
2	9	Dear Drops	9.a	• the use of water for living things
			9.b	• the importance of water
			9.c	• the wastage and shortage of water
			9.d	• how the need for water differs in plants and animals

B – Vision-to-Action Plan: 8 Caring for Plants and Animals

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	31, 32 – THK, REM	8.A C-13.3	<ul style="list-style-type: none"> List the places where we can find different types of plants 	<ul style="list-style-type: none"> Real-life Connect 	–	Ask learners to bring drawing sheets, pencils and crayons for the next class.	
2 DD/MM/YYYY	32 – REM	8.A C-10.8	<ul style="list-style-type: none"> Draw the places where we can find different types of plants 	<ul style="list-style-type: none"> Reinforcement 	<ul style="list-style-type: none"> drawing sheets pencils crayons 	–	
3 DD/MM/YYYY	32 – REM	8.A C-13.3	<ul style="list-style-type: none"> List the places where we can find different types of animals List the different types of animals in the neighbourhood 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> visuals (flashcards/ images/videos) of different types of animals 	WB: Pg. 33 (Q. 1–4)	
4 DD/MM/YYYY	32 – REM	8.A C-8.1 C-13.3	<ul style="list-style-type: none"> Explore the different types of animals in the neighbourhood 	<ul style="list-style-type: none"> Outdoor Learning 	–	WB: Pgs. 33, 34 (Q. 5–7)	
5 DD/MM/YYYY	33 – UND	8.B C-4.6 C-6.1 C-7.2	<ul style="list-style-type: none"> Summarise the ways of protecting plants and animals in the neighbourhood 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> pictures of tree planting, protection of baby plants, people watering plants and bird feeders 	WB: Pg. 34 (Q. 8–11)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. & Comp. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
6 DD/MM/YYYY	33 – UND	8.b C-4.6 C-5.1	<ul style="list-style-type: none"> Demonstrate how to plant saplings and take care of them 	<ul style="list-style-type: none"> Real-life Connect 	<ul style="list-style-type: none"> small pot soil water sapling 	WB: Pg. 35 (Q. 12, 13)	
7 DD/MM/YYYY	33, 34 – APP, AF	8.c C-4.6 C-7.2 C-13.3	<ul style="list-style-type: none"> Explain the need for protecting trees 	<ul style="list-style-type: none"> Interactive Discussion 	–	WB: Pgs. 35, 36 (Q. 14–17)	
8 DD/MM/YYYY	34 – HOTS	8.d C-6.1 C-13.3	<ul style="list-style-type: none"> Explore a big tree in the neighbourhood 	<ul style="list-style-type: none"> Outdoor Learning 	–	WB: Pg. 36 (Q. 18)	
9 DD/MM/YYYY	–	– C-13.2	<ul style="list-style-type: none"> Summarise the concept of ‘caring for plants and animals’ 	<ul style="list-style-type: none"> Summarising 	<ul style="list-style-type: none"> role play script (How to take care of plants and animals in the neighbourhood) 	–	



Think

On the way to school, we see many plants and animals. Do they have a family like us? Who do they belong to?



plants and animals around us



Remembering

We have learnt about the different places in our surroundings. Now, let us discuss the plants and animals we find in our surroundings.

We find different types of plants around us. We see plants in gardens, parks and along roadsides. Some people also keep plants inside their houses.

People(farmers) also grow some plants as crops in their fields. For example, wheat, rice and so on. We can also find many different plants in the forests.



Important Words

Duration: 1 min

- **Today:** plants, animals, surroundings, gardens, parks, roadsides, farmers, crops, fields, forests

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Read aloud the 'Think' section to the learners.
- Ask learners, "What plants do we see in our surroundings?"
- Show learners the pictures given on pg. 32 of the textbook.
- Discuss and explain about the various types of plants present in our surroundings.

Class Pulse Check

Duration: 2 min



- 1) Name one plant we see in a garden.
- 2) Name a plant grown in the fields.



plants in a garden



plants in a house



roadside plants



plants in a field



forest trees

We also see different types of animals around us. Some are found on the streets. For example, dogs, cats and cattle. Some animals can be seen at the zoo. For example, monkeys, bears and so on. Animals like frogs, fish and ducks are seen in and around lakes and ponds. We often see birds and squirrels. Cows, goats and buffaloes are some animals that we see on farms or fields. Some animals are found in forests (jungles). For example, elephants, lions and tigers.



dogs and a cow on the street



bear at a zoo



animals at home



ducks in a pond



tiger in the jungle



cattle in a field

Important Words

- **Last class:** plants, animals, surroundings, gardens, parks, roadsides, farmers, crops, fields, forests
- **Today:** –

Transactional Tip(s)

Duration: 29 min



Reinforcement :

- Recall the different surroundings where plants are found.
- Let learners draw any one place in their neighbourhood where different types of plants grow.
- Display the drawings in the class.

Class Pulse Check



1) _



plants in a garden



plants in a house



roadside plants



plants in a field



forest trees

We also see different types of animals around us. Some are found on the streets. For example, dogs, cats and cattle. Some animals can be seen at the zoo. For example, monkeys, bears and so on. Animals like frogs, fish and ducks are seen in and around lakes and ponds. We often see birds and squirrels. Cows, goats and buffaloes are some animals that we see on farms or fields. Some animals are found in forests (jungles). For example, elephants, lions and tigers.



dogs and a cow on the street



bear at a zoo



animals at home



ducks in a pond



tiger in the jungle



cattle in a field

Important Words

Duration: 1 min

- **Last class:** belong, trees, public places, shade, home, colourful, leaves, flowers, beautiful, fruits, neighbourhood, seasons, distant, Siberian crane, winter, bees, honey, hive
- **Today:** streets, cattle, zoo, bears, lakes, ponds, farms, jungles

Transactional Tip(s)

Duration: 27 min



Real-life Connect :

- Ask learners, "Where do we find different animals in our surroundings?"
- Show visuals (flashcards/images/videos) of different types of animals.
- Ask learners to name the animals shown in the visuals.
- Discuss the different types of animals we find in our neighbourhood.

Class Pulse Check

Duration: 2 min



- 1) Name a street animal.
- 2) Which animals do we see in the zoo?

Annual Day:
46/53

Day:
4/9

Actual Date:

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plants in a garden



plants in a house



roadside plants



plants in a field



forest trees

We also see different types of animals around us. Some are found on the streets. For example, dogs, cats and cattle. Some animals can be seen at the zoo. For example, monkeys, bears and so on. Animals like frogs, fish and ducks are seen in and around lakes and ponds. We often see birds and squirrels. Cows, goats and buffaloes are some animals that we see on farms or fields. Some animals are found in forests (jungles). For example, elephants, lions and tigers.



dogs and a cow on the street



bear at a zoo



animals at home



ducks in a pond



tiger in the jungle



cattle in a field

Important Words

- **Last class:** streets, cattle, zoo, bears, lakes, ponds, farms, jungles
- **Today:** –

Transactional Tip(s)

Duration: 29 min



Outdoor Learning:

- Take learners for a walk to a nearby park/street/pond.
- Ask them to list and describe different plants and animals they find.

Class Pulse Check

1) _





Understanding

Plants and animals around us help us in many ways. So, we should protect them. To protect means to take care of something.

What can we do to protect plants and animals?

We should not cut trees. New trees should be planted. We can use a plant cage to protect **baby plants**. We should water them regularly.



planting a tree



baby plant

We should take care of animals too. We should provide them with food and water. We can use bird feeders to provide food and water to the birds around us. We should not harm animals.



bird feeder



Application

Plants which we have in our house belong to us. The crops in the fields belong to the people who grow them. But to whom do the trees in public places like gardens or roadsides belong? They belong to all of us. So, we all must take care of them.

Trees help us in many ways. They give us shade. They are the home for many birds and animals. They have colourful leaves and flowers. So, they make our surroundings beautiful. Some of them also give us fruits. So, we should take care of all the plants around us.



Important Words

Duration: 1 min

- **Today:** protect, plant cage, baby plants, bird feeders, harm

Transactional Tip(s)

Duration: 29 min



Real-life Connect :

- Ask learners, "What can we do to look after the plants and animals around us?"
- Collect the responses of learners on the blackboard.
- Show images of people planting trees, protection of baby plants with the help of protective cages, people watering plants and so on. Also, show pictures of bird feeders.
- Explain the various ways to protect plants and animals in the neighbourhood.

Class Pulse Check



1) _



Understanding

Plants and animals around us help us in many ways. So, we should protect them. To protect means to take care of something.

What can we do to protect plants and animals?

We should not cut trees. New trees should be planted. We can use a plant cage to protect **baby plants**. We should water them regularly.



planting a tree



baby plant

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Trees help us in many ways. They give us shade. They are the home for many birds and animals. They have colourful leaves and flowers. So, they make our surroundings beautiful. Some of them also give us fruits. So, we should take care of all the plants around us.

Transactional Tip(s)

Duration: 28 min



Real-life Connect :

- Discuss various ways to take care of plants and animals.
- Demonstrate how to plant a small sapling in a small pot. Put some soil, plant a sapling in it. Water the sapling.
- Ask learners to water it daily and observe how it grows.

Class Pulse Check

Duration: 1 min



- 1) Name two ways to take care of plants.

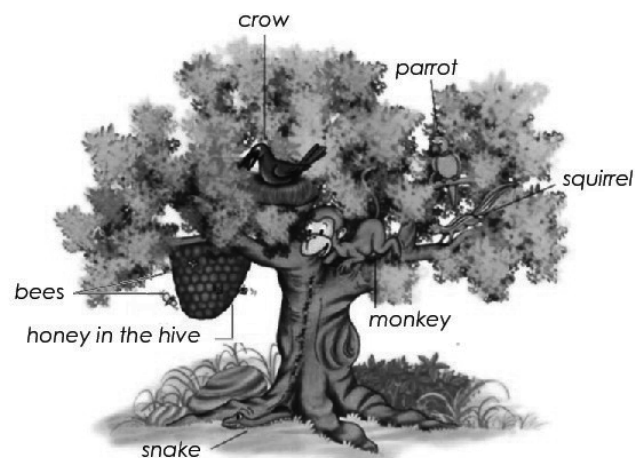


Annual Day:
49/53

Day:
7/9

Actual Date: _____

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tree as a home for animals



Amazing Facts

We can find some birds in our neighbourhood only in some seasons. These birds come from distant places. The Siberian crane is one such bird. It is seen during the winter season only.



Siberian crane



Higher Order Thinking Skills (H.O.T.S.)

With the help of the teacher, find a big tree inside or near your school. Find out what kinds of birds and animals you find in and around that tree. Find out whether people harm the tree or protect it. Write what you notice.

Name of the tree: _____

Birds you found: _____

Animals you could see: _____

Do people harm the tree? _____

34

Important Words

Duration: 1 min

- **Last class:** protect, plant cage, baby plants, bird feeders, harm
- **Today:** belong, trees, public places, shade, home, colourful, leaves, flowers, beautiful, fruits, neighbourhood, seasons, distant, Siberian crane, winter, bees, honey, hive

Transactional Tip(s)

Duration: 27 min



Interactive Discussion:

- Ask learners, "Who do the trees in public places belong to?"
- Show the image of the tree given on pg. 34 of the textbook.
- Discuss with the learners about the animals that can be seen in and around the tree, why they live on or near the tree, what will happen if we cut down the tree and so on.
- Discuss the 'Amazing Facts' section given on pg. 34 of the textbook.

Class Pulse Check

Duration: 2 min



- 1) How are trees useful to animals?
- 2) Name an animal we can find on a tree.

Annual Day:
50/53

Day:
8/9

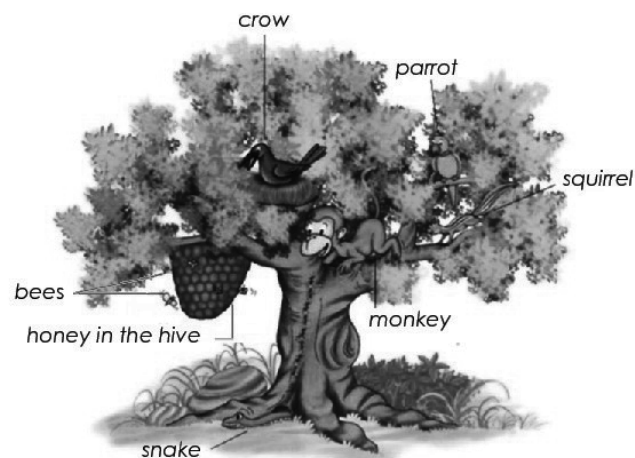
Actual Date:

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Important Words

Duration: 1 min

- **Today:** inside, kinds, notice



tree as a home for animals



Amazing Facts

We can find some birds in our neighbourhood only in some seasons. These birds come from distant places. The Siberian crane is one such bird. It is seen during the winter season only.



Siberian crane



Higher Order Thinking Skills (H.O.T.S.)

With the help of the teacher, find a big tree inside or near your school. Find out what kinds of birds and animals you find in and around that tree. Find out whether people harm the tree or protect it. Write what you notice.

Name of the tree: _____

Birds you found: _____

Animals you could see: _____

Do people harm the tree? _____

Transactional Tip(s)

Duration: 29 min



Outdoor Learning:

- Take learners for a walk outdoors. Make them observe a big tree in the neighbourhood.
- Help them fill up the details in the space given on pg. 34 of the textbook.

Class Pulse Check



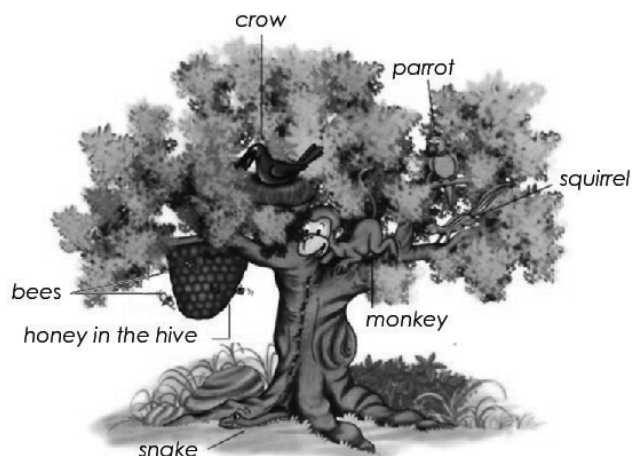
1) _

Annual Day:
51/53

Day:
9/9

Actual Date:

Page(s)
34



tree as a home for animals



Amazing Facts

We can find some birds in our neighbourhood only in some seasons. These birds come from distant places. The Siberian crane is one such bird. It is seen during the winter season only.



Siberian crane



Higher Order Thinking Skills (H.O.T.S.)

With the help of the teacher, find a big tree inside or near your school. Find out what kinds of birds and animals you find in and around that tree. Find out whether people harm the tree or protect it. Write what you notice.

Name of the tree: _____

Birds you found: _____

Animals you could see: _____

Do people harm the tree? _____

Important Words

- **Last class:** inside, kinds, notice
- **Today:** –

Transactional Tip(s)

Duration: 29 min



Summarising:

- Ask some learners to come forward.
- Provide them with a role play script taking care of plants and animals in the neighbourhood.
- Conduct a role play based on the script provided.

Class Pulse Check



1) _



C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Where do farmers grow their wheat crops? (Ans. in their fields)	Period 1 - the plants and animals around us	
2	Why should we protect plants and animals? (Ans. because they help us in many ways)	Period 5 - the care of plants and animals	
3	What can you tell your friends about the usefulness of trees to birds and animals? (Ans. Trees are homes to them.)	Period 7 - trees in my surroundings	
4	Name any one useful part of a tree. (Ans. fruits/flowers/leaves)	Period 8 - a useful tree near my house	

Post-lesson Reflection						
TB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	WB completed	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
<hr/>						
Enthusiastic participation		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity in the classroom		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Concept clarity through the workbook		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach <input type="checkbox"/>	Revise <input type="checkbox"/> Practise <input type="checkbox"/>
App Report	Number _____	Signature _____

Lesson 8: Caring for Plants and Animals



Think

- 1) On the way to school, we see many plants and animals. Do they have a family like us? Who do they belong to?

Ans. No, they belong to us. They are like our family because they help us in many ways.

Lesson 8: Caring for Plants and Animals



Think

- 1) On the way to school, we see many plants and animals. Do they have a family like us? Who do they belong to?

Ans. No, they belong to us. They are like our family because they help us in many ways.

B – Vision-to-Action Plan: Activity Time A

Period and Planned Date	TB Page No.	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice	Areas to Focus
1 DD/MM/YYYY	35	A1	<ul style="list-style-type: none"> Reinforce the concept of a family tree Create one's family tree 	<ul style="list-style-type: none"> Reinforcement 	<ul style="list-style-type: none"> brown paper green paper few different coloured papers photographs of learners' family members scrapbook pencil eraser scissors ruler glue 	–	
2 DD/MM/YYYY	36	A2	<ul style="list-style-type: none"> Reinforce the concept of a bird feeder Build a bird feeder 	<ul style="list-style-type: none"> Reinforcement Peer Learning – Group 	<ul style="list-style-type: none"> empty plastic bottle with a cap knife strings strong glue wooden spoons birdseed 	–	



Activity Time – A

Make sure you do these activities only with the help of a teacher or an adult.

Activity A1: Family Photo

A family tree shows how the different members of our family are related to each other. It's easy to make a family tree. Let us create one.

You will need:

one brown paper, one green paper, few different coloured papers, photographs of your family members, a scrapbook and a few tools like a pencil, eraser, scissors, ruler and glue

You need to:

- 1) list down the names of the family members you know.
- 2) draw a tree on the brown paper with as many branches and sub-branches as you require to represent your family members.
- 3) cut out this paper tree with the help of scissors, and paste it in your scrapbook. (Cut the paper only with the help of your teacher.)
- 4) cut few circles from different coloured papers. (This step should be done under the teacher's supervision.)
- 5) cut photographs of your family members in circular shapes, smaller than the coloured circles. (This step should be done under the teacher's supervision.)
- 6) paste these photos over the coloured circular paper pieces.
- 7) paste these photos at the end of suitable branches and sub-branches of your family tree.
- 8) draw and cut leaves, flowers, fruits and birds from the coloured papers. You can use these to decorate your family tree.



Important Words

Duration: 1 min

- **Today:** family tree, photographs, scrapbook, branches, sub-branches, require, represent, supervision, circular, suitable

Transactional Tip(s)

Duration: 29 min



Reinforcement :

- Ask learners to recall the concept of a family tree.
- Demonstrate how to make a family tree according to the instructions given.

Class Pulse Check



1) _

Activity A2: A Gift for Birds

Do you want to attract birds to your garden or a balcony? Then let us make a bird feeder.

A bird feeder helps us to feed birds

You will need:

an empty plastic bottle with a cap, knife, strings, strong glue, wooden spoons and birdseed.

You need to:

- 1) make a few small holes at the bottom of an empty plastic bottle.
- 2) make holes on the sides of the bottle so as to insert the spoons.
- 3) ensure that the spoon is tilted downwards so that the birdseed automatically comes out to the spoon. (The hole on one side should be a little bit higher than the hole on the opposite side).
- 4) make a similar hole and insert one more spoon away from the first one. This will allow two birds to eat at the same time.
- 5) fill the bottle with birdseed from the top.
- 6) make a hole in the cap of the container.
- 7) tie a knot at the end of the string and make the string pass through the inside of the cap so as to hang it. Close the bottle.
- 8) hang your feeder near a window or on a nearby tree or outdoor hook.

Keep your feeders well stocked. Birds come to depend on them and will go hungry if you forget to do so.



Important Words

Duration: 1 min

- **Last class:** family tree, photographs, scrapbook, branches, sub-branches, require, represent, supervision, circular, suitable
- **Today:** gift, attract, garden, balcony, bird feeder, strings, wooden, birdseed, tilted, container, knot, hang, hook, feeders, stocked, hungry

Transactional Tip(s)

Duration: 29 min



Reinforcement :

- Recall the previously learned topic about 'Caring for plants and animals'.
- Ask learners, "What do you think the birds eat?" Capture their responses.
- Explain to them the kind of food the birds eat.
- Ask the learners, "Do you want to attract birds to your balcony or a garden?"
- Explain that a bird feeder helps us to feed birds and so can attract birds to our balcony or a garden.

Peer Learning - Pair/Group:

- Demonstrate the making of a bird feeder according to the instructions given.

Class Pulse Check



1) _

Art Integrated Lesson Plans

Grade: Grade 2, FA 1

Subject: Look and Learn

Lesson: Story of My Family

Learning Outcome(s):

- Describes the growth of a family tree through a storytelling activity

Integrated Art Form(s):

- Storytelling

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Blank sheets of paper
- 2) Pencils
- 3) Erasers

Resources (External References):

Ice-Breaker:

- [Kids storytelling](#)

Core Activity: NA

Art Integrated Lesson Plans

Time Needed:

Ice-Breaker: 15 min

Core Activity: 60 min

Ice-Breaker:

Summary: Show learners the picture of a family tree and a video on storytelling to set the context for the activity.

Procedure:

Step 1:

- Show learners the picture of the family tree given in the appendix section.
- Ask them to look closely at the way in which it branches out both vertically and laterally.
- Instruct them to visualize the growing branches of their own family tree.

Step 2:

- Tell learners that they will perform a storytelling activity.
- Show them the video '[Kids storytelling](#)'. While the video is playing, ask them to pay close attention to the way in which the story is being narrated by the girl in the video.
- After the video ends, ask them if they enjoyed the story. Ask a few learners to share what they liked the most about the story and the way in which it was told.

Core Activity:

Summary: Facilitate an activity where learners describe the growth of their own family tree by telling a story.

Procedure:

Step 1:

- Provide each learner with blank sheets of paper, a pencil and an eraser.

Art Integrated Lesson Plans

- Ask learners to write down the names of their family members who are present at different levels of their family tree. Tell them to write the vernacular terms that they use to refer to their family members. For example, *maa*, *baba*, *bhaiya*, *ammi*, *bua*, and so on.
- Instruct them to write a few lines about how the family tree grew from Level 1 to Level 2 to Level 3 and so on. For example, they can write '*Nana and Nani* had three children. This grew my family tree from Level 1 to Level 2.'
- Ask them to include a few lines about how the family tree grew sideways. For example, they can write '*My chacha* married my *chachi*. This added another branch to my family tree.'
- Let them have 20-25 minutes to write down the story of how their family tree grew. They can also make a pencil drawing of their family tree to illustrate the story.
- Walk around the classroom and help learners who might be struggling to write or illustrate.

Step 2:

- Group learners into pairs.
- Ask each learner to practice telling the story of their growing family by narrating it to their partner.
- Let them have 10-15 minutes to practice.
- Invite a few learners to stand up and narrate their story to the rest of the class. Encourage the other learners to listen closely and clap at the end of the narration.
- At the end of the activity, ask learners if they enjoyed writing and telling the story of how their family trees have grown.

Extension Activity:

Instruct learners to find out about their ancestors. Ask them to collect information about any one ancestor and write a story about their life. Learners can write it on a chart and decorate it with their ancestor's photographs or pictures of their belongings (if available). If such pictures are not available, they can make drawings for decoration.

Assessment:

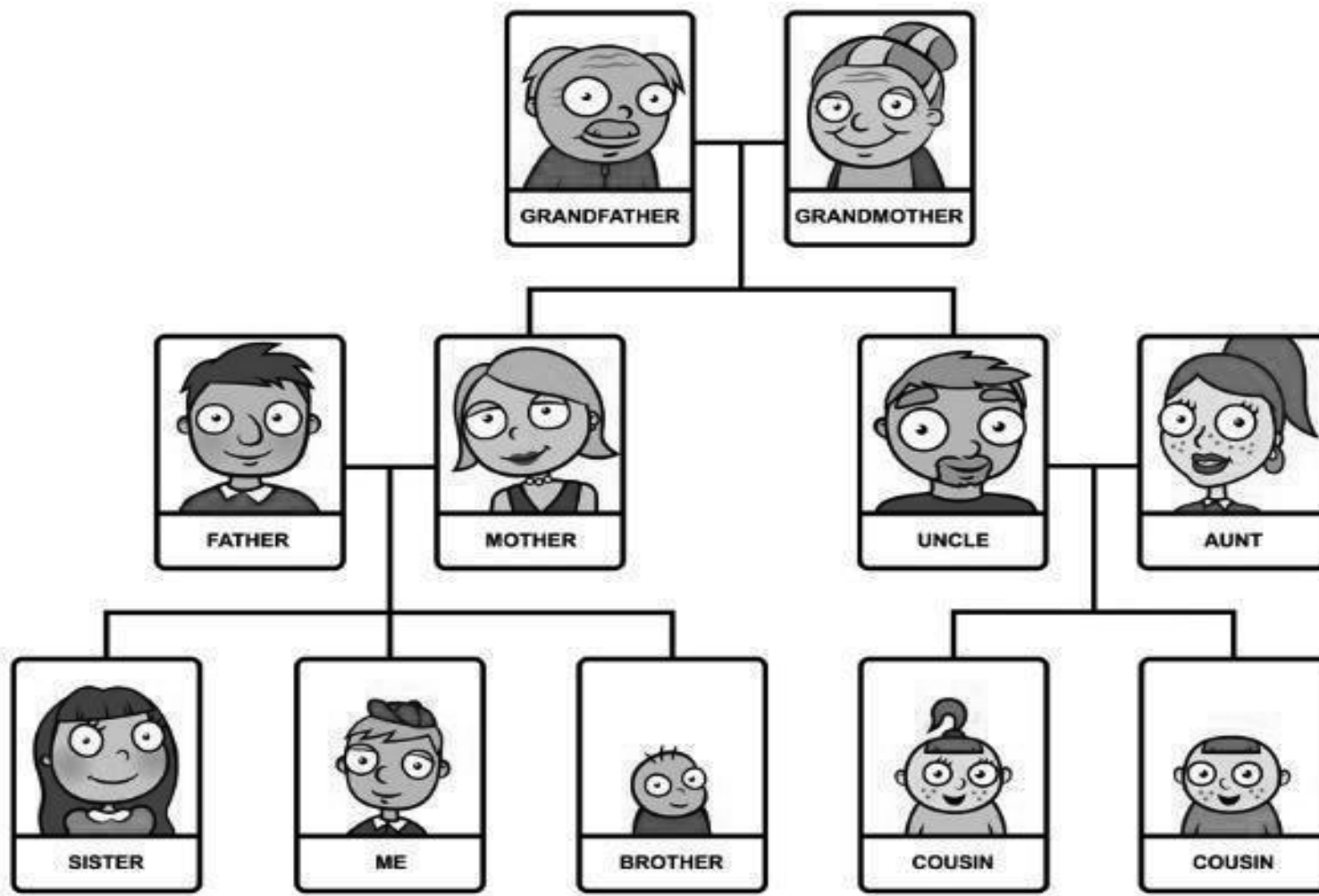
Use the Assessment Rubric given to evaluate the learner.

Art Integrated Lesson Plans

Conclusion:

This activity allows learners to use their imagination and creativity to draft a story about their families. It helps them hone their storytelling abilities and gain confidence in their presentation skills.

Appendix:



Art Integrated Lesson Plans

Suggested Rubric for Assessing Art Integrated Learning

P A R A M E T E R S	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
	RATING	4	3	2	1
	Knowledge Construction and Expression	Demonstrates excellent use of inquiry and higher order thinking skills, and accurate representation of arts standards.	Demonstrates good use of inquiry and higher order thinking skills and effective representation of arts standards.	Demonstrates moderate use of inquiry and higher order thinking skills and occasional representation of arts standards.	Demonstrates minimal use of inquiry and higher order thinking skills and little representation of arts standards.
	Collaboration	Participates proactively in community building through collaborative work, and always communicates well within team(s) and with the facilitator.	Participates actively in community building through collaborative work, and mostly communicates within team(s) and with the facilitator.	Participates moderately in community building through collaborative work, and occasionally communicates within team(s) and with the facilitator.	Participates rarely in community building through collaborative work, and hardly communicates within team(s) and with the facilitator.
	Envisioning	Engages proactively in rigorous arts integration by embracing change; has multiple perspectives and takes adequate calculated risks .	Engages actively in arts integration by accepting change; has some perspectives and takes some calculated risks .	Engages moderately in arts integration by accepting few changes; has few perspectives and takes few calculated risks .	Engages rarely in arts integration; has minimal perspectives and hardly takes risks .
	Art and Content Integration	Displays a clear connect between the arts and learning outcomes.	Displays an acceptable connect between the arts and learning outcomes.	Displays a moderate connect between the arts and learning outcomes.	Displays a rare connect between the arts and learning outcomes.
	Self-Assessment	Demonstrates significantly increased awareness of relevance and purpose of the arts integration process.	Demonstrates increased awareness of relevance and purpose of the arts integration process.	Demonstrates occasional awareness of relevance and purpose of the arts integration process.	Demonstrates rare awareness of relevance of the arts integration process.

Art Integrated Lesson Plans

Grade: Grade 2, FA 2

Subject: Look and Learn

Lesson: Games We Play

Learning Outcome(s):

- Outlines the diversity in games through a collage
- Identifies indoor and outdoor games

Integrated Art Form(s):

- Collage making

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Pictures of some common games (for example, cricket, hockey, football, chess, carom, kabaddi, kho kho and so on), and some traditional or regional games of India (for example, chaupar, pachisi, gilli danda, lagori, kancha, pallanguzhi, hopscotch, and so on)
- 2) Chart papers
- 3) Sketch pens
- 4) Glue
- 5) Scissors

Art Integrated Lesson Plans

Resources (External References):

Ice-Breaker:

- [Games of rural India](#)
- [Tips on collage making](#)

Core Activity:

- [Indoor and outdoor games](#)

Time Needed:

Ice-Breaker: 15 min

Core Activity: 60 min

Ice-Breaker:

Summary: Show learners the video clips on games of India and tips on collage making to set the context for the activity.

Procedure:

Step 1:

- Tell learners that they are going to watch a video on traditional games of India.
- Ask learners to pay attention to each game being shown in the video and note whether the games are being played inside the house or outside in an open area.
- Play the video '[Games of rural India](#)'.
- Ask learners if they have played any of these games.

Step 2:

- Tell learners that they will be making a collage of different games in class today.

Art Integrated Lesson Plans

- Play the video '[Tips on collage making](#)'. While the video is playing, ask them to pay close attention to the way the collage on different regions of India is being made in the video.
- After the video has been played, ask learners if they are excited about making a collage.

Core Activity:

Summary: Facilitate a paired activity in which learners create a collage of the various games played in India and identify indoor and outdoor games.

Procedure:

Step 1:

- Pair learners.
- Provide each pair with the materials required for the activity. (**Note:** Provide learners with cut-out pictures of different games.)
- Allow each pair 40 minutes to make their collage.
- Tell them to start by brainstorming the layout ideas for their collage.
- Walk around the classroom and help learners who might be struggling for ideas or with carrying out the activity.
- Once they are done with the activity, invite each group to show their collage by taking turns. Appreciate their work.
- Ask them to keep their collage unfolded on their desks, so that those can be put on display in the classroom later.

Step 2:

- Inform learners that they are going to watch a video on different types of games.
- Play the video '[Indoor and outdoor games](#)'.
- Ask learners to pay attention to what indoor and outdoor games are.
- Once the video has been played, ask them to identify the indoor and outdoor games in the collages they made.
- Invite a few learners to call out the names of some indoor and outdoor games.
- Conclude the topic by listing a few common indoor and outdoor games that are played in different regions or states of India.

Art Integrated Lesson Plans

Extension Activity:

Instruct learners to find out about the games their parents and grandparents used to play in their childhood and write them down on an A4 sheet.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity allows learners to use their creativity to make a collage. It helps them to gain a firm understanding of different types of indoor and outdoor games. The activity also provides them with the knowledge of traditional Indian games.

Art Integrated Lesson Plans

Suggested Rubric for Assessing Art Integrated Learning

P A R A M E T E R S	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
	RATING	4	3	2	1
	Knowledge Construction and Expression	Demonstrates excellent use of inquiry and higher order thinking skills, and accurate representation of arts standards.	Demonstrates good use of inquiry and higher order thinking skills and effective representation of arts standards.	Demonstrates moderate use of inquiry and higher order thinking skills and occasional representation of arts standards.	Demonstrates minimal use of inquiry and higher order thinking skills and little representation of arts standards.
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Art Integrated Lesson Plans

Grade: Grade 2, SA 1

Subject: Look and Learn

Lesson: Places Around Us

Learning Outcome(s):

- Identifies the ways in which public places are useful to us
- Composes an illustrated report to document a field visit to a local park

Integrated Art Form(s):

- Field visit to make documentaries

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Pencil
- 2) Eraser
- 3) Crayons or coloured pencils

Resources (External References):

Ice-Breaker:

- The places song
- Narrative report writing

Core Activity: NA

Art Integrated Lesson Plans

Time Needed:

Ice-Breaker: 10 min

Core Activity: 70 min

Ice-Breaker:

Summary: Show learners a video on different public places, and introduce them to narrative report writing through another video to set the context for the activity.

Procedure:

- Play the ‘The places song’ video in class. While the video is playing, ask learners to pay close attention to the different public places being shown in the video.
- Once they have watched the video, ask learners to list a few public places apart from the ones shown in it.
- Then, play the video ‘Narrative report writing’.
- Inform learners that they will visit a local park today. At the park, they will have to observe and note down all the ways in which the park is useful to people. They will come back to class after the visit and write a report on it.

Core Activity:

Summary: Facilitate an activity where learners visit a local park and compose an illustrated report on how it is useful to people.

Procedure:

Step 1:

- Take learners to a public park in the neighbourhood.
- Point out all the ways in which the park is being used by people.
- Tell them all the different ways in which the park is used by people throughout the day. (**Hint:** for jogging, playing, having picnics, walking pets, and so on.)

Art Integrated Lesson Plans

- Ask them to make a note of the different things they see in the park and their uses. (**Hint:** slides and swing sets for playing, paved paths for jogging and running, and so on.)
- Take learners back to the classroom.

Step 2:

- Group learners into pairs.
- Provide each pair with a copy of the report template given in the appendix.
- Ask them to follow the prompts given there to write a report on their field visit.
- Tell them to use crayons or coloured pencils to make the drawing.
- Walk around the classroom to help learners who may be struggling to write or draw.
- Allow them 30 minutes to complete the activity.
- Once the activity is done, choose 4-5 pairs at random to read out their report and show their drawing to the rest of the class.

Extension Activity:

Ask learners to make a list of the public places in their respective neighbourhoods and write two lines about each place. Tell them that they may also paste photographs of the places next to the write-up. They can enlist the help of their family members for this activity.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity allows learners to hone their observational skills while being in an outdoor setting. It inculcates the ability to make documentaries in a creative manner to achieve the intended learning outcome.

Art Integrated Lesson Plans

Appendix

Field Visit Report	
Your names:	
Name of the place:	
Date of visit:	
Draw your favourite part here:	People were using the place to: _____ _____ _____ _____
	Your favourite part of the place was: _____ _____
	It was your favourite part because: _____ _____ _____ _____

Art Integrated Lesson Plans

Suggested Rubric for Assessing Art Integrated Learning

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How to Create an Effective Learning Environment?

NCF 2022 aims at achieving a holistic overall transformation of the teaching-learning process that will ensure an enjoyable, inclusive and positive overall learning experience. NCF 2022 asserts that the teacher is at the heart of the practice of education and is the torchbearer of the transformation it envisions for the Indian education system. It also re-emphasises the overall guiding principles of the NEP 2020, some of which include:

- a) emphasis on conceptual understanding rather than rote learning and learning for examinations,
- b) development of 21st-century skills such as problem-solving, creativity, and critical thinking to encourage logical decision-making and innovation
- c) respect for diversity and respect for the local context in curriculum and pedagogy

Here we have outlined some additional pointers that are in alignment with NCF 2022 that we feel will support teachers of environmental studies and science.

“Science is fun!” As adults we know this and even say this, but do our learners get a sense of this excitement? At the school level, science comes across as a collection of isolated facts. Truth is, science is the grandest story that human beings have written. Teaching science to primary school learners is an opportunity to let our future generations marvel at the natural world around us and at the human effort in understanding and manipulating the world. As long as we keep connecting to this *big picture*, a big part of our mission as science teachers gets accomplished. NCF 2022 recommends that a Constructivist approach to science teaching be used at the primary level. But what is ‘Constructivism’, and how can it be practised in the classroom?



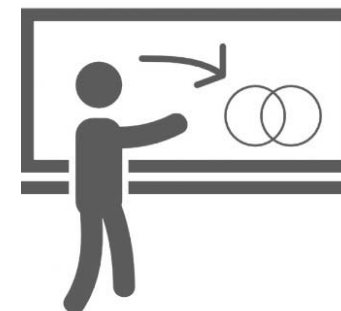
Constructivism means that science should not be taught as facts and figures to be memorised. Instead, learners should be able to understand how science is a process. In order for learners to get involved in the process, developing skills of critical thinking and deduction is necessary.

In order to do this, the 5E model for teaching science can be followed right from the primary level. This approach has been used in the ClassKlap textbooks as well, so your teaching can naturally follow this approach of *Engage*, *Explore*, *Explain*, *Elaborate* and *Evaluate*. Here are the details of this effective method:



- 1) **Engage:** Set the concept in a meaningful and relatable context. This creates an interest in learners as they are able to see meaning in knowing more about it. Raise questions for inquiry and explore learners' ideas and beliefs about the concept. If possible, compare learners' ideas to show different ways of thinking.
- 2) **Explore:** Science is something that is experience-based. The most concrete way to ensure learners understand a concept is to enable them to have an experience. Where possible, try to conduct experiments and observations. This is also the stage where learners can be encouraged to raise questions and to test their ideas.

- 3) **Explain:** The third stage is of consolidating what the learners have experienced and connecting it to theoretical explanations that provide a scientific basis for the concept. This is the stage at which you ensure that all relevant vocabulary is mastered by them. The use of visual aids like charts, diagrams and so on are particularly useful now because learners will be able to make the necessary connections.




- 4) **Elaborate:** Next, allow learners to apply or demonstrate their learning. Encourage learners to represent their understanding of the concept through diagrams, models, flow-charts, mind maps and so on. Learners' work and ideas will give you an idea about how well they have understood the concept. Provide feedback on misconceptions, if there are any, at this stage.



- 5) **Evaluate:** Assess learners once you have gone through all the other Es. Evaluation need not only be formal. You can conduct informal, formative evaluation through class tests, quizzes, surprise tests and classroom questioning in general. Ensure you test factual knowledge, scientific vocabulary as well as conceptual clarity. Providing learners the opportunity to apply their learning through projects is a great way of evaluation as well.

If a child can't learn the way we teach, maybe we should teach them the way they learn. – Ignacio Estrada

End-of-Term Reflection




Q 1) Which were the four best performing areas/concepts for Term 1 as per your Teacher Companion Book?

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Q 2) Which four areas/concepts were highlighted for improvement as per your Teacher Companion Book?


- 1) _____
- 2) _____
- 3) _____
- 4) _____



Q 3) Which transactional tips do you find most useful to remediate the areas/concepts highlighted for improvement?

Q 6) List at least five learners who you would like to particularly support based on inputs from the Teacher Companion Book.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____



Q 4) How many periods have you used to remediate areas/concepts highlighted in the Teacher Companion Book?

Q 5) What other transactional tips do you plan on using in Term 2?

