Teacher Companion Book



OSeW00

EVS - I (Science)

Name of teacher:	
Section(s) taught:	
<u></u>	

Class 3 Part 1 Annual Academic Calendar Curriculum to Learning Objectives Vision-to-Action Plans Exit Assessments

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Contents

	Section No./Name	Sub-section	Sub-section Name	Pg.No.
		1	Textbook Features	3
		2	Workbook Features	4
8	I – Remembering and Understanding (To be read and understood before the first	3	Pedagogical Plan – Explainer	5
444	teaching day and to be revisited during the PSV1)	4	Teaching Strategies	8
		5	Graphic Organisers (Blackboard Information Organising Tips)	16
		6	Bloom's Taxonomy in Class	26
	II – Application (To be planned and worked out before the academic year starts)	7	Annual Academic Calendar and Planning Tool	27
		8	Assessment Patterns	30
		9	Teaching Aids List (For Planning)	40

		10a	Day-wise Lesson Plan: A- Curriculum to Learning Objectives	
		10b	Day-wise Lesson Plan: B- Vision to Action Plan	
		10c	Day-wise Lesson Plan: Content Page	42
	III – H.O.T.S.: Creating a Rockstar Class (Together, with our inputs and your unique approach and implementation style, let us create a rockstar classroom)	10d Day-wise Lesson Plan: C- Exit Assess	Day-wise Lesson Plan: C- Exit Assessment	43
		10e	Teacher Reference for Textbook	
		10f	Teacher Reference for Workbook	
		11	Art Integrated Learning - Activities	151
		12	How to Create an Effective Learning Environment	170
		13	End-of-Term Reflection	172





Pedagogical Plan – Explainer

Indicates the class

5

5

2

3

Respiratory System

Nervous System

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

A - Curriculum to Learning Objectives: My Body

	A Curriculum to Learning Objectives. My body							
Prior Kn	rior Knowledge • different parts of the body and its functions, how to take care of the parts of the body							
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives				
			3.a	organs inside the body				
_		Outrain Containing	3.b	different organ systems and their parts				
3	3	Organ Systems	3.c	 the effect of daily activities on organ systems 				
			3.d	the position of different organs inside the body				
			4.a	the skeletal system				
		Skalatal Sustam	4.b	the functions of the skeletal system				
3	3 4	Skeletal System	4.c	 keeping our bones healthy 				
			4.d	the skeletal system in animals				
			2.a	 digestion and the digestive system 				
	_	Digostivo Sustem	2.b	 the process of digestion 				
4	2	Digestive System	2.c	 the importance of the digestive system 				
			2.d	hunger and famine				
			3.a	 excretion and the excretory system 				
		Everatory System	3.b	the process of excretion				
4		Excretory System	3.c	 the importance of the excretory system 				
			3.d	kidney stones				
			1.a	muscles and the muscular system				
	1	Muscular Sustam	1.b	the functions of our muscles				
	¹	iviuscular system	1.c	 keeping our muscles healthy 				
			1.d	injuries related to muscles				
			2.a	 respiration and the respiratory system 				
_			2.b	 steps of respiration 				

2.c

2.d

3.a

3.b

3.c

3.d

٠

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

LIST OF ABBREVIATIONS USED

- L. No. Lesson number
- KC No. Key concept number
- TB Textbook
- WB Workbook
- THK Think
- REM Remembering
- UND Understanding
- APP Application
- AF Amazing Facts
- HOTS/H.O.T.S. Higher Order Thinking Skills
- ITL Inside the Lab
- CW/HW Classwork & Homework
- PSV Program Success Visit
- RS Revise Smart
- PTM Parent Teacher Meeting
- FA Formative Assessment
- SA Summative Assessment

breathing rate and how blowing air can warm up or cool down things

· the importance of a stethoscope

parts of the nervous system

working of the nervous system

how the brain works with closed eyes

role of our sense organs

Teaching period for each lesson and the actual date on which the chapter is taught

Г

Indicates the textbook page numbers and key competency covered on each teaching period The class level outcomes or enabling objectives for the period

									Teaching strategies
		В	- Vision-to-Ac	tion Plan	: 3 Organ S	Systems			for the period
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	ctice	Areas to Focus	The list of teaching
						cw	нw		resources to be
1	9, 10 –		 Define 'organ' Name the important 	Interactive	 IMAX chart 'Organs and Organ 	WB: Pg. 11	WB: Pg. 11		procured/arranged before the class
DD/MM/YYYY	THK, REM	3.a	organs inside our body	Discussion	Systems of the Human Body'	(Q. 1–3)	(Q. 4–6)		
2 DD/MM/YYYY	10 – REM	3.a	 Define 'organ system' List the important organ systems inside our body 	Interactive Discussion	 IMAX chart 'Organs and Organ Systems of the Human Body' 	WB: Pg. 12 (Q. 7)			The suggested CW/HW for the teaching period
3 DD/MM/YYYY	10, 11 – UND	3.b	 Describe the need for organ systems in our body Describe the function of some organ systems 	• Real-life Connect	 IMAX chart 'Organs and Organ Systems of the Human Body' 	WB: Pg. 12 (Q. 8–11)	WB: Pgs. 12, 13 (Q. 12–14)		Space for teacher's notes
4 DD/MM/YYYY	11 – APP, AF	3.c	 Interpret the effect of daily activities on the organ systems 	Real-life Connect	-	WB: Pg. 13 (Q. 15, 16)	WB: Pg. 14 (Q. 17–19)		

Questions to test the learning objective(s) for suggested periods or for revising the concepts taught

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

	🖾 C – Exit Assessment							
	Suggested questions to test the learning objective(s) Learning objective(s) Number of learners				's who ctly			
1	Which organ connects the mouth to the stomach (Ans. food pipe)	?	Period 1 - organs inside the body		7			
2	What is the function of the heart? (Ans. It pumps blood to all the parts of the body.) Period 3 - different organ system and their parts							
3	3 Say right or wrong: Heart rate is always the same. (Ans. wrong) Period 4 - the effect of daily activity on organ system							
4	Which organ is present inside our head? (Ans. brain)	Period 5 - the position of different organs inside the body						
	Post Josson Pofloction		Handhold Learners	Challanga Laagaa				
TB complete Enthusia	Yes No WB Yes No Strict participation	Names			\$ •			
Concept	clarity in the	Exam Revision Strategy	Reteach Revise	Practise				
Concept		App Report	Number	Signature				

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

space for the eacher to write the names of earners 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

Teaching Strategies

Interactive Discussion

What?	 Engages learners in a discussion and share their inputs 	Sample
Why?	To involve learners in a conversation to discuss the concept/related example/scenario with the class	 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 questions to check previous knowledge. ✓ Introduce a new concept by asking questions/ sharing an example/describing a scenario. 	 Ask if they know of any uses of ants and honeybees. Explain social insects: Introduce the term 'social insects'.
Teacher	 ✓ Initiate a discussion among learners either in groups, pairs or individually. ✓ Capture learners' responses on the blackboard using appropriate graphic organisers (GOs). 	 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
How to use?	expected learning outcome.	Use a graphic organiser to summarise:
Learners	 ✓ Respond to the questions. ✓ Have doubts clarified. 	 Ose a venil 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



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?

Teacher

How to

use?

Learners

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

- 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.

- 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?

Teacher

Learners

How to

use?

To help explore and apply concepts outside the classroom

- ✓ 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.
- \checkmark 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

How to

use?

strategy to be adopted. ✓ Ask appropriate questions.

 \checkmark Reward those giving correct answers.

Learners

Participate in the activity as instructed.

✓ Plan and execute the type of reinforcement

✓ Clarify doubts, if any.

- 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?

Teacher

Learners

How to

use?



 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.

- 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:
 - o energy giving food
 - o bodybuilding food
 - o protective food
 - Categorise the following food items as energy giving, bodybuilding or protective:
 - o rice
 - o dal
 - o 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

- ✓ 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.

Teacher

How to use?

Learners

questions.

Ask questions of higher order thinking skills.
 Guide and help the learners answer the

- ✓ Read/Watch the video and prepare to present.
- ✓ Ask questions to clarify doubts.
- ✓ Present the topic to the class.

✓ Let the learners present.

 ✓ Understand and answer the higher order questions based on the topic.

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

 \checkmark 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.





Word splash

droplets form commonly glaciers circulates during comes places changes ground clouds Arctic earth seas, form Antarctic oceans come falls **rivers** found rivers find different from hot COld sky Himalayas see ^{ice} back springs areas vapour various turns cycle forms But goes rain snow available lakes sources saltwater region droplets ponds



- > 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

K	W	
l know	l want to know	I have learned
Air is everywhere.	Why do we need air?	 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.	axle wheel	



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



Timeline



Useful to recall events in chronological order with dates

Timeline of evolution of transportation



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



Spider diagram

- Ø
- 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 3 Science 2 Part							
	Bart Lesson			Exam Syllabus				
Part	No	Lesson Name	Teaching Days	FA Coverage	SA Coverage	PA Coverage		
1	1	My Hobbies	4	FA1	SA1	PA1		
1	2	Family as First School	4	FA1	SA1	PA1		
1	3	Organ Systems	5	FA2	SA1	PA1		
1	4	Skeletal System	4	FA2	SA1	Х		
1	5	Way around Our Neighbourhood	4	FA2	SA1	Х		
1	6	Forms of Water	4	Х	SA1	Х		
1		Inside the Lab – A Activity A1: Salt from Seawater Activity A2: Create Your Compass	2					
1	7	Sources of Light	5	Х	SA1	Х		
2	8	Composition of Air	4	FA3	SA2	PA2		
2	9	Stems and Leaves	5	FA3	SA2	PA2		
2	10	Uses of Animals	5	FA4	SA2	PA2		
2		Inside the Lab – B Activity B1: My Lava Lamp Activity B2: Leaves Leaves Everywhere!	2					
2	11	Food Diversity	4	FA4	SA2	Х		
2	12	Types of Houses	4	Х	SA2	Х		
2	13	Travel with Family	4	х	SA2	Х		

Note: SA1=MYA, SA2=AA

Grade 3 Science 2 Part									
Dent	Lesson No	Lesson Name	Teaching Days	Exam Syllabus					
Part				FA Coverage	SA Coverage	PA Coverage			
2	14	Communication without Speaking	3	Х	SA2	Х			
2		Inside the Lab – C Activity C1: Cuisines of Different States Activity C2: Make Your Script	2						

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	古	1, 2, 3	16	ž	ž
April									
May					1				
June					A S				
July				1	Ster				
August	01			· do	SOL S				
September		1							
October				7		2. j	-		
November			1900 - 19			Let			
December									
January		1) 1)				56 10	1:} *		
February		F.					1) 1) 1)		
March									

Assessment Blueprint - EVS-I - 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

EVS-I - Class 3

			Beginner	Values
			20M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	Direct	1	1
		DirectPlus	2	2
		Modified	1	1
В	Very Short Answer Questions	Direct	2	2
		DirectPlus	2	2
		Modified	1	1
		Twisted	1	1
С	Short Answer Questions	Direct	1	2
		DirectPlus	1	2
		Modified		
D	Graphic Organiser	Direct		
		Modified	1	2
E	Long Answer Question	DirectPlus		
		Modified	1	4
Grand Total			14	20

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

Assessment Blueprint - EVS-I - Beginner - PA_40M

EVS-I - Class 3

			Beginner	Values
			40M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	Direct	2	2
		DirectPlus	2	2
		Modified	3	3
		Twisted	1	1
В	Very Short Answer Questions	Direct	2	2
		DirectPlus	3	3
		Modified	6	6
		Twisted	1	1
С	Short Answer Questions	Direct	1	2
		DirectPlus	2	4
		Modified	2	4
D	Graphic Organisers	Direct	1	4
		Modified	1	2
E	Long Answer Questions	Direct	1	0
		DirectPlus	1	4
Grand Total			29	40

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

Assessment Blueprint - EVS-I - Beginner - MYA/AA_40M

EVS-I - Class 3

			Beginner	Values
			40M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	Direct	2	2
		DirectPlus	3	3
		Modified	2	2
		Twisted	1	1
В	Very Short Answer Questions	Direct	4	4
		DirectPlus	2	2
		Modified	5	5
		Twisted	1	1
С	Graphic Organiser	Modified	1	2
D	Short Answer Questions	Direct	1	2
		DirectPlus	3	6
		Modified	1	2
E	Diagram Based Question	Modified	1	4
F	Long Answer Questions	Direct	1	4
		Modified	1	0
Grand Total			29	40

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

Assessment Blueprint - EVS-I - Beginner - MYA/AA_50M

EVS-I - Class 3

			Beginner	Values
			50M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	Direct	1	1
		DirectPlus	3	3
В	Very Short Answer Questions	Direct	4	4
		DirectPlus	5	6
		Modified	5	6
С	Graphic Organisers	Modified	2	4
D	Short Answer Questions	Direct	2	4
		DirectPlus	3	6
		Modified	4	8
E	Long Answer Questions	Direct	1	4
		DirectPlus	1	0
		Modified	2	4
Grand Total			33	50

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

Assessment Blueprint - EVS-I - Beginner - MYA/AA_80M

EVS-I - Class 3

			Beginner	Values
			80M	
Section	Section Heading	Question Source	No. of Questions	Marks
A	Multiple Choice Questions	Direct	4	4
		DirectPlus	4	4
		Modified	1	1
		Twisted	1	1
В	Very Short Answer Questions	Direct	5	5
		DirectPlus	7	8
		Modified	5	5
С	Graphic Organisers	Modified	2	4
D	Short Answer Questions	Direct	6	12
		DirectPlus	5	10
		Modified	4	8
		Twisted	1	2
E	Diagram Based Questions	Modified	2	8
F	Long Answer Questions	Direct	1	0
		DirectPlus	1	0
		Modified	2	8
Grand Total			51	80

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
Assessment Blueprint - EVS-I - Proficient - FA_20M

EVS-I - Class 3

			Proficient	Values
			20M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	DirectPlus	1	1
		ModifiedPlus	1	1
		Twisted	2	4
В	Very Short Answer Questions	DirectPlus	2	2
		Modified	2	2
		ModifiedPlus	2	2
С	Short Answer Questions	DirectPlus	2	4
D	Long Answer Questions	Modified	1	4
		ModifiedPlus	1	4
Grand Total			14	24

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

Assessment Blueprint - EVS-I - Proficient - PA_40M

EVS-I - Class 3

			Proficient	Values
			40M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	DirectPlus	2	2
		ModifiedPlus	2	2
		Twisted	2	4
В	Very Short Answer Questions	Direct	1	1
		DirectPlus	4	4
		Modified	1	1
		ModifiedPlus	4	4
С	Short Answer Questions	DirectPlus	4	8
		Modified	1	2
		ModifiedPlus	2	4
		Twisted	1	2
D	Diagram Based Question	Modified	1	2
E	Long Answer Questions	Modified	1	0
		ModifiedPlus	1	4
Grand Total			27	40

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

Assessment Blueprint - EVS-I - Proficient - MYA/AA_40M

EVS-I - Class 3

			Proficient	Values
			40M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	DirectPlus	2	2
		ModifiedPlus	2	2
		Twisted	2	4
В	Very Short Answer Questions	Direct	1	1
		DirectPlus	4	4
		Modified	1	1
		ModifiedPlus	4	4
С	Short Answer Questions	DirectPlus	4	8
		Modified	1	2
		ModifiedPlus	2	4
		Twisted	1	2
D	Diagram Based Question	Modified	1	2
E	Long Answer Questions	Modified	1	0
		ModifiedPlus	1	4
Grand Total			27	40

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

Assessment Blueprint - EVS-I - Proficient - MYA/AA_50M

EVS-I - Class 3

			Proficient	Values
			50M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	DirectPlus	2	2
		ModifiedPlus	2	2
		Twisted	3	5
В	Very Short Answer Questions	Direct	1	1
		DirectPlus	6	6
		ModifiedPlus	3	3
		Twisted	1	1
С	Short Answer Questions	Direct	1	2
		DirectPlus	4	8
		Modified	2	4
		ModifiedPlus	2	4
		Twisted	1	2
D	Diagram Based Question	Modified	1	2
E	Long Answer Questions	Modified	3	4
		ModifiedPlus	1	4
Grand Total			33	50

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

Assessment Blueprint - EVS-I - Proficient - MYA/AA_80M

EVS-I - Class 3

			Proficient	Values
			80M	
Section	Section Heading	Question Source	No. of Questions	Marks
А	Multiple Choice Questions	DirectPlus	3	3
		ModifiedPlus	4	4
		Twisted	5	7
В	Very Short Answer Questions	Direct	1	1
		DirectPlus	6	6
		Modified	3	3
		ModifiedPlus	7	7
		Twisted	1	1
С	Graphic Organiser	Modified	2	4
D	Short Answer Questions	Direct	1	2
		DirectPlus	6	12
		Modified	3	6
		ModifiedPlus	4	8
		Twisted	1	2
E	Diagram Based Question	Modified	1	2
F	Long Answer Questions	DirectPlus	2	4
		Modified	4	8
Grand Total			54	80

1. 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
	chart 'Organs and Organ Systems of the Human Body'	3) Organ Systems
K 🛛 🖸 🕸 sõurces	chart 'The Skeletal System'	4) Skeletal System
	chart 'Water Cycle'	6) Forms of Water
	pictures of different types of hobbies	1) My Hobbies
	cardboards, A4 sheets, pencil, scissors, gum, crayons	3) Organ Systems
	compass/compass application in a smartphone	5) Way around Our Neighbourhood
Teacher to arrange	pictures or videos of different forms of water, glass, ice cubes, chart sheets, drawing material, common salt	6) Forms of Water
	salt, tap water, saucepan, spoon, stove, tray, a black plastic sheet	Inside the Lab – A1
	bar magnet, needle, cork disc, cup/bowl/glass, pair of pliers, water	Inside the Lab – A2
	Know Your Body Through Rhymes	3) Organ Systems
Storyweaver resources	"Mom, how does cloud form?"	6) Forms of Water

Teaching Aids List (For Planning)

Types of Teaching Aids	Names of the Teaching Aids	Lessons Used in
Online Resources	chart 'Food from Plants and Animals'	10) Uses of Animals
	glass, candle, torch, A4 sheets	8) Composition of Air
	visuals of different types of leaves, A4 sheets, colouring material, chart sheets, leaves of different shapes	9) Stems and Leaves
	A4 sheets, chart sheets	10) Uses of Animals
	cup of water, clear plastic bottle, vegetable oil, food colouring, ENO fruit salt (or antacid tablets), glitter (optional)	Inside the Lab – B1
Teacher to arrange	paper bag, pencil, eraser, set of colour pencils	Inside the Lab – B2
	A4 sheets, map of India	11) Food Diversity
	colouring material, A4 sheets	12) Types of Houses
	A4 sheets	13) Travel with Family
	2–3 sheets of paper, pencil or pen	Inside the Lab – C1
	two sheets of paper, pencil or pen	Inside the Lab – C2
	Global Saviours	8) Composition of Air
Storyweaver resources	What's Neema Eating Today?	11) Food Diversity



LESSON PLANS AND **TEACHER** REFERENCE MATERIAL

A – Curriculum to Learning Objectives: Myself						
Prior Knowledge • likes and dislikes, how our likes can be helpful to us						
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives		
			1.a	hobbies and their types		
2		Multility	1.b	how hobbies are useful to us		
3 1		1.c	choosing a hobby as a job			
			1.d	• my parents' hobbies		

B – Vision-to-Action Plan: 1 My Hobbies								
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Prac	tice	Areas to Focus
						cw	HW	
1 DD/MM/YYYY	1, 2 – ТНК, REM	1.a	 List some of the activities done during one's free time Define 'hobbies' 	 Real-life Connect Interactive Discussion 	_	_	_	
2 DD/MM/YYYY	2, 3 – REM, UND	1.a, 1.b	 Identify and describe different types of hobbies Describe the benefits of various hobbies 	 Peer Learning – Group Interactive Discussion 	 pictures of different types of hobbies 	WB: Pg. 1 (Q. 1–5) WB: Pg. 2 (Q. 8–11)	WB: Pgs. 1, 2 (Q. 6, 7) WB: Pgs. 2, 3 (Q. 12–14)	
3 DD/MM/YYYY	3, 4 – APP	1.c	 Illustrate the potential of a hobby to turn into a profession in future 	 Interactive Discussion 	_	WB: Pgs. 3, 4 (Q. 15, 16, 19)	WB: Pg. 4 (Q. 17, 18)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	actice	Areas to Focus
						CW	HW	
4 DD/MM/YYYY	4 – HOTS, AF	1.d	 Analyse the hobbies of one's parents and explore the difference in hobbies then and now 	 Real-life Connect Reinforcement 	_	WB: Pg. 5 (Q. 20)		





Annual Day:	Day:	Actual Date:	Page(s)	Important Words
) (Today: healthy, creative, benefits
	aersianaing			
HOW ARE HO	BBIES HELPFUL TO U	S?		Transactional Tip(s) Duration: 7 min
People take up Some of the b	p hobbies to be hap enefits are as follows	py. But there are other be :	nefits of hobbies too.	Interactive Discussion:
1) They keep	us healthy: Hobbies	like exercising, sports and g	games keep us healthy.	Ask: Why do we have hobbies?
 They help u create some 	us to be creative: Hol mething new.	bbies like painting, writing	and cooking help us to	 Willy do we have hobbles? How are hobbies helpful? Becall the definition of hobbies
 They help u make usefu 	us to make useful thir ul things.	ngs: Hobbies like knitting a	nd pottery help us to	 Ask: Are there any other benefits of hobbies? Let some learners share their hobbies and the benefits
4) They help ut things. A co	us to learn new thing: Dilection of stamps a	s: Hobbies like reading boo nd coins helps us learn ab	oks help us to learn new out different countries.	of those hobbies.Elaborate on the benefits of hobbies.
5) They teach us to work i dancing al	us to work in groups n groups. For examp so helps us learn to v	: All hobbies which involve de, games like football, ho vork in groups.	e group activities teach ckey and so on. Group	
Ap	plication			
You have learr hobbies? One play badmintc	nt about the benefits of your friends may li on.	of hobbies. Do all your frier ke to play video games. Ar	nds have the same nother friend may like to	
Do you and yo the same gam Some of your o the same and different. Wha reason?	our siblings like nes or activities? choices may be some may be t could be the			
People choose they find intere	e a hobby that esting. Different different likes and	playing video game	playing badminton	Class Pulse Check Duration: 1 min



Duration: 1 min

Duration: 20 min

Duration: 1 min

Annual Day:	Day:	Actual Date:	Page(s)	Important Words
3/32	3/4		4	Last class: health adventure, birdy

If we practise a hobby for a long time, we become good at it. Then, we can carry forward that hobby as a job.

For many people, their hobbies become their jobs when they grow up. For example, V. V. S. Laxman, the Indian cricketer, was good at studies. However, he became a great batsman as playing cricket was his hobby. The famous author of Harry Potter-J. K. Rowling-wrote stories as



a hobby. Her hobby has become her job.

Discuss your hobbies with your friends. Make a list of one another's hobbies. Write what your friends want to become when they grow up.

Your friends' hobbies	What your friends want to become

Amazing Facts

Did you know that collecting stamps is called the king of all hobbies? It is one of the most popular hobbies in the world.



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

Everyone has hobbies. What hobbies do your parents have? Did they have hobbies similar to yours when they were of your age? What could be the reason behind this? Find out.

Last class: healthy, creative, benefits, recreation, adventure, birdwatching, stargazing, gardening, trekking, mountaineering, scrapbook, knitting, pottery Today: siblings, choices, dislikes, badminton, job, cricketer • Transactional Tip(s) Duration: 28 min Interactive Discussion: • Ask:

- Do all your friends have the same hobbies?
- Do you and your siblings like to play the same games or do the same activities?
- What could be the reason for these differences?
- Explain why people choose different hobbies.
- Discuss the possibility of a hobby turning into a profession.
- Give examples of famous personalities whose hobbies became their job.
- Let the learners:
 - discuss their hobbies with their friends and
 - fill the table on TB: Pg. 4.

Class Pulse Check

Duration: 1 min

Duration: 1 min

1) Name any one hobby that can become a job?

a collection of stamps

Annual Day:	Day:	Actual Date:	Page(s)	In
4/32	4/4		4	•

If we practise a hobby for a long time, we become good at it. Then, we can carry forward that hobby as a job.

For many people, their hobbies become their jobs when they grow up. For example, V. V. S. Laxman, the Indian cricketer, was good at studies. However, he became a great batsman as playing cricket was his hobby. The famous author of Harry Potter-J. K. Rowling-wrote stories as



a hobby. Her hobby has become her job.

Discuss your hobbies with your friends. Make a list of one another's hobbies. Write what your friends want to become when they grow up.

Your friends' hobbies	What your friends want to become

Amazing Facts

4

Did you know that collecting stamps is called the king of all hobbies? It is one of the most popular hobbies in the world.



a collection of stamps

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

Everyone has hobbies. What hobbies do your parents have? Did they have hobbies similar to yours when they were of your age? What could be the reason behind this? Find out.

Duration: 1 min nportant Words Last class: healthy, creative, benefits, recreation, adventure, birdwatching, stargazing, gardening, trekking, mountaineering, scrapbook, knitting, pottery Today: popular • Transactional Tip(s) **Duration: 28 min** Real-life Connect : • Ask: What hobbies do your parents have? Did they have hobbies similar to yours when they were your age? • Why do you think hobbies have changed from back then to now? • Elaborate on how and why hobbies have changed with time. • Use the 'Amazing Facts' section to elaborate on the most popular hobby in the world.

Reinforcement :

• Revise the names of the common hobbies given in the lesson.

Class Pulse Check

Duration: 1 min

1) Name any one hobby that your mother has.

	🗹 C – Exit Assessment									
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly							
1	What type of hobby is singing? (Ans. arts)	Period 1 - hobbies and their types								
2	What do we learn from a collection of stamps and coins? (Ans: We learn about different countries.)	Period 2 - how hobbies are useful to us								
3	Rahul wants to be a swimming coach. What could his hobby be? (Ans: swimming)	Period 3 - choosing a hobby as a job								
4	Mona's grandpa always talks about different stars. What could his hobby be? (Ans. stargazing)	Period 4 - my parents' hobbies								

Post-les	son Reflection		Handhold Learners	Challenge Learners
TB completed Yes No	WB Yes No	Names		
Enthusiastic participation				
Concept clarity in the classroom		Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through the workbook		App Report	Number	Signature

Teacher Reference: Textbook

Lesson 1: My Hobbies



Sam likes to watch movies in his free time. His sister likes photography. They enjoy doing these activities. What are such activities, other than your studies, called? hobbies Ans. 1



Some of the activities that you may enjoy doing are shown below. Guess what they are. (Refer to the pictures on page 2 of the textbook) f) knitting c) singing b) plaving football a) painting Ans.

collecting stamps	e) doing yoga



- Do all your friends have the same hobbies? 7
- 20 Ans.
- choices may be the same and some may be different. What could be the Do you and your siblings like the same games or activities? Some of your reason? 5
- Learner's response (Hint: No. Our choices are different because each of us has different likes and dislikes.) Ans.



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

- Everyone has hobbies. What hobbies do your parents have? Did they have hobbies similar to yours when they were of your age? What could be the reason behind this? Find out. 1
- photography, birdwatching and so on. Parents and children may or may not have common interests, and so they may have similar or dissimilar hobbies.) Learner's response (Hint: Hobbies of the parents can be singing, Ans.

		My Hobbies	
	Remembering		
Multi	ple Choice Questions		
1)	Which of the following h	obbies is an art?	[D]
	(A) feather collection	(B) swimming	
	(C) trekking	(D) painting	
2)	What type of hobby is c	irdwatching?	[A]
	(A) outdoor recreation	(B) arts	
	(C) collection	(D) sports and games	
Fill in	the Blanks		
3)	Gardening	is an outdoor recreation hobby.	
		(Gardening/C	ollecting stamps)
4)	Cricket is a spo	rt	
Very	Short Answer Question		
5)	Name any one hobby r	elated to collection.	
Ans.	collecting stamps/leave	s/coins	
(9	Guess the activity given	below.	
Ans.	pottery		
			F

Short Answer Question

7) What are hobbies?

The activities that people enjoy doing during their free time are called hobbies. Ans.



Page 56

of each.



WB: My Hobbies

ŝ

to sing. How can she turn her hobby into a job? response (<mark>Hint</mark> : Rahi should practise singing. She should learn classical ern music to become a singer.)	the following hobbies be changed into jobs? Nobby is painting. b) Adil likes to play the piano.	In become a musician.	le pictures given below. Can you guess what hobbies these people	braining the formation of the formation	a a b a c a c a c a c a c a c a c a c a c a c a c a c a c a c a c a c a c a	
Rahi likes to sing. Ho <u>Learner's response</u> and western music	How can the follow a) Isha's hobby is p a) Isha can becom	b) Adil can become Answer Question	Look at the pictures have?	a)	c)	
17) Ans.	18) Ans .	Long	19)	Page 58		4

Short Answer Questions

¢,

Long Answer Question

Make your daily time table. How much free time do you have in a day? How can you use this free time? 20)

Learner's response	

WB: My Hobbies

	A – Curriculum to Learning Objectives: My Family							
Prior Knowledge • how parents and sit			ngs help us,	eating practices in a family				
Class	L. No.	Lesson Name L. Obj. Learning Objectives						
			2.a	habits and values				
2	2	Family as First School	2.b	how habits and values differ in families				
5	2		2.c	habits and values in my family				
		2.d	good and bad habits					
		1 Growing up with Family	1.a	 young ones of animals and human babies 				
4	1		1.b	 taking care of babies 				
4			1.c	 adopting babies and animals into the family 				
			1.d	 the roles of family members in caring for a baby 				

B – Vision-to-Action Plan: 2 Family as First School									
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	ctice	Areas to Focus	
						CW	HW		
1 DD/MM/YYYY	5, 6 – THK, REM	2.a	 Define 'values' and 'habits' in families 	 Interactive Discussion Real-life Connect 	_	WB: Pg. 6 (Q. 1–4)	WB: Pgs. 6, 7 (Q. 5–7)		
2 DD/MM/YYYY	6, 7 – UND	2.b	 Infer how values and habits differ in families 	 Interactive Discussion 	_	WB: Pg. 7 (Q. 8–11)	WB: Pgs. 7, 8 (Q. 12–14)		
3 DD/MM/YYYY	7, 8 – APP, AF	2.c	 Identify good habits and values in one's family 	• Real-life Connect	_	WB: Pg. 8 (Q. 15, 16)	WB: Pgs. 8, 9 (Q. 17–19)		

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	ctice	Areas to Focus
						CW	нพ	
4 DD/MM/YYYY	8 – HOTS	2.d	 Identify good habits and values of the family member one respects the most Identify the bad habits, if any, in a family member 	• Reinforcement	_	-	WB: Pg. 10 (Q. 20)	









	🗹 C – Exit Assessment				
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly		
1	What are good thoughts and actions called? (Ans. values)	Period 1 - habits and values			
2	Pooja takes care of her younger brother. What value do you learn from her? (Ans. to be kind and helpful)	Period 2 - how habits and values differ in families			
3	Reema keeps her clothes all around the room. Her sister keeps her clothes in a cupboard. Who's habit is right? (Ans. Reema's sister)	Period 3 - habits and values in my family			
4	Write two good habits that we should follow on the road. (Ans. do not throw garbage on the road/do not play on the road/do not run on the road/use zebra crossings/use footpath to walk)	Period 4 - good and bad habits			

Post-lesson Reflection		Handhold Learners	Challenge Learners
TB Yes No WB Yes No O	Names		
Enthusiastic participation			
Concept clarity in the classroom	Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through $\textcircled{\bullet}$ $\textcircled{\bullet}$ $\textcircled{\bullet}$ $\textcircled{\bullet}$	App Report	Number	Signature

Teacher Reference: Textbook

Lesson 2: Family as First School



- fell from her hand. Arnav picked up the stick and gave it back to her. Who taught Arnav was playing near his house. He saw an old lady walking with a stick. The stick him to do so? 1
- Arnav may have learned the value of helping others from his family members or school or friends. Ans.



- 1) What do we learn from our family?
- Ans. We learn habits and values from our family.



- Application
- Do you think that all the things we learn from others can be good for us? 7
- No, we can also learn some bad habits from others. Ans.
- How can we make sure that we learn only good things from others? Find out with the help of your teachers and parents. 5
- Learner's response (Hint: by observing the behaviour of the people and what other people say about it.) Ans.



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

- learnt from that person. Thank him or her for it. Also, write about any bad habits he Write a letter to a family member. Talk about the good habits and values you have or she should quit. 1
- **Ans.** Learner's response (**Hint:** A letter to your didi

Dear didi,

l enjoyed spending my summer vacations with you. I learnt many good habits from you such as keeping my plate in the kitchen sink after meals and helping mom with household work. I also learnt how to take care of my toys. But, I feel you should sleep early and wake up early in the morning. This way you will not get late to work. Thanks,

Your loving sister,

Meena)

Family as first school Rembine Rembine Inple Choice Ouestions What are habits? (A) thoughts (A) thoughts (B) activities (C) values (D) books (D) books (D) thoughts (D) souties (D) souties <td< th=""><th>aking care of younger ones is a good <u>value</u>. nort Answer Questions ame any one good habit. imme any one good habit. imme a value we should keep in mind while talking to elders. ame a value we should keep in mind while talking to elders. <i>Sepecting elders</i> <i>Inswer Question</i> <i>Inswer Question</i> <i>Inswer Question</i> <i>Inter are values?</i> alues are good actions and thoughts. Values help us to decide what is right</th></td<>	aking care of younger ones is a good <u>value</u> . nort Answer Questions ame any one good habit. imme any one good habit. imme a value we should keep in mind while talking to elders. ame a value we should keep in mind while talking to elders. <i>Sepecting elders</i> <i>Inswer Question</i> <i>Inswer Question</i> <i>Inswer Question</i> <i>Inter are values?</i> alues are good actions and thoughts. Values help us to decide what is right			
Instant Family as First Rembering Rembering Rembering Rembering Rhat are habits? Rhoughts? What are habits? (a) thoughts? (A) thoughts (b) thoughts? (A) thoughts (b) thoughts? (A) thoughts (b) thoughts? (A) thoughts? (b) thoughts? (A) thoughts? (b) thoughts? (B) activities (c) values (C) values (b) thoughts? (D) books (b) thoughts? (D) books (b) thoughts? (D) thoughts? (c) thoughts? (D) thought?? (c) thoughts? (D) thought?? (c) thought?? (D) thought?? <td>aking care of younger ones is a good</td>	aking care of younger ones is a good			
				I
-------	---	-----------	----------	---
	Understanding	I.		
True	or False			
8)	In some families, the family members touch the feet of elders.		True	
6)	Our family does not take care of us when we are sick.		alse	
10)	Parents talk to elders with respect.		True	_
11)	Our parents get up early and do the household work.	—	True	_
Short	Answer Questions			
12)	Name some eating habits that we learn from our family memb	ers.		
Ans.	We learn to prefer eating certain types of food. We learn to ea	in a par	ticular	I
	<u>way. We also learn table manners from our family members.</u>			
13)	How do people respect elders in some families?			
Ans.	In some families, people stand up when elders enter. Some pe	ple touc	th the	1
	feet of elders and talk to them with respect.			Ι
				I
Long	Answer Question			
14)	Write the values you learn from the statements given below. C from those given in the brackets.	oose the	e values	S
	(kind and helpful, respecting others, discipline)			
	a) Your parents wake up on time.	pline		
	b) Your parents stand up when elders	ng others		
	c) Your family takes care of you.	d helpful		
			Г	
X	WB: Family as First S	1000	-	

or wrong.

 d) Your family pray e) Your parents list f) Your family keegoutside the hou g) Your parents toi d) Your sister helps h) Your sister helps helping old periods helping old periods helping old periods helping at eld Who helps to run ti (C) teasing friends (B) lawyer (B) lawyer (B) lawyer (C) police (D) principal Answer Questions Which member of would you like to le Learner's response others the way she 	/s before meals.	en to their parents.	os their footwear discipline se.	uch the feet of elders.	you in your studies.		ons	ollowing is a good value?	ople to cross the road	achers		ers	ne school? [D]						your family do you respect the most? What good habit earn from him or her?	: (Hint: I respect my mother the most. I would like to help	e does.)	
	d) Your family prays	e) Your parents liste	f) Your family keep outside the hous	g) Your parents tou	h) Your sister helps y	Application	ple Choice Questic	Which one of the fc	(A) helping old pec	(B) not obeying tea	(C) teasing friends	(D) shouting at elde	Who helps to run th	(A) doctor	(B) lawyer	(C) police	(D) principal	Answer Questions	Which member of J would you like to le	Learner's response	others the way she	

	18)	Which of the follo a)	owing pictures shows a good value? Why? b)
	Ans.	Picture 'a' shows	s a good value because the children are helping each other
		and trying to kee	ep the place clean.
	Long	Answer Questio	5
	19)	Look at the pictu	ure and write how you will keep your classroom clean.
		a)	Throw garbage in the bin
Da 72			Do not spill food or water
		c)	Keep the blackboard <u>clean when not in use</u> .
		d)	Do not write on the walls

bad habit with the good habit given in the third column. One has been done Match the picture with the bad habit in the second column. Also, match the for you. 20)





		A — Curricu	lum to Le	earning Objectives: My Body					
Prior Kn	owledge	• different parts of the body and its functions, how to take care of the parts of the body							
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives					
			3.a	organs inside the body					
2	2	Organ Systems	3.b	different organ systems and their parts					
5	5	Organ Systems	3.c	 the effect of daily activities on organ systems 					
			3.d	the position of different organs inside the body					
			4.a	the skeletal system					
2		Skolotal System	4.b	the functions of the skeletal system					
5	4	Skeletal System	4.c	 keeping our bones healthy 					
			4.d	the skeletal system in animals					
			2.a	 digestion and the digestive system 					
1 2	Digastiva System	2.b	the process of digestion						
4	2	Digestive System	2.c	 the importance of the digestive system 					
			2.d	hunger and famine					
			3.a	 excretion and the excretory system 					
	2	Everatory System	3.b	the process of excretion					
4	5	Excretory System	3.c	 the importance of the excretory system 					
			3.d	kidney stones					
			1.a	muscles and the muscular system					
	1	Muscular System	1.b	the functions of our muscles					
		wuscular system	1.c	 keeping our muscles healthy 					
			1.d	injuries related to muscles					
			2.a	respiration and the respiratory system					
	2	Posniratory System	2.b	steps of respiration					
5 2	Respiratory System	2.c	 breathing rate and how blowing air can warm up or cool down things 						
			2.d	the importance of a stethoscope					
			3.a	parts of the nervous system					
	2	Norwous System	3.b	working of the nervous system					
	5	INCIVOUS SYSLEIII	3.c	role of our sense organs					
			3.d	 how the brain works with closed eyes 					

		B	8 – Vision-to-Ac	tion Plan	: 3 Organ S	Systems		
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	ctice	Areas to Focus
						CW	нพ	
1 DD/MM/YYYY	9, 10 – ТНК, REM	3.a	 Define 'organ' Name the important organs inside our body 	 Interactive Discussion 	 chart Organs and Organ Systems of the Human Body' 	WB: Pg. 11 (Q. 1–3)	WB: Pg. 11 (Q. 4–6)	
2 DD/MM/YYYY	10 – REM	3.a	 Define 'organ system' List the important organ systems inside our body 	 Interactive Discussion 	 chart 'Organs and Organ Systems of the Human Body' 	WB: Pg. 12 (Q. 7)	_	
3 DD/MM/YYYY	10, 11 – UND	3.b	 Describe the need for organ systems in our body Describe the function of some organ systems 	• Real-life Connect	 chart 'Organs and Organ Systems of the Human Body' 	WB: Pg. 12 (Q. 8–11)	WB: Pgs. 12, 13 (Q. 12–14)	
4 DD/MM/YYYY	11 – APP, AF	3.c	 Interpret the effect of daily activities on the organ systems 	 Real-life Connect 	_	WB: Pg. 13 (Q. 15, 16)	WB: Pg. 14 (Q. 17–19)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Prac	tice	Areas to Focus
						CW	нพ	
5 DD/MM/YYYY	11 – HOTS	3.d	 Identify the position of various organs in our body 	• Real-life Connect	 cardboards A4 sheets pencil scissors gum crayons 	_	WB: Pg. 15 (Q. 20)	





windpipe

lungs

kidneys

Stomach: It is a sack-like organ. When we eat food, it goes into the stomach through the food pipe.

Windpipe: It is a tube that connects the throat to the lungs. It is also called the trachea.

Lunas: There is a pair of lunas in the chest.

Heart: It is located a little to the left of the middle of our chest. It is about the size of our fist.

Kidneys: We have a pair of kidneys. They are bean-shaped.

Brain: It is present inside the head.

Some organs inside our body form a group to do specific tasks. Such a group of organs is called an organ system. There are many such organ systems.

Examples of some organ systems are the digestive system, circulatory system, skeletal system, muscular system and so on.



Understanding

SOME IMPORTANT ORGAN SYSTEMS

Our body has many organs and organ systems. They work together to carry out different tasks.

The digestive system helps to take in food through our mouth

hear blood vessels

circulatory system

10

and food pipe. In our stomach, food is broken down to make it easy to digest (just like a mixer-grinder). The digestive system consists of the mouth, food pipe, stomach and intestines.

The respiratory system helps in breathing. digestive system The organs of this system are the nose, windpipe and lungs.

The circulatory system sends blood to all parts of the body. The heart is the most important organ in this system.



Class Pulse Check

Duration: 1 min

Duration: 1 min

1) Name any two organ systems.

mouth

food pipe

stomach

intestines



Annual Day:	Day:	Actual Date:	Page(s)	Importan
12/32	4/5]	11	• Last cla

It pumps blood to all the parts of the body just like a water pump. Blood flows through the blood vessels (thin tubes like water pipes).

Our brain controls all activities of our body. It helps us to think and learn. The brain is a part of the **nervous system**.



Application

Now, you know about the different organ systems and how they work. Can we control all these organs? We cannot directly control the organs inside our body.

The brain works even when you are sleeping.

You breathe continuously when you are running, eating or sleeping. Is the breathing faster or slower when you are doing these activities?

The heart beats continuously. Does the heart rate remain the same or does it change?



Amazing Facts

A child's heart beats faster than an adult's. Your heartbeat changes depending on the type of music you are listening to.



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

Draw an outline of the human body on a cardboard and cut it out. Then, draw the different organs present inside our body on a piece of paper. Colour them. Cut out the organ shapes. Can you place these organ shapes correctly on the cutout of the body?

To do this activity, you will need:

a piece of cardboard, a piece of paper, pencil, crayons, scissors, gum



cutout of the body and organs

Organ Systems



Class Pulse Check

Duration: 2 min

- 1) Name an organ that works even when we sleep.
- 2) When we run, what happens to our breathing?

Annual Day:	Day:	Actual Date:	Page(s)	Important W
13/32	5/5		11	Last class: breathing

It pumps blood to all the parts of the body just like a water pump. Blood flows through the blood vessels (thin tubes like water pipes).

Our brain controls all activities of our body. It helps us to think and learn. The brain is a part of the **nervous system**.



Application

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Amazing Facts

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To do this activity, you will need:

a piece of cardboard, a piece of paper, pencil, crayons, scissors, gum



cutout of the body and organs

Organ Systems



Class Pulse Check

Duration: 2 min

- 1) Where is the heart located in our body?
- 2) Where is the stomach located?

	🜌 C – E	Exit Assessment	
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Which organ connects the mouth to the stomach? (Ans. food pipe)	Period 1 - organs inside the body	
2	What is the function of the heart? (Ans. It pumps blood to all the parts of the body.)	Period 3 - different organ system and their parts	
3	Say right or wrong: Heart rate is always the same. (Ans. wrong)	Period 4 - the effect of daily activity on organ system	
4	Which organ is present inside our head? (Ans. brain)	Period 5 - the position of different organs inside the body	

Post-less	on Reflection		Handhold Learners	Challenge Learners
TB completed Yes No	WB Yes No	Names		
Enthusiastic participation				
Concept clarity in the classroom		Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through the workbook		App Report	Number	Signature

Lesson 3: Organ Systems

Application

- You breathe continuously when you are running, eating or sleeping. Is the breathing faster or slower when you are doing these activities? 7
- We breathe faster while running and slower while sleeping. Ans.
- The heart beats continuously. Does the heart rate remain the same or does it change? 5
- The heart rate is different during different activities. Ans.

	Organ Systems
	Remembering
Multi	ple Choice Questions
1)	Which of the following organs is found inside our body? $[\mathbf{C}]$
	(A) eye (B) ear (C) brain (D) nose
2)	When we eat food, to which of these organs does it go? [B]
	(A) brain (B) stomach (C) lungs (D) heart
Fill in	the Blanks
3)	The heart is about the size of our fist.
4)	The windpipe connects the throat to the lungs.
Very	Short Answer Questions
5)	Name the organ given below.
Ans.	kidneys
(9	Label the diagram given below.
	food pipe
	stomach

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- 7) What is an organ system?
- Some organs inside our body form a group to do specific tasks. This group of organs is called an organ system. Ans.



Match the Following

- 8) Digestive system
- 9) Nervous system
- 10) Respiratory system

helps to take in and break down food

controls all the activities of the body

carries blood to all parts of the body

a)

helps in breathing

â

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- 11) Circulatory system
- **Ans**. <u>8</u>) C), 9) d), 10) b), 11) a)

Short Answer Questions

- ed12)What is the role of the brain?adThe brain controls all the activeadThe brain controls all the active
- The brain controls all the activities of our body. It helps us to think and learn. Ans.
- 13) Circle the organs that help in breathing.





Name these organs of the circulatory system. What work do they do? Write in the space given. 14)

G			
		Name of the organ	Work done
	a)	Heart	Pumps blood to all the parts of the body
	(q	Blood vessels	help the blood flow to different parts of the body

Multiple Choice Questions

What works all the time even when you are sleeping? 15)

۷

- (A) brain
- (B) leg
- (C) hand
- (D) food pipe
- _ C Which one of the following activities makes our heart beat the fastest? 16)
 - (A) walking
- (B) sleeping
- (C) running
- (D) eating



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Identify the organs to match the given description: a) It has a memory like that of a computer. 17)

b) It works like a water pump.

Ans. a) brain

b) heart

- Stand steady. Put your hand on your chest. Try to find out how many times your heart beats in a minute. Now jog for one minute. Do you find any difference in your heart beat? Why? 18)
 - Learner's response (Hint: The heart beats faster after jogging.) Ans.

Long Answer Question

Tick the organs that need to be active even when we are sleeping. Give a reason for your answer. 19)



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Long Answer Question

Help Neha match the given organs to their organ systems. Organs: heart, stomach, brain, lungs 20)

Organ systems: circulatory system, nervous system, respiratory system, digestive system

Organs	Organ systems
heart	circulatory system
stomach	digestive system
brain	nervous system
sbung	respiratory system



A – Curriculum to Learning Objectives: My Body						
Prior Knowledge • different parts of a body, functions of different parts of the body						
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives		
			3.a	organs inside the body		
3 3	2	Organ Systems	3.b	 different organ systems and their parts 		
	5	Organ Systems	3.c	 the effect of daily activities on organ systems 		
			3.d	 the position of different organs inside the body 		
			4.a	the skeletal system		
2		Skolotal System	4.b	the functions of the skeletal system		
5	4	Skeletal System	4.c	keeping our bones healthy		
			4.d	the skeletal system in animals		
			2.a	digestion and the digestive system		
4 2	2	Digestive System	2.b	the process of digestion		
	2		2.c	the importance of the digestive system		
		2.d	hunger and famine			
4 3		3.a	excretion and the excretory system			
	2	Excretory System	3.b	the process of excretion		
	5		3.c	the importance of the excretory system		
			3.d	kidney stones		
5 1		1.a	muscles and the muscular system			
	Muscular System	1.b	the functions of our muscles			
			1.c	keeping our muscles healthy		
			1.d	injuries related to muscles		
			2.a	respiration and the respiratory system		
	2	Descrimentaria Contractor	2.b	steps of respiration		
	2	Respiratory System	2.c	breathing rate and how blowing air can warm up or cool down things		
			2.d	the importance of a stethoscope		
			3.a	parts of the nervous system		
	2	Nervous System	3.b	working of the nervous system		
		INCIVOUS SYSTEM	3.c	role of our sense organs		
			3.d	how the brain works with closed eyes		

	B – Vision-to-Action Plan: 4 Skeletal System							
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Prac	ctice	Areas to Focus
						CW	HW	
1 DD/MM/YYYY	12, 13 – ТНК, REM	4.a	 Define 'skeletal system' Describe the important parts of the skeletal system 	• Real-life Connect	• chart 'The Skeletal System'	WB: Pg. 16 (Q. 1–6)	WB: Pg. 17 (Q. 7)	
2 DD/MM/YYYY	13, 14 – UND	4.b	 Describe the functions of the skeletal system 	• Interactive Discussion	 chart 'The Skeletal System' 	WB: Pg. 17 (Q. 8–11)	WB: Pgs. 17, 18 (Q. 12–14)	
3 DD/MM/YYYY	14, 15 – APP, AF	4.c	 Identify practices to keep bones healthy and strong 	• Real-life Connect	_	WB: Pgs. 18, 19 (Q. 15–18)	WB: Pg. 19 (Q. 19)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Prac	tice	Areas to Focus
						CW	HW	
4 DD/MM/YYYY	15 – НОТЅ	4.d	 Identify animals with an exposed skeleton and those with no skeleton 	 Interactive Discussion 	_	WB: Pg. 20 (Q. 20)	I	





Annual Day: 16/32	Day: 3/4	Page(s) 14	 Important Words Last class: erect, minerals, tw Today: vitamins, calcium, pos
3) The skeletal sy example, leg	ystem helps us to move. joints help us to walk ar	healing, stapes, thigh bone, fo	



Application

HOW CAN WE KEEP OUR BONES STRONG AND HEALTHY?

Healthy food: Vitamins and minerals like calcium make our bones strong. So, we must eat food items which contain these nutrients. Leafy vegetables, pulses and milk products are rich in calcium and vitamins.







leafy vegetables

pulses

Good posture: We should always sit straight in the upright posture to keep our bones strong.

Exercise and play: Playing and exercising regularly keeps our bones strong and healthy.

WHAT IS A FRACTURE?

14

Sometimes bones may get hurt because of good and bad postures accidents or a bad fall on the playaround. In such cases, the bones may crack or break. This crack or break is called a fracture.

How can we know if there is a fracture in our bone? For this, an x-ray picture is taken. It helps the doctor to see the fracture in the bones.

The doctor will then put a **plaster** around it. The plaster keeps the bone in the correct position and helps in healing.



fracture

Duration: 1 min ist and turn sture, crack, fracture, plaster, emur Transactional Tip(s) Duration: 27 min **Real-life Connect :** • Ask learners, "Do your parents tell you to drink milk daily? Do they tell you to sit straight? Do you know why?" • Show learners the images on pg. 14 of the textbook. Call one or two learners forward and demonstrate the proper method of sitting and standing. Explain the importance of a good posture and healthy diet in keeping the bones healthy and strong. Elaborate on the shortest and longest bones in the human body. milk products • Define the term 'fracture'. Also, explain the treatment for a fracture. • Inform learners about the smallest bone and the longest bone mentioned in the 'Amazing Facts' section. **Duration: 2 min Class Pulse Check** 1) Name a mineral that makes our bones strong. 2) How do the bones get hurt?



	🗹 C – Exit Assessment							
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly					
1	What do ribs around the chest form? (Ans. ribcage)	Period 1 - the skeletal system						
2	How do leg joints help us? (Ans. They help us to walk and run.)	Period 2 - the functions of the skeletal system						
3	Mita needs calcium and vitamins for her health. What food can you advise her to have? (Ans. leafy vegetables, pulses and milk)	Period 3 - keeping our bones healthy						
4	Say true or false: A tortoise has an exposed skeletal system. (Ans. true)	Period 4 - the skeletal system in animals						

Post-les	son Reflection		Handhold Learners	Challenge Learners
TB completed Yes No	WB Yes No	Names		
Enthusiastic participation				
Concept clarity in the classroom		Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through the workbook		App Report	Number	Signature

Teacher Reference: Textbook

Lesson 4: Skeletal System



- Asif fell while cycling. He hurt his leg. His mother took him to the doctor. The doctor asked them to get an x-ray picture of the leg. Do you know what an x-ray picture tells us? 1
- The x-ray is a special picture of the inside of our body. It helps to find out if there are any problems with the bones or organs in the body. Ans.



- 1) Make a list of animals having such shells.
- Learner's response (Hint: turtles, armadillos, hermit crabs snails and so on.) Ans.
- You must have seen many creepy crawlies like earthworms around your house. Do they have skeletal systems? 5
- Ans. They do not have a skeletal system.



Skeletal System

Remembering

Multiple Choice Questions

(1	State the number of bones in an adult human being.	[A]
	(A) 206	
	(B) 306	
	(C) 260	
	(D) 100	
2)	What do the bones in the head form?	[B]
	(A) ribs	
	(B) skull	
	(C) backbone	
	(D) joint	
Fill	n the Blanks	
3)	Joints are places where two bones meet.	
4)	Backbone is also called the vertebral column	

Page 99

Very Short Answer Questions

What do we call the hard material inside our body? 2)

Ans. bone

- What connects the neck to the lower back of our body? (9
 - Ans. backbone

Short Answer Question

- Define a skeletal system. Name the important parts of the skeletal system. \sim
- All the bones in our body together form the skeletal system. Skull, ribs and backbone are the important parts of the skeletal system. Ans.



8)	The skeletal system gives shape and support to the body.	True	—
6)	Skull helps us to stay erect.	False	
10)	Ribs run down from the neck to the lower back of our body.	False	
11)	Bones store minerals inside them.	True	_

Short Answer Questions

In the diagram given below, label the parts of the skeletal system that protect a) the brain and b) the heart. 12)



17

WB: Skeletal System

- 13) What makes our bones strong?
- Bones store minerals inside them. These minerals keep the bones strong Ans.

Look at the given images. How does the skeletal system give shape and support to the body in these cases? 14)



Application

Multiple Choice Questions

- ۷ Which of the following should we take for making bones healthy? 15)
 - (A) pulses
- (B) cold drinks
- (C) water
- (D) fried foods

	(A) x-ray
	(B) plaster
	(C) skull
	(D) backbone
Short	t Answer Questions
17)	Rajat always sits straight while doing homework. Is it right or wrong? Why?
Ans.	It is right. Sitting straight is a proper posture. Incorrect posture over a long
	period of time may damage the backbone.
18)	Piyush does not take leafy vegetables and pulses in his meals. Is it right or wrong? Why?
Ans.	It is wrong. Leafy vegetables and pulses make the bones healthy. Therefore,
	Piyush should take them in his meals.
Long	Answer Question
19)	Number the sentences in the correct order.
	a) The doctor put a plaster around his hand.
	b) His father took him to the doctor.
	c) The doctor asked them to get an x-ray of the hand.
	d) Punit fell while playing and injured his hand.

_ В

What helps the cracked bone to set?

16)

WB: Skeletal System

Chetan has brought stickers of some animals for his project. He wants to identify the animals having shells on their body. Help Chetan by drawing a circle around the animals that have a shell. 20)







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A – Curriculum to Learning Objectives: Surroundings								
Prior Kno	owledge	• things and places aro	und us, pub	lic places, describing places around us				
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives				
			5.a	directions and sub-directions				
2	-	Way around Our Neighbourhood	5.b	identifying directions				
5	5		5.c	mapping our neighbourhood				
			5.d	the use of a compass				
			5.a	the different types of wastes				
4	5	Keeping Our Neighbourhood Clean	5.b	disposal of waste				
			5.c	 the 3Rs – reduce, reuse and recycle 				
			5.d	• compost				

B – Vision-to-Action Plan: 5 Way around Our Neighbourhood									
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	ources Practice		Areas to Focus	
						CW	HW		
1 DD/MM/YYYY	16, 17 – ТНК, REM	5.a	 Define 'landmark' List different directions and sub-directions 	 Real-life Connect 	_	WB: Pg. 21 (Q. 1, 2, 5, 6)	WB: Pg. 21 (Q. 3, 4, 7)		
2 DD/MM/YYYY	17 – UND	5.b	 Illustrate how to find directions Identify directions in the classroom 	 Real-life Connect 	_	WB: Pg. 22 (Q. 8–11)	WB: Pg. 22 (Q. 12, 13)		
3 DD/MM/YYYY	18 – APP, AF	5.c	 Identify the directions on the given map applying knowledge of directions and sub-directions 	 Peer Learning – Group 	_	WB: Pg. 25 (Q. 17–19)	WB: Pg. 23 (Q. 14, 15) WB: Pg. 24 (Q. 16)		

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Practice		Areas to Focus
						CW	HW	
4 DD/MM/YYYY	19 – HOTS	5.d	 Identify directions using a compass 	 Real-life Connect 	 compass/ compass application in a smartphone 	_	WB: Pg. 26 (Q. 20)	


Page 107





Annual Day: 21/32	Day: 4/4	Actual Date:	Page(s) 19	 Important Words Last class: westward, corner, Today: compass, device, nee 	Duration: 1 min , slimy, worms :dle, ship
One more we device used f It has a need direction. It is	gher Order Thinking ay of finding directions to find directions on th le which always points mainly used in ships to	s Skills (H.O.T.S.) is to use a compass. It is a e surface of the Earth. towards the north-south understand the direction.	compas	 Transactional Tip(s) Real-life Connect : Ask the learners, "How cat the night?" Show the picture of the c the textbook. (Note: If post make the concept more clea a compass application on a Demonstrate the use of a company of a co	Duration: 28 min we find directions during ompass given on pg. 19 of sible, use a real compass to ar. Alternatively, you can use smartphone.) ompass to find directions.
		Way around Our Neighb	ourhood 19	 Class Pulse Check 1) Which direction does the compoint towards? 2) In which direction of the hour 	Duration: 1 min mpass needle always use is the library?

	🗹 C – E	xit Assessment	
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What is a landmark? (Ans. a well-known place in an area that can be easily seen)	Period 1 - directions and sub-directions	
2	What direction lies opposite to the East? (Ans. west)	Period 2 - identifying directions	
3	What is the direction behind the house, if it is west-facing? (Ans. east)	Period 3 - mapping our neighbourhood	
4	What device can be used to find directions if we are lost at sea? (Ans. compass)	Period 4 - the use of a compass	

Post-les	son Reflection		Handhold Learners	Challenge Learners
TB completed Yes No	WB Yes No	Names		
Enthusiastic participation				
Concept clarity in the classroom		Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through the workbook		App Report	Number	Signature

Lesson 5: Way around Our Neighbourhood



Can you help the puppy to find its way home? 1



- Similarly, we also need to know our way to visit places in our neighbourhood or To reach its house the dog needs to know where to take the correct turns. inside our school. How do we find our way? 5
- We can find our way if we know the exact location of the place, the direction to take and a landmark near the place. Ans.

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- Is there any other way to reach the post office? Discuss with your friends. (Refer to the picture on page 18 of textbook) 1
- Since Riya's house is East-facing, she faces the East when she steps out. The directions are as follows: Ans.
- Step out of the house and take the road to your left.
 - Turn West.
- Walk westward on the road till the first traffic signal.
- Turn left towards the South.
- Keep walking straight till you find the road to your right.
 - Turn right towards the West.
- Keep walking straight till you find the road to the right.
- Turn right.
- Keep walking straight till you reach the post office. The post office is on your left.

			Way aroun Neighbour	d Our hood
		Remembering		
	Multi	ple Choice Questions		
	1)	We use words like left, righ	It and behind to tell the:	[A]
	2)	Which of the following is a	sub-direction?	
		(A) north (E	B) south (C) east	(D) north-east
	Fill in	the Blanks		
	3)	Sub-directions	lie between the main d	rections.
	4)	There are four	main directions.	
Pa	Very	Short Answer Questions		
nge 11	5)	What does this sign mean?		
L4		L		
	Ans.	Turn left.		
	6) Ans.	Name the direction that lie south	es opposite to north.	
	Short	: Answer Question		
	7)	Name four sub-directions.		
	Ans.	The four sub-directions are	e north-east, north-west, so	uth-east and south-west.
				21

True or False

False	When you face the rising Sun, the direction behind you is the south. [11)
False	Directions do not help us to read maps.	10)
True	Directions help us to know the places in the neighbourhood.	(6
False	When you face the rising sun, that direction is west.	8)

-

Look at the picture given and answer the following questions:

Short Answer Questions



a) If Asif is looking at the sunset, what is the direction behind him? 12)

b) What is the direction to his left?

Ans. a) East b) South a) If Asif turns around, what direction will he be facing? 13)

b) What will be the direction to his right?

Ans. a) East

b) South



- ___ C ____ In which direction should Rina go if she wants to play with the balloon? 16)
 - (A) East
- (B) West
- (C) North
- (D) South

Short Answer Questions

Look at the map of the neighbourhood given below and answer the following questions:



Ams. Landmark: Cate to the left, food court/restaurant to the input (any one) pump. How many left turns will he take on this route? 18) The school bus needs fuel. Help the driver find the shortest route to the petrol pump. How many left turns. Ans. He will take two left turns. Iong Answer Question Ion out the directions with the help of your teacher. List the things that you find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall East wall West wall	Am. Landmark: Carle to the left, food court/restaurant to the neght (any one) pump. How many left turns will he take on this route? 18) The school bus needs fuel. Help the driver find the shortest route to the pertol pump. How many left turns will he take on this route? Ams. He will take two left turns. Iong Answer Ouestion In a centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall East wall Learner's response Learner's response Mest wall	Ans.	l andmark. Cata to the laft food court/ractaurant to the right (any one)
 18) The school bus needs fuel. Help the driver find the shortest route to the petrol pump. How many left turns will he take on this route? Ans. He will take two left turns. Long Answer Question 19) Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall East wall Nest wall Learner's response 	18) The school bus needs fuel. Help the driver find the shortest route to the pertol pump. How many left turns will he take on this route? Ans. He will take two left turns. Image: I		במושוומות. כמוב נס נווב ובוני וסטע כטמוגובאנמעומות נס נווט ואייז איוש איישי
Ans. He will take two left turns. Long Answer Ouestion 19) Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall Least wall Learner's response Learner's response Nest wall	Ans. He will take two left turns. Cong Answer Question 19 Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall Nest wall Icearner's response Learner's response Nest wall Nest wall	18)	The school bus needs fuel. Help the driver find the shortest route to the petrol pump. How many left turns will he take on this route?
Long Answer Question 19) Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall East wall West wall I Learner's response South wall Fast wall Nest wall	Image: Note Cuestion Image: Note Cuestion 19 Stand in the centre of your classroom. Find on the wall in each direction. Image: Noth wall Noth wall East wall Mest wall Image: Noth wall South wall East wall Mest wall Image: Image: Noth wall South wall East wall Mest wall Image: Image: Noth wall South wall East wall Mest wall Image: Image: Image: Noth wall East wall Mest wall Mest wall Image: Im	Ans.	He will take two left turns.
19) Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall Least wall West wall Learner's response East wall East wall West wall	19) Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction. Ans. North wall South wall Least wall West wall Learner's response Learner's response Mest wall Mest wall	Long /	Answer Question
And Noth vall South vall Least vall Mest vall Learner's response Image: Comparison of the state of the	And. Noth wall East wall Mest wall Learner's response Image: Stress on Stress o	19)	Stand in the centre of your classroom. Find out the directions with the help of your teacher. List the things that you find on the wall in each direction.
Learner's response	Learner's response	Ans.	North wall South wall East wall West wall
			Learner's response

¢,

Long Answer Question

- 20) Solve the following crossword.
- a) A device used to find the directions on the surface of the Earth. (Across)
- b) These vehicles mainly use this device. (Down)
- c) This star helps sailors find directions. (Down)
- d) It always points towards the north-south direction. (Across)





	A – Curriculum to Learning Objectives: Water							
Prior Kn	owledge	• the use of water for l	iving things,	the importance of water, sources of water, ways to store water				
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives				
			6.a	forms of water				
2	3 6 Forms of Water	6.b	the water cycle					
3		Forms of water	6.c	changing water forms around us				
			6.d	how salt is got from seawater				
	4 6 Water Storage and Quality	6.a	 water storage – now and then 					
		Water Storage and Quality	6.b	water purification methods				
4	0		6.c	water pollution				
			6.d	the effects of water pollution				
			4.a	the substances that float, sink and mix in liquids				
5 4	Floats Sinks and Mixes	4.b	water as a universal solvent					
5	4	Floats, Sinks and Mixes	4.c	solvents other than water				
			4.d	the effect of heat on solubility				

		B – '	Vision-to-Ac	tion Plan	: 6 Forms	of Wate	r	
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	octice	Areas to Focus
						CW	нw	
1 DD/MM/YYYY	20, 21 – ТНК, REM	6.a	 List the forms of water 	• Real-life Connect	 pictures or videos of different forms of water glass ice cubes 	WB: Pg. 27 (Q. 1–6)	WB: Pg. 28 (Q. 7)	
2 DD/MM/YYYY	21 – UND	6.b	Illustrate the water cycle	 Flipped Classroom 	 chart 'Water Cycle' chart sheets drawing material 	WB: Pg. 28 (Q. 8–11)	WB: Pgs. 28, 29 (Q. 12–14)	
3 DD/MM/YYYY	22 – APP, AF	6.c	 Identify the changing forms of water in the surroundings 	• Real-life Connect	_	WB: Pgs. 29, 30 (Q. 15–17)	WB: Pgs. 30, 31 (Q. 18, 19)	

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Prac	tice	Areas to Focus
						CW	HW	
4 DD/MM/YYYY	23 – HOTS	6.d	 Discuss the preparation of salt from seawater 	 Interactive Discussion 	 common salt 	WB: Pg. 31 (Q. 20)	-	



nnual Day:)	Day:	Actual Date:	Page(s)	Important Words	Duration: 1 min
23/32	2/4		21	 Last class: puddle, disappear, refrigerators, heating, melts Today: droplets, clouds, rain, bodies, underground, water 	, water vapour, ice, snow, rainwater, water cycle
Very cold cor find ice inside places aroum On heating ic Let us now lea What are the vapour and ic Ice has a sha Water flows a own. It takes Water vapou upwards and All three form and taste. Un Cooled wate small water a droplets (wit clouds in the the water dr form big dro During daytin changes the into vapour f formed goes	Additions change wate refrigerators and in v d the world. The mells to form water arn about the three for differences between ce? pe. It does not flow. Ind does not have a s the shape of the vesse flows downwards. It has no shape. It alwor mixes with the air aro s of water have no co adderstanding er vapour forms droplets. These water h other things) form e sky. Inside the clouds oplets combine to ps. The water of the water boo orm. The water vapour upwards and cools down water of the water boo orm. The water vapour upwards and cools down	r to ice. We ery cold forms of water. water, water hape of its el it is kept in. dowr, smell when the water become heavy, blowr, smell When the water become heavy, During winter, in some very cold places, water changes to ice and snow. When the water become heavy, blowr, smell	ice-covered land ice-covered land ice	 Transactional Tip(s) Flipped Classroom: Show the water cycle diagn textbook. Also, display the Cycle'. Explain the cyclic flow of water and distributer material. Ask them to drawe diagram. Ask one of the groups to e the help of the chart they help on the cycle towards necessary. 	Duration: 27 min ram given on pg. 21 of the the Classklap chart 'Water ter step-by-step. te chart sheets and drawing and label the water cycle xplain the water cycle with ave prepared. Let the other the discussion wherever
Thus, water ch back. This mo	hanges into the soil is s hanges its form and alv wement is called the w	tored underground. vays moves from the water bod ater cycle . It makes water avail	lies to the clouds and lable to all living things.	Class Pulse Check 1) What happens to the water i	Duration: 2 min n the water bodies during
		Form	ns of Water 21	daytime? 2) What happens when the wat	er drops in the clouds



Application

We have read that clouds give us rain. How do rain clouds look like? Rain clouds are dark in colour. They are heavy and filled with water droplets.





clouds

rain clouds

Why is it that all clouds do not come down as rain? Find out.

Have you ever been to a seashore? We sweat a lot when we are at the seashore. Do you know the reason for this? At seashores, the air is filled with water vapour. So, the water in our sweat does not get changed into vapour easily.



seashore

Have you seen dew drops on leaves in the morning? Where do they come from? Some water vapour is always present in the air around us. It cools down when it touches any cold surface. This is the reason why we see water droplets on a glass of cold water.

We learnt that wet clothes dry due to the heat from the Sun. How do wet clothes dry when we keep them indoors?

water droplets on a glass of cold water



22

Amazing Facts

In monsoon, clothes dry with difficulty. Why is it so?

Fog is a cloud that appears very close to the ground.



fog

Important Words Duration: 1 min • Last class: droplets, clouds, rain, snow, rainwater, water bodies, underground, water cycle Today: seashore, sweat, dew drops, surface, indoors, monsoon, dry, fog Transactional Tip(s) Duration: 27 min **Real-life Connect :** • Ask learners, "Have you seen clouds during the rains? Are they the same as those usually seen? What makes them blackish?" • Discuss rain clouds in detail.

- Further ask, "Have you ever been to a seashore? How do you feel when you are there? Do you sweat a lot? Have you seen dew drops on leaves in the morning? In monsoon, clothes dry with difficulty. Why is it so?"
- Explain various examples of the changing forms of water around us. Also, explain about fog and where and when we get to see it as mentioned in the 'Amazing' Facts' section.

Class Pulse Check

Duration: 2 min

- 1) How can we identify rain clouds?
- 2) Where do we get to see dew drops?



Annual Day:	Day:	Actual Date:	Page(s)	In
25/32	4/4		23	•

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

Do you know that common salt is prepared from seawater?

Seawater contains a lot of salt. So, it is unfit for drinking. This salt can be separated out. For this, the seawater is collected in open ponds. Due to the heat from the sunlight, the water changes into vapour. The salt which remains in the ponds is collected and purified to be used as common salt.



seawater collected in ponds

Forms of Water

Important Words

- Last class: seashore, sweat, dew drops, surface, indoors, monsoon, dry, fog
- Today: common salt, seawater, unfit, purified

Transactional Tip(s) Interactive Discussion:

Duration: 27 min

Duration: 1 min

- Ask learners if they knew that salt was prepared from seawater and if they had ever seen salt pans on a seashore.
- Show common salt to the class. Also, show the picture of 'seawater collected in ponds' given on pg. 23 of the textbook.
- Explain the preparation of salt from seawater with reference to the 'H.O.T.S.' section of the textbook.

Class Pulse Check

Duration: 2 min

- 1) What does seawater contain?
- 2) Why is seawater unfit for drinking?

	🗹 C – Exit Assessment								
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly						
1	Mention the three things that water does not have. (Ans. colour, shape and taste)	Period 1 - forms of water							
2	When do water droplets come down as rain from the sky? (Ans. when they become heavy)	Period 2 - the water cycle							
3	Why does our sweat not dry easily in areas near the sea? (Ans. because the air in areas near the sea is filled with water vapour)	Period 3 - changing water forms around us							
4	What changes seawater into water vapour? (Ans. heat from the Sun)	Period 4 - how salt is got from seawater							

Post-les	son Reflection		Handhold Learners	Challenge Learners
TB completed Yes No	WB Yes No	Names		
Enthusiastic participation				
Concept clarity in the classroom		Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through the workbook		App Report	Number	Signature

Teacher Reference: Textbook

Lesson 6: Forms of Water



back from school, he found that it had dried up. How did the water disappear? Heat from sunlight changed the water in the puddle to water vapour in the air. While going to school, Aslam saw a puddle on the road. But while coming Ans. 1

Application

20

- Why is it that all clouds do not come down as rain? Find out. 1
- But, when they come in contact with warmer air, they change to water vapour. So, the clouds whose droplets have changed to vapour do not come down as All clouds have heavy water droplets in them. These droplets are pulled down. rain. Ans.
- How do wet clothes dry when we keep them indoors? 5)
- Air present in the room causes the water in the wet clothes to change into water vapour. So, the clothes dry. Ans:
- In monsoon, clothes dry with difficulty. Why is it so? 3
- In monsoon, the clouds cover the sky. So, the Sun is often hidden behind the clouds. Hence, the clothes do not get enough heat and dry with difficulty. Ans.

Ľ	FC	orms of Water	\bigcap	
	Remering			
Mult	ple Choice Questions			
1	Into which form will water chan	je on heating?	[C]	
	(A) snow			
	(B) rain			
	(C) water vapour			
	(D) ice			
2)	Which among the following flov	/s downwards?	[D]	
	(A) ice			
	(B) snow			
	(C) water vapour			
	(D) water			
Fill ir	the Blanks			
3)	In nature, water exists in	three different forms.		
4)	Water takes	he shape of the vessel it is kept in.		
Circ	e the Correct Words			
5)	Ice melts to form water when it	oecomes(hot)/ cold.		
(9	Water vapour/ Ice has no shap	e, it mixes with the air around.		
			27	

Short Answer Question

Observe the following images of different forms of water. Write their names and two differences between them in the boxes given below. \sim





ice
1) It does not flow.
2) It has a shape.



1) It can flow

2) It does not have a shape

Understanding |||| |||||

Match the Following

Heat from the Sun $\widehat{\otimes}$

water changes into ice and snow

a)

ponds, lakes and rivers

Q

form clouds

ΰ

ð

- Small water droplets 6
- In very cold places 10)
- Q Examples of water bodies are I 11) a) ' I - d), 9) - C), 10) $\widehat{\otimes}$ Ans. 11) Page 130

changes water to its vapour form

- Short Answer Questions
- Where does rainwater get collected? 12)
- Rainwater gets collected in open water bodies. Some of the water that goes into the soil is stored underground Ans.
- Where does rain come from? 13)
- Rain comes from clouds. When the drops of water in the clouds become too heavy, they fall as rain Ans.

Long Answer Question

14) Draw a diagram of the cyclic flow of water.



Application

Multiple Choice Questions

Which of the following sentences is correct? 15)

C

- (A) Rain clouds are white in colour.
- (B) Rain clouds are green in colour.
- (C) Rain clouds are filled with water vapour.
- (D) All types of clouds come down as rain.
- On a sunny day, under which of the following conditions will water change to Δ vapour easily? 16)

- (A) kept indoor in an open vessel
- (B) kept outdoor in a closed vessel
- (C) kept indoor in a closed vessel
- (D) kept outdoor in an open vessel



Short Answer Questions

- What will happen, if the water vapour that goes up never gets cooled down? 17)
 - If water vapour does not cool down, rain clouds will not be formed. Without rain clouds, we will not get rain. All water bodies will get dried up Ans.
- Rain clouds appear closer to us as compared to other clouds. What can be the eason for this? 18)
- Rain clouds are filled with water droplets. They become heavy and cannot float high like other clouds. So they appear closer to us Ans.

Long Answer Question

- 19) Answer the following.
- a) Tick the image in which the clothes will dry easily? Write the reason in the space given.



In summer, the heat of the sun quickly changes the water in the Ans.

clothes to water vapour. In the monsoon, there is not much sunlight

b) There is some water in an open container. What will the water level be after a day? Tick the correct option and write the reason.



The water level goes down because water goes out of the container as water Ans.

vapour.



Long Answer Question

Water is useful to us in different forms. Give reasons. 20) (Hint: Learners can do any of the following to show the uses of water: make a chart with a diagram/graphic organiser, collect pictures of different uses)

Ans. Learner's response

31

	A – Curriculum to Learning Objectives: Light							
Prior Kn	Prior Knowledge • day and night, the sun, the stars, light							
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives				
		7 Sources of Light	7.a	 natural and artificial sources of light 				
2	7		7.b	discovery of fire as a source of light				
3			7.c	electricity as a source of light				
			7.d	• light as heat				

	B – Vision-to-Action Plan: 7 Sources of Light								
Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Pra	ctice	Areas to Focus	
						cw	HW		
1 DD/MM/YYYY	26, 27 – THK REM	7.a	 Define and list natural and artificial sources of light 	 Real-life Connect 	_	WB: Pg. 32 (Q. 1–4)	WB: Pg. 32 (Q. 5–7)		
2 DD/MM/YYYY	27 – UND	7.b	 Describe the discovery of fire as a source of light 	 Interactive Discussion 	_	WB: Pg. 33 (Q. 8–11)	WB: Pgs. 33, 34 (Q.13–14)		
3 DD/MM/YYYY	27 – UND	7.b	 Discuss the sources of light now and then 	• Real-life Connect	_	WB: Pg. 33 (Q. 12)	_		
4 DD/MM/YYYY	28 – APP AF	7.c	 Identify electricity as a source of light Identify the sources of light that save energy and do not harm the environment 	• Real-life Connect	_	WB: Pgs. 34, 35 (Q. 15–18)	WB: Pg. 35 (Q. 19)		

Period and Planned Date	TB Page No. and Key Competency	L. Obj. No.	Learning Outcome(s)	Teaching Strategies	Resources	Prac	tice	Areas to Focus
						CW	HW	
5 DD/MM/YYYY	28 – HOTS	7.d	 Explore the use of light as a source of heat 	 Interactive Discussion 	Η	WB: Pg. 36 (Q. 20)	_	







Annual Day:	Day:	Actual Date:	Page(s)
29/32	4/5		28



Application

What type of sources of light should we use?

We should try to use sunlight, which is the main source of natural light, to the maximum. It is the cheapest source of light.



We can use **solar panels** to capture light and convert it to electricity. This electricity can be used to light our homes in the night.

Artificial sources of light like electric bulbs need electricity to give out light. This electricity is limited. So, we should use light sources which use less electricity. For example, **LED bulbs**,

tube lights and CFL bulbs.



solar panels



Moreover, we should switch off the lights when not LED and CFL bulbs in use.



28

Some artificial sources of light cause harm to the environment. For example, kerosene lamps give out smoke. We should try to avoid the use of such harmful sources.

Amazing Facts

Have you seen fireflies? They are insects that give out light from their bodies. Some aquatic animals like jellyfish also give out light.



firefly

jellyfish

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

Many light sources also give us heat. We use fire for cooking as it provides heat.

We can use sunlight for heating water and cooking food with the help of **solar heater** and **solar cooker**.



solar water heater solar cooker

Important Words

- Last class: hunt, flint, guard, caves, dangerous, firewood, lanterns
- Today: solar panels, LED bulbs, tube lights, CFL bulbs, smoke, fireflies, jellyfish

Transactional Tip(s) Real-life Connect :

Duration: 27 min

Duration: 1 min

- Ask the learners, "What type of light sources should we use?"
- Show pictures of solar panels, LED, CFL and kerosene lamps given on pg. 28 of the textbook.
- Explain the importance of using sunlight to the maximum. Discuss the sources of light that can be used to save electricity and the environment.
- Talk about the insects and animals that emit their own light mentioned in the 'Amazing Facts' section.

Class Pulse Check

Duration: 2 min

- 1) What is the use of solar panels?
- 2) Give one way to save electricity.

30/32	Day:	Actual Date:	Page(s)	Important Words Duration: 1 m Last class: discovery electric lamps
What type of sour	cation rces of light should we	use?		Today: solar heater, solar cooker Transactional Tip(s) Duration: 27 min
We should fly to t light, to the maxin We can use sola electricity. This electricity. This electricity.	r panels to capture lig ectricity can be used of light like electric bu	ist source of light. ght and convert it to to light our homes in the night. who need electricity to give	solar panels	 Interactive Discussion: Ask the learners, "How do you feel when you go outdoors during your lunch time?" Explain that some light sources also give us heat.
tr	vhich use less electrici ube lights and CFL bu Aoreover, we should s n use.	ity. For example, LED bulbs , Ibs . witch off the lights when not LE	D and CFL bulbs	 Discuss various gadgets that use sunlight for heating water or cooking food. Show pictures of the solar water heater and sola cooker given on pg. 28 of the textbook.
kerosene lamp Ama:	zing Facts	nps give out smoke. We should tr urces.	y to avoid the	
Have you seen fir out light from the like jellyfish also g	reflies? They are insec ir bodies. Some aqua jive out light.	ts that give tic animals jellyfish	firefly	
Highe	er Order Thinking Sl	kills (H.O.T.S.)		
Many light source We can use sunli cooking food wi solar cooker	es also give us heat. W ight for heating water th the help of solar he	Ve use fire for cooking as it provid r and eater and	des heat.	
Solur Cooker.		solar water heater	solar cooker	Class Pulse CheckDuration: 2 min1) Name a device that uses sunlight for heating water.2) What does a solar cooker use to cook food?

	🗹 C – Exit Assessment							
	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly					
1	Define 'artificial sources of light'. (Ans. sources of light made by human beings)	Period 1 - natural and artificial sources of light						
2	Why could ancient humans only hunt during the day? (Ans. because they did not have any artificial source of light to use at night)	Period 2 - discovery of fire as a source of light						
3	What electrical bulbs can you advise your friend to use to reduce the use of electricity? (Ans. LED and CFL bulbs)	Period 4 - electricity as a source of light						
4	Why do we use fire for cooking? (Ans. because it provides heat)	Period 5 - light as heat						

Post-lesson Reflection		Handhold Learners	Challenge Learners
TB Yes No WB Yes No Completed Yes No	Names		
Enthusiastic participation			
Concept clarity in the classroom	Exam Revision Strategy	Reteach Revise	Practise
Concept clarity through $\textcircled{\bullet}$ $\textcircled{\bullet}$ $\textcircled{\bullet}$	App Report	Number	Signature
Teacher Reference: Textbook

Lesson 7: Sources of Light



- Nowadays, we see electric bulbs everywhere. What did your grandparents use to light up their homes when they were young? 1
 - Ans. oil lamps, lanterns and so on

\frown			_	_						I		I				1	
ght	I		A	(D) candle us? [C	(D) mouth		umans. n tham							eir names in the	G	electric bulb	
Irces of Li	l		source of light.	(C) electric bulb o see the things around	(C) eyes		s of light are made by h things when light falls o		ght.		ight.	(dlu		e given below. Write the	T	oil lamp	
Sou	nbering	Duestions	ost important natural s	(B) lantern body parts helps us to	(B) ears		source:	r Questions	ne natural source of li		ne artificial source of l	ponse (Hint: electric p	estion	ome sources of light ar		candle	
Lesson	Remen	Vlultiple Choice C	I) Name the m	(A) Sun 2) Which of our	(A) nose		3) ATT	Very Short Answe	5) Name any o	Ans . <u>Sun/stars</u>	() Name any o	Ans. <u>Learner's res</u>	short Answer Que	 Pictures of sc boxes. 	a)	lantern	32
			、	~ ~ ~		_ (P	age 1	44	\sim			1 -	·		

True	or False		
8)	There were no artificial light sources in ancient times.	Irue]	
6)	Humans discovered fire by rubbing leaves.	False]	
10)	In olden days, humans could hunt after sunset.	False]	
11)	Fire helped humans to protect themselves from dangerous animals. [True]	
Shor	Answer Questions		
12)	Arrange the following from oldest to recent:		
	Sun, oil lamp, rubbing flint, burning wood		
Ans.	Sun, rubbing flint, burning wood, oil lamp		
13)	Why could early humans hunt only during the day time?		
Ans.	As there were no artificial sources of light, humans could hunt only du	ing the	
	day time.		
Long	Answer Question		
14)	Answer the following questions using the images as hints. a) How did humans discover fire?		
	, (
	Humans discovered fire by rubbing two pieces of flint.		
	WB: Sources of Light	33	
~			

Understanding

b) How did the discovery of fire help them?





Application

Page 146

Name the light source which uses electricity. What type of light source should we use? (A) the source that uses more electricity (B) the source that uses less electricity (D) the source which is harmful to us (C) the source that produces smoke 15) 16)

Ω

(A) oil lamp

Δ

- (B) kerosene lamp
- (C) candle
- (D) LED bulb

17)	Draw ar	ny two light sources which yo	ou use at your ho	me.
Ans.	Learn	er's response (Hint:		
18)	Why sho	uld we avoid using a kerose	ine lamp?	
Ans.	<u>We shou</u> smoke is	uld avoid using a kerosene la harmful to the environment	amp because it p	oroduces smoke. This
Long	Answer	Question		
19)	Tick (\checkmark) . not be u	the sources of light that we s used. Write the reason in the	should use. Cross space provided.	(×) the ones which should
(a)		Sun is the natural and cheapest source of light.	×	This type of electric bulb uses more electricity.
ΰ		LED bulb uses less electricity.	×	Kerosene lamp gives out smoke and harms the environment.
			WB:	Sources of Light 35

Short Answer Questions

Long Answer Question

- We know that the solar heater and solar cooker use solar energy to work. In the box given, draw and name two other objects that work on solar energy. 20)
- Learner's response (Hint: solar powered calculator, solar car and so on) Ans.







Inside the Lab – A

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

Activity A1: Salt from Seawater

In the lesson 'Forms of Water', we learnt that water exists in three different forms.



Let us see how we get salt from seawater due to the changing forms of water.

You will need:

salt, some tap water, a saucepan, spoon, stove, tray and seawater collected in ponds a black plastic sheet

You need to:

24

- 1) add two cups of water to the pan. Place it on the stove. Let the water boil.
- 2) add salt to the hot water in the pan. Mix it well with a spoon. Salt dissolves faster in hot water. Continue adding salt until it stops dissolving in the hot water. Eventually, you will reach a point at which the salt won't dissolve anymore, no matter how hot the water is. When you reach that point, turn the stove off and let the water cool slightly.
- spread the black plastic sheet inside the tray.
- 4) pour the water from the pan into the tray.
- keep the tray out in the Sun for two days. (The location should be chosen wisely to prevent the setup from any external damage.)



black plastic paper and tray

The water will change into water vapour. This will leave behind crystals of salt in the tray. They are small and shiny.

Salt is prepared from seawater in a similar way. Seawater changes into water vapour during summer, leaving behind salt.

Important Words Duration: 1 min • Today: saucepan, boil, dissolves, pour, wisely, prevent, damage, vapour, crystals, shiny Transactional Tip(s) Duration: 28 min Reinforcement : • Recall how salt is prepared from seawater. • Conduct the activity according to the instructions given on pg. 24 of the textbook. • Ask learners to observe the tray after specific intervals for the next two days.

Class Pulse Check

Duration: 1 min

1) What happens to the water in the tray when it is kept out in the Sun for two days?

Activity A2: Create Your Compass

Day:

2/2

The magnetic compass is used to detect or find out directions: north, south, east and west. It has a magnetic needle that points to the north.



You can easily make your own compass.

You will need:

a bar magnet, needle, cork disc, cup/bowl/glass, pair of pliers and water

You need to:

- 1) rub a magnet over the needle about twenty times. Always rub in the same direction.
- 2) cut off a small portion from one end of the cork,

about - inch thick, making a small cork disc. This step should be done with the help of the teacher.

- 3) put the cork disc on a flat surface. Carefully push the needle through the side of the disc as shown in the picture. Use the pair of pliers to push the needle. This step should be done only with the help of the teacher.
- 4) fill a deep cup, glass or bowl with water till at least half full.
- 5) place the cork disk on the surface of the water. Try to keep the disc floating in the centre of the water, away from the sides of the cup.



What does the needle do? When it stops moving, which direction does it point towards?

damage, vapour, crystals, shiny **Today:** magnetic compass, detect, needle, bar magnet, cork disc, rub, pliers, floating, centre

Important Words

Transactional Tip(s) Reinforcement :

Duration: 28 min

Duration: 1 min

• Ask learners to recall how a compass helps us in finding directions.

• Last class: saucepan, boil, dissolves, pour, wisely, prevent,

- Conduct the activity according to the instructions given on pg. 25 of the textbook.
- Ask learners to identify the directions indicated by the compass.

Class Pulse Check

Duration: 1 min

1) What do we rub over the needle before passing it through the cork?

Inside the Lab – A



Grade: Grade 3, FA 1

Subject: Environmental Studies - I

Lesson: My Hobbies

Learning Outcome(s):

• Demonstrates how hobbies can be useful by knitting objects of everyday use

Integrated Art Form(s):

• Knitting

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Yarn
- 2) Safety scissors
- 3) Glue

Resources (External References):

Ice-Breaker:

- Knitted products
- Finger knitting tutorial

Core Activity: NA

Time Needed:

Ice-Breaker: 15 min

Core Activity: 60 min

Ice-Breaker:

Summary: Show learners pictures of knitted products and a video tutorial on finger knitting to set the context for the activity.

Procedure:

- Show learners the pictures of items given in '<u>Knitted products</u>' to illustrate how creative hobbies such as knitting can help in making useful things that can be used in our daily life.
- Ask them if they would like to knit some useful items in class today.
- Show them the video '<u>Finger knitting tutorial</u>'. (**Note:** Play the video from 1:58 minutes to 4:49 minutes.)
- While the video is playing, ask them to pay close attention to the steps being followed to knit the yarn.

Core Activity:

Summary: Facilitate a group activity where learners use the finger knitting technique to knit items of everyday use.

Procedure:

• Divide learners into groups of three.

- Provide each group with yarn.
- Demonstrate the finger knitting technique that was shown in the video and ask learners to follow along.
- Ask each group to knit 5-10 chains. They can then combine and use these chains to make any three items such as wristbands, bookmarks, necklaces, anklets, and so on. They can also coil chains into a circle and hold it together with glue to make a coaster or a badge.
- Allow each group 25-30 minutes to knit their chains and another 10-15 minutes to make their knitted items.
- Walk around the classroom to help learners or groups that may be struggling with the knitting technique.
- Once the activity is done, ask the groups to come forward in turns and present their knitted products to the class.
- Ask learners if they enjoyed the knitting activity and if they would like to make more knitted items at home.

Extension Activity:

Ask learners to prepare a list of other hobbies that help to make useful things (**Hint**: pottery, baking, woodwork, basket weaving, sewing and so on). Ask them to write a few lines on any one such hobby, mentioning the materials used and some examples of the end products. They can also paste pictures of the end products next to the write-up.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity allows learners to hone their motor skills in order to make useful objects by hand. It facilitates collaboration and exercises handeye coordination to enable them to perform the activity and achieve the intended learning outcome.

Suggested Rubric for Assessing Art Integrated Learning

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.

P A R A M E T E R S

Grade: Grade 3, FA 1

Subject: Environmental Studies – I

Lesson: Family as First School

Learning Outcome(s):

- Infers that we pick up good habits from our family members
- Analyses how habits differ in families through a role-play

Integrated Art Form(s):

• Role-play

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Mats
- 2) A table and a few chairs
- 3) Clock

Resources (External References):

Ice-Breaker: NA

Core Activity: NA

<u>Time Needed:</u>

Ice-Breaker: 15 min Core Activity: 60 min

Ice-Breaker:

Summary: Conduct a game 'Who is my teacher?' where learners name the family members they have learnt certain good habits from. **Procedure:**

- Inform learners that they are going to play a game named 'Who is my teacher?'.
- Arrange the tables and chairs in four rows and name row 1 as 'mother', row 2 as 'father', row 3 as 'elder sibling/s' and row 4 as 'grandparents'. (Row 4 is optional).
- Elaborate on the game rules as mentioned below.
 - a. Tell learners that each row specifies a family member.
 - b. Instruct them that they have to choose a row to sit once a habit is called out, based on which family member they have learnt the habit from.
- Call out a few good habits one at a time.
- Let the learners choose a row to sit in depending on whom they have learnt that habit from.
- Repeat this activity for 5-6 different habits, and let the learners observe who has taught them most of their good habits.

Core Activity:

Summary: Facilitate a group activity where learners perform role-plays to demonstrate how habits differ among families.

Procedure:

Step 1:

• Divide the class into groups of five and assign one habit to each group. For example, assign sleeping habits to group 1, eating habits to group 2 and so on.

- Keep all the materials on the front desk and guide the learners to choose the materials as per the requirement of the habit, they have to enact.
- Ask each group to discuss among themselves and create a storyboard to enact a play on how the habit allotted to them is performed by each family member.
- Encourage them to show as many variations as they can for the given habit, taking into account the lifestyle of various families.
- Help learners by providing hints about how they should prepare their play. (For example, if a group has to represent sleeping habits, they should show: how families differ in when they go to sleep by using a clock, whether they sleep on beds or on mats, whether the kids in family listen to a bed-time story, and if yes, who narrates the story and so on.)
- Inform learners that they may refer to the textbook for further information.
- Instruct learners that each role-play can be up to 3-4 minutes long.
- Give learners 15-20 minutes to prepare their role-play. While the learners are rehearsing, walk around the class to ensure that everyone in a group is actively participating.

Step 2:

- Invite the groups to enact their plays one by one. While a group is performing, ask the other groups to make notes in a tabular format about the variations in the habit being shown by the group enacting the drama. (A reference table is provided in the appendix section.)
- After all the groups have performed their role-plays, reiterate the good habits that we learn from our families and variations in the habits in different families by using inputs from the learners

Extension Activity:

Ask learners to collect information from their family members on good habits to be followed in public places and make a list on an A4 sheet.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity enhances learners' understanding of the good habits in a family and the variations in habits among families. It also helps to develop their higher-order thinking skills through creating their own storyboards and performing them.

Appendix:

Reference observation table.

Name of the Group	Туре с	of habit	R	Recorded t	ime	Style of sleeping	Other observations
Group 1	Sleeping habit	oing No. of oit variations shown	Sleep time: (in pm)	Wake up time: (in am)	Sleep duration	Use of bed/mat	Bedtime story
		1.	11:00	8:00	9 hours	bed	Yes
		2.	9: 00	5:00	8 hours	bed	No

Suggested Rubric for Assessing Art Integrated Learning

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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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.

P A R A M E T E R S

Grade: Grade 3, FA 2

Subject: Environmental Studies - I

Lesson: Way around Our Neighbourhood

Learning Outcome(s):

• Creates a map of the neighbourhood in Warli style

Integrated Art Form(s):

• Warli art

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) Blank sheets of paper
- 2) Paints or colours
- 3) Paint brushes

Resources (External References):

Ice-Breaker:

• Learn about maps

- Warli art slideshow
- Warli art information

Core Activity:

• Warli huts and houses

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

Ice-Breaker:

Summary: Show learners a video on maps and a slideshow on Warli art to set the context for the activity.

Procedure:

Step 1:

- Play the video 'Learn about maps'. (Note: Play it from the beginning to 2:50 minutes.)
- While the video is playing, ask learners to pay close attention to the different symbols being shown that are used in a map.
- After the video ends, ask learners to name a few maps that they have seen. For example, a map of their city, a map of India, a world map, and so on.

Step 2:

- Tell learners that are going to create a map of their neighbourhood in Warli style.
- Show them '<u>Warli art slideshow</u>' while giving them a brief description of the main features of the Warli art form. (**Note:** Information on the features of Warli art can be taken from '<u>Warli art information</u>'.)
- Draw their attention to the lines and shapes used to depict huts and buildings in Warli paintings.

Core Activity:

Summary: Facilitate an activity where learners create a map of their neighbourhood in Warli style.

Procedure:

Step 1:

- Play the video 'Warli huts and houses'. (Note: Play it from the beginning to 6:17 minutes.)
- Provide each learner with a blank sheet of paper, paints and a paintbrush.
- Draw a few huts and houses in the Warli style on the board to demonstrate the drawing process. Ask learners to individually draw along using the materials provided to them.

Step 2:

- Divide learners into groups of three.
- Instruct each group to use the materials provided to them earlier to draw symbols in the Warli style, of the buildings and places in their neighbourhood their house, their school, the hospital, the park, the post office, the library, etc.
- Let them have 15-20 minutes to conceptualize the symbols.
- Ask each group to use the symbols they have just created to make a simple map of their neighbourhood.
- Let them have 20-25 minutes to create their maps.
- Walk around the classroom to assist groups that are struggling to create their maps.
- Once the activity is complete, put all the maps on display in the classroom.
- Ask learners if they enjoyed the activity and if they would like to create more such maps and paintings at home.

Extension Activity:

Ask learners to create a map for an imaginary neighbourhood. For this, they can come up with symbols for places such as stadiums, palaces, tram depots, auditoriums, bridges and flyovers, castles, and so on. They can also include symbols for natural features such as lakes, forested areas, streams, caves and so on. Tell them that they can use any material and any art style of their choice for this activity.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity allows learners to use their knowledge and understanding of the Warli art form to create symbols and map their neighbourhood. Through this activity, they are able to tap into their creativity to display their drawing and painting skills while honing their skills in sense of direction and geographical mapping.

Suggested Rubric for Assessing Art Integrated Learning

	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.
P A R A M	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.
E T E R S	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 .
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Grade: Grade 3, SA1

Subject: Environmental Studies – I

Lesson: Forms of Water

Learning Outcome(s):

• Describes the water cycle through storytelling

Integrated Art Form(s):

• Storytelling

Materials Required:

Ice-Breaker: NA

Core Activity:

- 1) A few musical instruments preferably drums and a trumpet
- 2) Sheets of white paper
- 3) Pencils
- 4) Erasers

Resources (External References):

Ice-Breaker:

- Journey of a water droplet
- The puppy and the kitten

Core Activity: NA

Time Needed:

Ice-Breaker: 20 min Core Activity: 70 min

Ice-Breaker:

Summary: Show learners videos on water cycle and the art of storytelling to set the context for the activity.

Procedure:

Step 1:

- Ask learners if they have watched any cartoon show.
- Tell learners that they are going to watch a short cartoon film on the water cycle.
- Play the video 'Journey of a water droplet'.
- Instruct learners to carefully examine the sequence of events taking place in the video.
- Tell learners to pay attention to the dialogues of the water droplet.
- Once the video is over, ask learners if they enjoyed watching the video.

Step 2:

- Tell learners that they will be shown a video on the art of storytelling.
- Inform learners that they are going to write a story and narrate the same in the class today.
- Play the video 'The puppy and the kitten'.
- Ask learners to carefully observe the expressions and sound effects used by the storyteller during narration.

Core Activity:

Summary: Facilitate a group activity where learners write a story to narrate the form transitions and the cyclic flow of water in nature, and present the process through storytelling.

Procedure:

Step 1:

- Divide the class into groups of five.
- Distribute the materials for the activity to each group.
- Instruct the groups to write a story about the journey of water or the water cycle.
- Help learners create their own scripts by giving them the following points:
 - a. The water droplet should be the core character of the story, and the narrative of the story should be based on the experiences of the water droplet while it goes through the water cycle. Learners can include other supporting characters such as river, sunlight and so on.
 - b. The content of the story and the names of characters should be aligned to the local context. For example, learners can give the titles and characters' names in their mother tongue.
- Ask learners to refer to the textbook while creating their stories for detailed information on the water cycle.
- Allow each group 20 minutes to write their stories.
- Review the story prepared by the groups and give inputs if required.

Step 2:

- Ask each group to practice presenting their story in a storytelling format, where one learner can narrate the story, two other members can play the musical instruments to support the narration, and the remaining two team members can add more substance to the narration by using verbal or non-verbal expressions as well as questions.
- Inform learners that their presentations should not exceed 5 minutes.
- Allow them 15-20 minutes to practise.

Step 3:

- Once the groups are ready with their stories, ask them to present it to the class, in turns.
- Conclude the activity by drawing a water cycle on the blackboard.

Extension Activity:

Ask learners to collect information and pictures about the indigenous forms of storytelling in India with the help of elders. (**Note:** Learners may refer to this video on the storytelling traditions of India, enlisting the help of elders in understanding the content of the video.)

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity helps learners narrate the form transitions and the cyclic flow of water in nature in a creative way. It helps them develop an interest in storytelling as an art form, and to understand its relevance in the Indian culture. It also builds their higher-order-thinking skills and presentation skills.

Suggested Rubric for Assessing Art Integrated Learning

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P A R A M E T E R S

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 decisionmaking 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.







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 Q 2) Which four areas/concepts were highlighted for improvement as per your Teacher Companion areas/concepts for Term 1 as per your Teacher **Companion Book?** Book? 1) _____ _____ 1) 2) _____ 2) _____ 3) 3) _____ 4) _____ 4) _____ Q 3) Which transactional tips do you find most useful to remediate the Q 6) List at least five learners who areas/concepts highlighted for improvement? you would like to particularly support based on inputs from the Teacher Companion Book Q 4) How many periods have you Q 5) What other transactional tips do _____ used to remediate you plan on using in Term 2? _____ 2) areas/concepts highlighted in _____ 3) the Teacher Companion Book? _____ 5)