Teacher Companion Book

classklap BY Eupheus

Rosewood

EVS - II (Social Studies)

Name of teacher:_____

Section(s) taught:_____

Class 3

Part 1

Annual Academic Calendar | Curriculum to Learning Objectives | Vision-to-Action Plans | Exit Assessments

Because no two students are the same.

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Textbook Features

Let Us Learn About

Contains the list of concepts to be covered in the lesson along with the learning objectives

Think

Introduces the concept/subtopic and arouses curiosity among students

Understanding

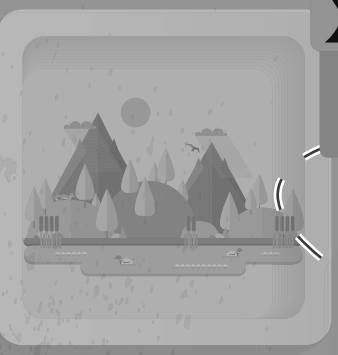
Explains the aspects in detail that form the basis of the concept
Includes elements to ensure that students are engaged throughout

Remembering

Introduces new concepts to build on the prerequisite knowledge/skills to understand and achieve the objective of the topic

Application

Connects the concept to real-life situations by giving an opportunity to apply what students have learnt



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

Encourages students to extend the concept learnt to advanced application scenarios

Amazing Facts

Fascinating facts and trivia for students to establish a better real-life connect with the concept

Workbook Features

Remembering

Recollecting critical information related to the 'who', 'what', 'when' and 'where' of the concept

Understanding

Engaging with the 'how' and 'why' of the concept

Application

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

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

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

Map Practice

Developing spatial thinking abilities and sharpening map work skills for improved application and analysis of the concepts learned

Pedagogical Explainer

Indicates the class

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

Indicates the lesson name

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

A – Curriculum to Learning Objectives: Introduction to History

Prior Knowledge	• *Words such as yesterday, now, tomorrow* • *Concept of passing time*			
Class	**L. No.**	**Lesson Name**	**KC No.**	**Key Concept**
3	1	What Is History?	1.1.a 1.1.b 1.1.c 1.1.d	• 'past', 'history', 'timeline' and 'sources of history' • the importance of learning history • people who study history and how they use the sources of history • making a timeline of events
3	2	Monuments and Museums	2.1.a 2.1.b	• monuments and museums • differences between monuments and museums
3	4	The Story of the Past	4.1.a 4.1.b 4.1.c 4.1.d 4.2.a 4.2.b 4.2.c 4.2.d	• early human beings • changes in early human beings • how agriculture and tools changed the lives of early human beings • comparing modern and ancient clothing • civilization and ancient civilization • why ancient civilizations grew • how climate is related to civilization • features of ancient civilizations
4	1	Explorations, Discoveries and Inventions	1.1.a 1.1.c 1.1.d	• explorations, discoveries and inventions • BC and AD • a few everyday things that have been invented by children

LIST OF ABBREVIATIONS USED

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

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

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

The class level outcomes or enabling objectives for the day

Teaching strategies for the day

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

The suggested CW/HW for the day

Space for teacher's notes

Checklist for textbook/workbook implementation

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

B – Vision-to-Action Plan: 1: What Is History?

Concept 1.1: What Is History?

Day and Planned Date	TB Page No. and Section	KC No.	Daily Learning Outcome(s)	Teaching Strategies	Resources	Practice		Teacher's Notes
						CW	HW	
1 DD/MM/YYYY	1-2 (THK, REM)	1.1.a	• Familiarise with the characters of Rashi, Meher and Morad • Identify the concept of history • Define a timeline	• Interactive Discussion • Real-life Connect	–	WB: Pg. 1 (Q 3)	WB: Pg. 1 (Q 5)	
2 DD/MM/YYYY	3 (REM, UND)	1.1.a 1.1.d	• Describe a timeline • List the sources of history • Enumerate the reasons why different people study history	• Guided Learning	• Pictures of various sources of history	WB: Pg. 1 (Q 6, 7)	WB: Pg. 1 (Q 1, 2, 4)	

Written Work																					
Section	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20	Comp. Qs./ Total Qs.
A																					
B																					
C																					

	Names	Teacher's Notes
Handhold Learners		
Challenge Learners		

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

Indicates the textbook/workbook page number(s)

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

Suggested ways to teach the concept effectively using the teaching strategies provided in the Teaching Strategies section of this book

Annual Day:	Day:	Actual Date:	Page(s):
1/27	1/5	_____	2-3

Think

Rashi and her friends are planning a holiday. They are looking at travel magazines when Rashi's father walks into the room.

Mr Jain: *Hi Rashi! What are you doing?*

Rashi: *Hi Papa! We are looking through travel magazines and trying to decide where we should go on our next holiday.*

Mr Jain: *That is great. But I do not see any maps or a globe in front of you.*

A globe

Rashi: *Maps? Why maps?*

Mr Jain: *Well, maps are a great way to know about a place. They help you answer questions like, 'How far away is the place?' or 'Where do I go from here?' They even help you find places like railway stations, hotels and other landmarks. Whereas, a globe can show you where your holiday spot is on the Earth.*

Rashi: *Oh! You are right! I shall get the globe from the hall right away!*

Q. What does Rashi's father want her to use to plan her holiday?

(A) the internet and newspapers (B) maps and a globe

(C) maps and her school textbooks (D) a globe and a magazine

Remembering

The huge size of the Earth makes it difficult for us to study it as a whole. To make this easy, we **represent** the Earth in different ways. Two of the most important tools for doing this are **maps** and **globes.**

MAPS

A map is a **two-dimensional** drawing of a place on a flat surface as it appears from a position above. It shows where things are in that place. Maps can be of various types and sizes based on what the maps show. Different colours are also used to highlight the different

2

Important Words **Duration: 1 min**

- Today: represent, maps, globes, two-dimensional

Transactional Tip(s) **Duration: 17 min**

Peer Learning – Group:

- Read the definitions of maps and globes on TB: Pgs. 2, 3 and discuss why they are used.
- Ask learners to read 'Maps' (TB: Pgs. 2, 3).
- Divide the class into three groups. Assign one of the following to each group: 'Political Map', 'Physical Map' and 'Thematic Map'.
- Ask the groups to look at the maps given on TB: Pg. 3 and discuss the features and uses of the map assigned to them.
- Ask each group to come up and speak about the features and uses of the map they are assigned.
- Ask learners to list the differences between political, physical and thematic maps.
- Ask learners to solve the allotted WB questions in class.

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

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

Class Pulse Check **Duration: 2 min**

1) Is a map a two-dimensional or a three-dimensional object?
2) We can locate mountains with the help of a **physical/ political** map.

Quick questions to check learners' understanding

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

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

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

C – Exit Assessment

	Suggested questions to test the key concept(s)	Key concept(s)	Number of learners who answered correctly
1	Are newspapers a source of history? (Ans. Yes)	Day 2 - 'past', 'history', 'timeline' and 'sources of history'	
2	How can you know about Indian kings and queens of the past? (Ans. By studying history)	Day 3 - the importance of learning history	
3	Neerja excavates and studies the objects found underground. What is her occupation? (Ans. Archaeologist)	Day 4 -people who study history and how they use the sources of history	
4	Remembering past events is made easier with the help of _____. (Ans. timelines)	Day 5 - making a timeline of events	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	Reteach ☐ Revise ☐	Practise ☐
App Report	Number _____	Signature _____

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

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

Teaching Strategies

Interactive Discussion

What?

- ✓ Engages learners in a discussion and enables them to share their inputs

Why?

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

How to use?

Teacher

- ✓ Ask questions to check previous knowledge.
- ✓ Introduce a new concept by asking questions/sharing an example/describing a scenario.
- ✓ Initiate a discussion among learners either in groups, pairs or individually.
- ✓ Capture learners' responses on the blackboard using appropriate graphic organisers (refer to sub-section 5 of this book).
- ✓ Conclude the discussion by arriving at the expected learning outcome.

Learners

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

Sample

- Group the class into pairs.
- Let each pair read the information given in the speech bubble in the textbook.
- After they have finished reading, ask the following questions.
  - What do Rashi and Meher do together?
  - What does Morad show Meher?
- Ask learners questions on how they interact with their friends.
- Ask them to compare their interactions to that of Rashi and Meher by asking leading questions such as the following.
  - Do they talk about similar topics or different topics?
  - Are they also curious to know similar information about their friends like Meher and Rashi?
  - What can they say about Rashi and Meher from their interaction?
    (Example: They are polite; they are curious and so on.)

Activity Method

What?

- ✓ Helps learners to explore and learn by designing role plays, dramas, games, songs and so on

Why?

To encourage them to participate actively, collaborate and learn; to facilitate multisensory learning of concepts

How to use?

Teacher

- ✓ Plan for the activity based on the learning outcome.
- ✓ Arrange resources if required.
- ✓ Arrange the classroom so that it is convenient to conduct the activity.
- ✓ State the purpose of the activity by writing it on the blackboard.
- ✓ Ensure all learners participate and have hands-on experience while conducting the activity.
- ✓ Summarise the activity by clearly stating what the learners did, what they observed and the learning from it.

Learners

- ✓ Organise for the activity as per the instructions.
- ✓ Understand the rules and the purpose of the activity.
- ✓ Participate in the activity and note down the observations/results.
- ✓ Relate the activity to the concept to be learnt.

Sample

Activity: Make a collage on the topic 'A source of my family history'.

- Plan for the activity at least two days in advance.

Day 1: Choose an example of a collage (many pictures pasted in different ways with an appropriate heading). For example, 'The Very Hungry Caterpillar' by Eric Carle.

- Show them how each picture is related to the caterpillar and how the information is presented visually.
- Tell the learners that they will make a collage on the topic 'A source of my family history'.
- Ask learners to read the information from TB: Pgs. 7 and 11.
- Ask learners to choose any one source of history for the collage and get information on the following.
  - Who has provided the information about their family?
  - What information have they provided?
  - How did this help them learn more about their family?
  - Get photographs if possible of the person and the information.
- Example: Grandmother told me about my parents and their aunts and uncles.
- Ask each learner to get a chart paper and sketch pens.

Day 2: Show learners how to present visually the information they have brought on sources.

- Let each learner do the activity of making a collage.
- Ask a few learners to present the collage.
- Conclude by saying that in the study of history, it is important to document the information for further references.

Flipped Classroom

What?

- ✓ Engages learners in a self-learning activity inside/outside the classroom which they can prepare and present

Why?

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

How to use?

Teacher

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

Learners

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

Sample

- Ask learners to read information on older forms of communication and newer forms of communication.
- Give them the various sources from which they can get this information (textbook content, internet).
- After reading, let the learners choose two older forms of communication and two newer forms of communication.
- Let them list the uses of each of them.
- Ask the learners to present the information about the sources of communication.
- List down all the sources on the blackboard.
- Talk about the differences and similarities of each of these sources.
- Conclude by talking about the positive and negative effects of communication.

Guided Learning

What?

- ✓ Enables the teacher to be a facilitator and to guide the learners; a crucial strategy for lower age groups

Why?

To build the basic skills of reading and writing and understanding concepts; to help in transitioning from direct instruction to independent learning

How to use?

Teacher

- ✓ Plan the learning for the entire class or in groups.
- ✓ Play the lead role in the class.
- ✓ Introduce the skill/concept or the problem to be solved.
- ✓ Ensure the learners follow the instructions and repeat the action.
- ✓ Be aware of learners who need more support and focus on them.
- ✓ To conclude, call over a few learners to the blackboard and make them repeat the skill/concept learnt.

Learners

- ✓ Listen to the instructions and follow the teacher.
- ✓ Repeat the action as instructed by the teacher.
- ✓ Answer questions.

Sample

- Start by reading about timelines, given in the textbook
- After reading, draw two columns on the board — the name of the period and information about the period.
- Read about the ancient period and fill in the columns on the board.
- Next, ask a few learners to read about the medieval period. Ask leading questions and fill the information on the blackboard.
- Now, ask each learner to read about the modern period silently and fill the information in their books.

Outdoor Learning

What?

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

Why?

To help learners to explore and apply concepts learnt outside the classroom

How to use?

Teacher

- ✓ Plan a relevant outdoor activity for a concept.
- ✓ Brief learners specifically 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.

Learners

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

Sample

Plan: Visit an automobile museum

Purpose: To make a note of the vehicles on display and how vehicles have evolved

- Plan for this outdoor activity in advance.
- Brief the learners about the purpose of the outdoor activity.
- Ensure that all the learners carry a notebook and pen.
- Ask each learner to observe the vehicles, write the name of the vehicle, and note down its features.
- The next day, discuss each type of vehicle observed, categorise the modes of transport observed, discuss how the vehicles have changed over the years.
- Relate this to the information they have learnt in the lesson 'Ideas for a Better Life' *(the stages of evolution in modes and systems of transportation and communication).*

Peer Learning (Group/Pair)

What?

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

Why?

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

How to use?

Teacher

- ✓ Plan for peer learning as per the 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.

Learners

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

Sample

- Ask learners to think of any school event conducted during the previous year.
- Form groups of five members. Let each group have a chart.
- Ask each group to pick one event.
- Make a star diagram on the board with the headings what, who, when, where and how long.
- Ask learners to discuss in the group about these five questions for the event they have chosen.
- Let them present these as a star diagram (refer to the Graphic Organiser in sub-section 5 of this book) on the chart paper.
- Let each group present the information to the class.
- Discuss with learners how the star diagram tells the story of the past event.
- Ask them how they would conduct the same event this year. Would they like to make improvements or plan better?
- Conclude by saying that knowing about the past help us to make our lives better. Hence, studying history is important.

Questioning

What?

- ✓ Asks questions during the teaching-learning process to prompt learners to think about what is being taught and also assess the learning levels, encourages learners to frame questions to test their understanding of a concept

Why?

To adjust the instructions/pace of the teaching-learning process to achieve the learning outcomes and support learners to progress towards the learning outcomes

How to use?

Teacher

- ✓ Frame different types of questions at different stages of the teaching-learning process.
- ✓ Ask questions at different intervals during the teaching-learning process.
- ✓ Based on the responses, pace the teaching-learning process.
- ✓ Change the questioning technique to build curiosity and add variety. Ask learners to frame questions for a given section.
- ✓ Avoid yes/no type of questions.
- ✓ Use quiz as a questioning technique at the end of the chapter to know how much the learners have learnt.

Learners

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

Sample 1

- Read 'I Think' aloud.
- Ask:
  - What is an heirloom?
  - How is an heirloom helpful?
  - What does an heirloom tell us about the family's history?
- Let each learner mark the sentences in the text which answers these questions.

Sample 2

- Divide learners into groups of six. They can read 'A baby in the family' and 'A wedding in the family' together. Ask them to make three questions from the two sections.
- Ask each group to share their questions; other groups may answer the same.

Real-life Connect

What?

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

Why?

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

How to use?

Teacher

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

Learners

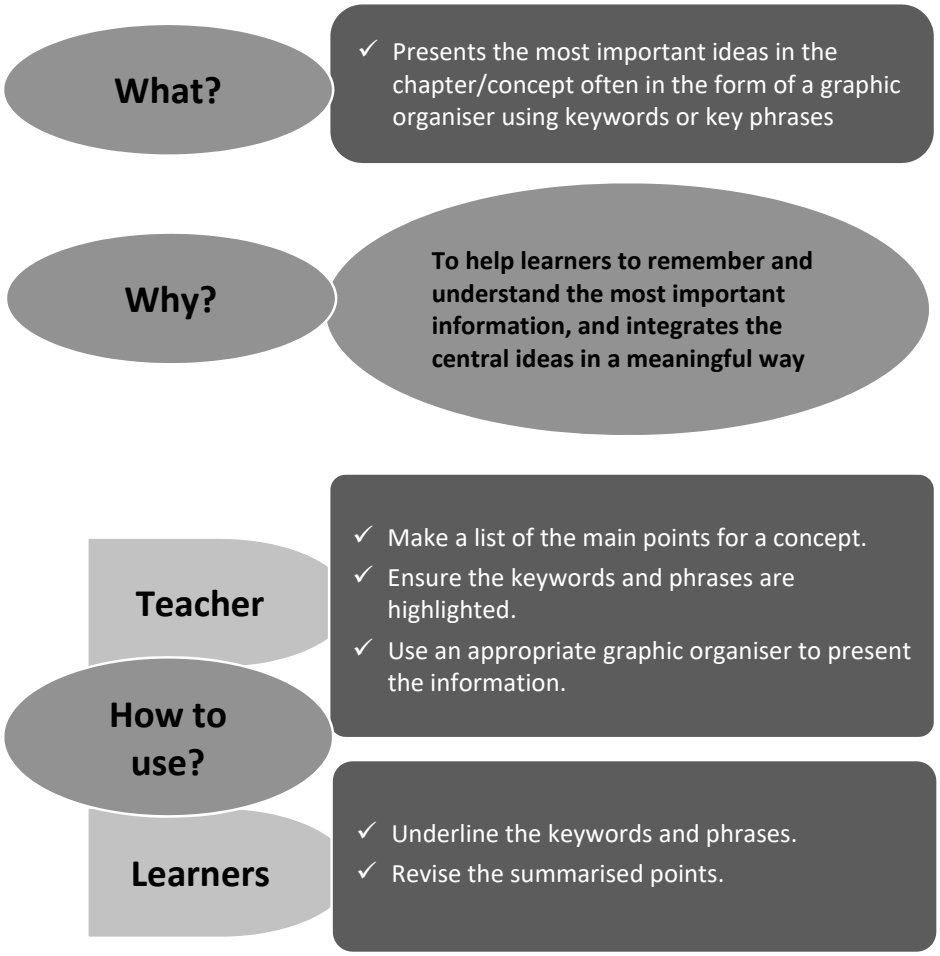
- ✓ Observe and listen to the teacher.
- ✓ Answer questions based on one's real-life experiences.
- ✓ Clarify doubts if any.

Sample

Learning outcome: Examine the components in an address

- Ask each learner to write their house address on a sheet of paper.
- Now ask each of them if they have written the Flat Numbe/House number, Street Name, Locality name (Colony/Society), City name, Post office, State name.
- Ask learners to compare their addresses and see which component of the address is unique to each of them and which is the same for all.
- Conclude by saying that locating places becomes easier since our country is divided into states, villages, towns and cities.

Summarising



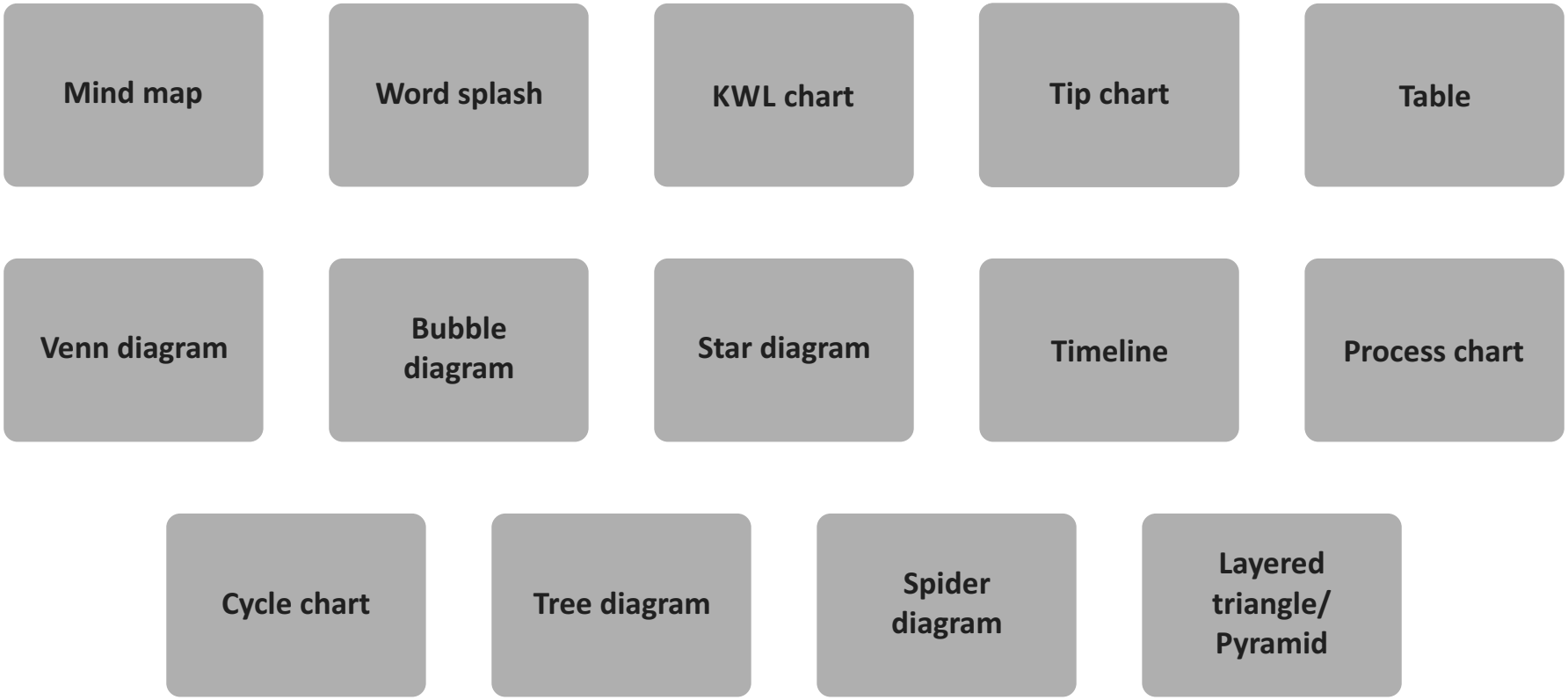
Sample

- Help learners to summarise their learnings of 'Changes in Society' using a table.
- Draw a table on the blackboard. Write 'What has changed' in one column and 'How it has changed' in another column.
- Ask individual learners to share points for each of the questions in the table.
- Write down the responses on the blackboard.
- After all the points are covered, ask one of the learners to read the information.
- Let the learners write this information.

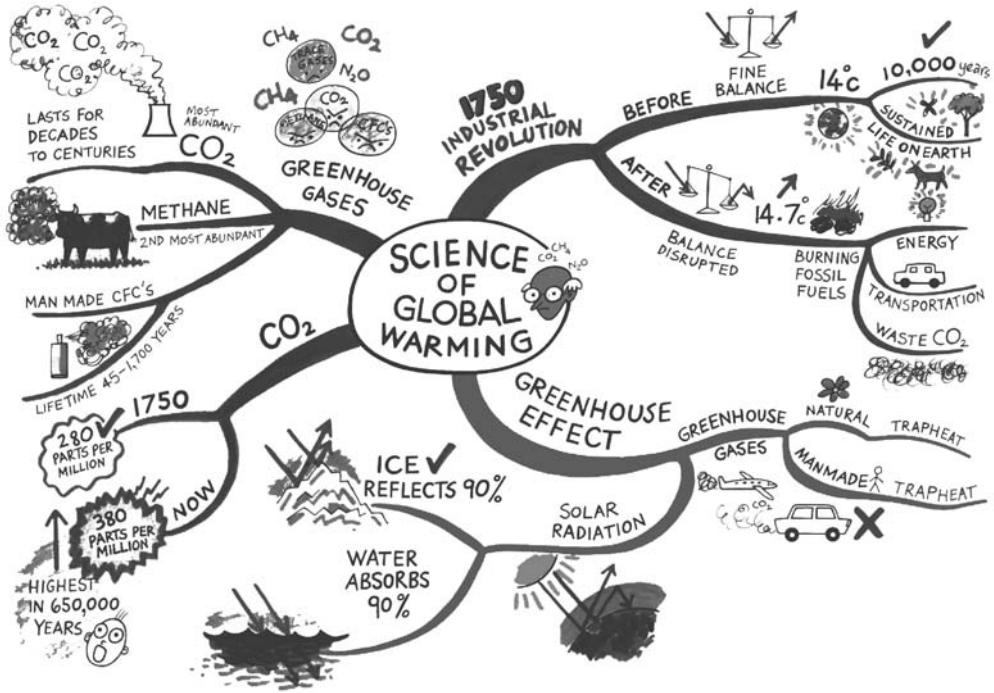
Note: Descriptions provided for samples of teaching strategies may vary from the content in the 'Transactional Tip' section of the lesson plan. Teachers need to plan on the same lines.

Graphic Organisers (Blackboard Information Organising Tips)

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



Mind map



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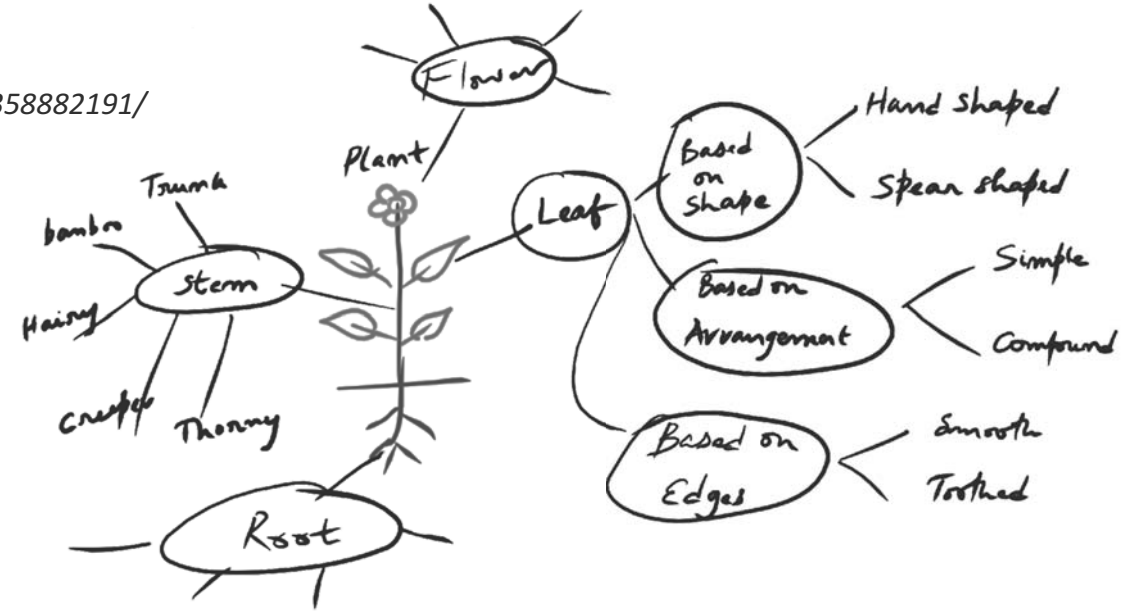
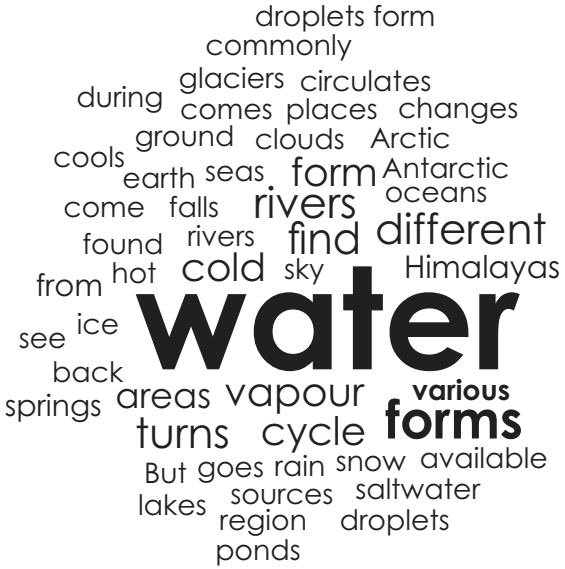
- Useful to build connections between concepts
- Helps in understanding information and discovering new relationships

Sample blackboard illustration:



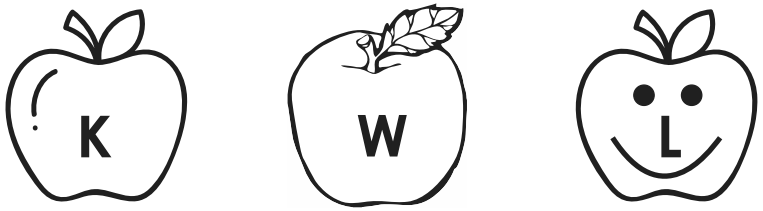
Word splash



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

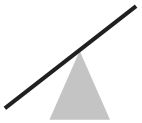
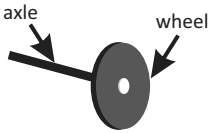
KWL chart

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



I know	I want to know	I have learned
Air is everywhere.	Why do we need air?	• We need air to breath. • Air helps in burning.

TIP chart

Term	Information	Picture
Lever	A lever is a bar, rod or platform that can move about a fixed point.	
Wheel and axle	Wheel and axle make work easier by reducing friction. A wheel helps things to move. The axle helps the wheel turn.	

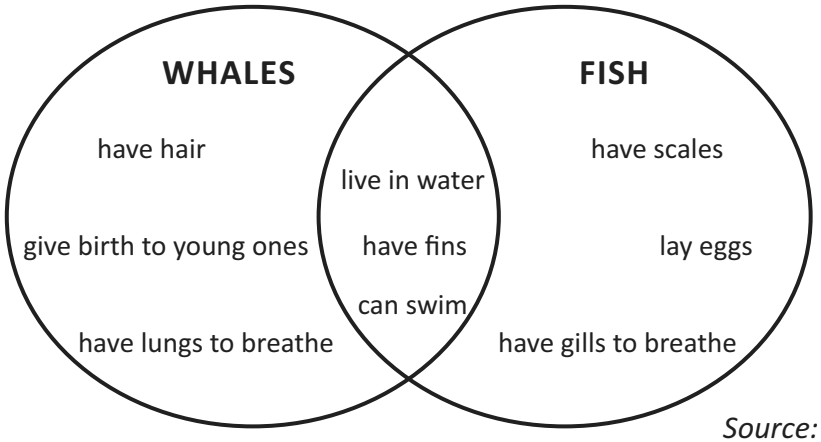
Helps learners to remember and understand complex terms with the help of pictures and information

Table

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

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

Venn diagram

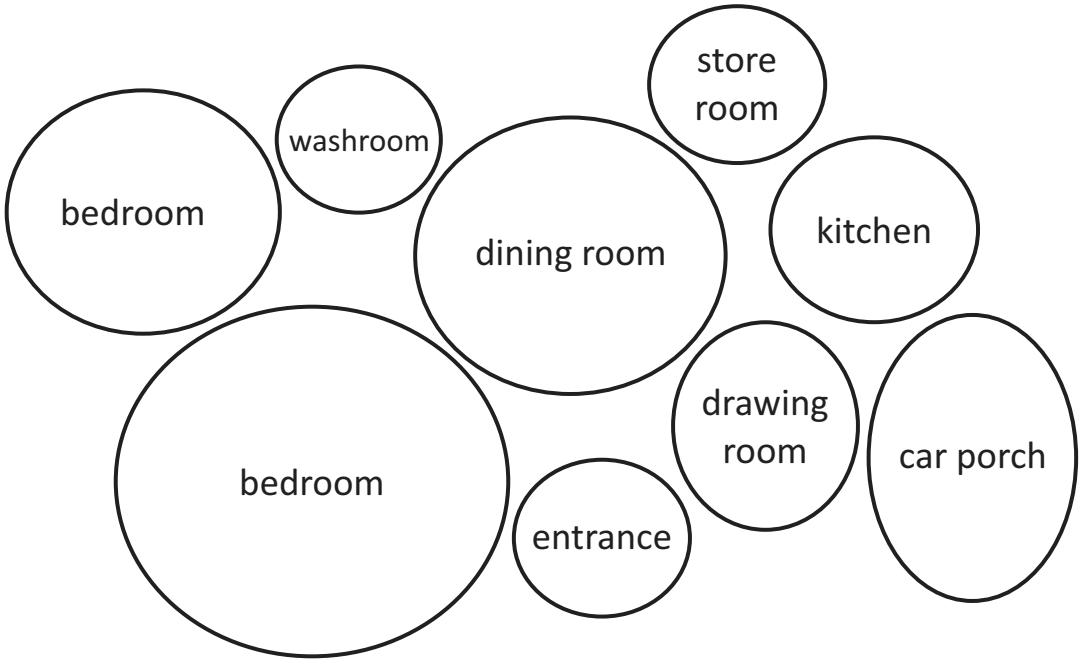


- Useful for remembering logical relationships between groups of things
- Can be used to indicate what is common and what is different between two things or groups of things

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

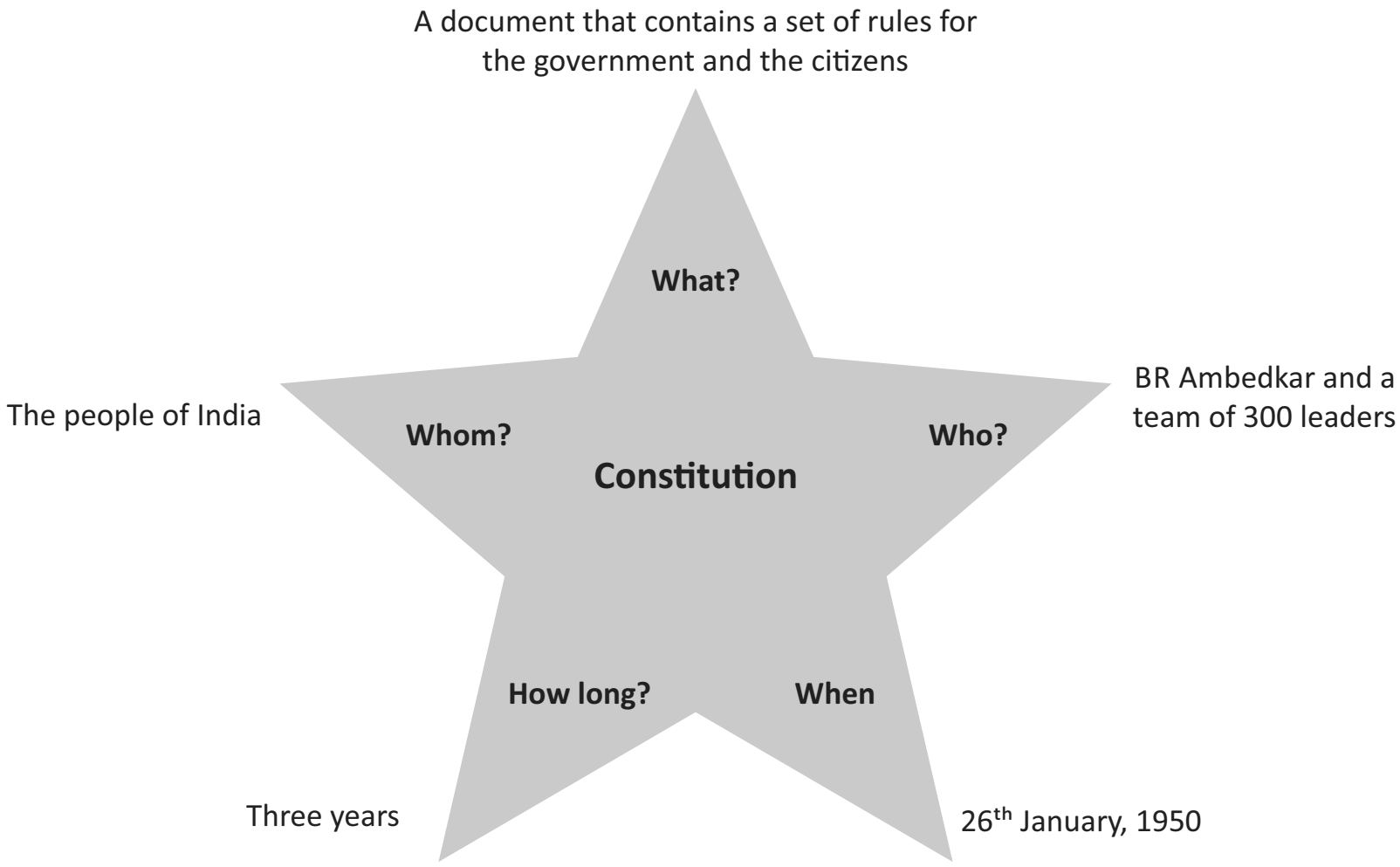
Bubble diagram

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



Star diagram

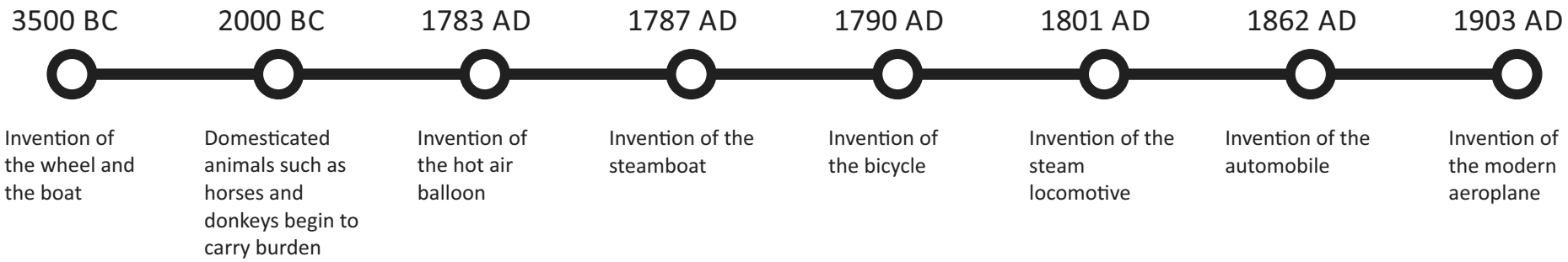
Can be used to describe the key points of a story or event using the 5Ws



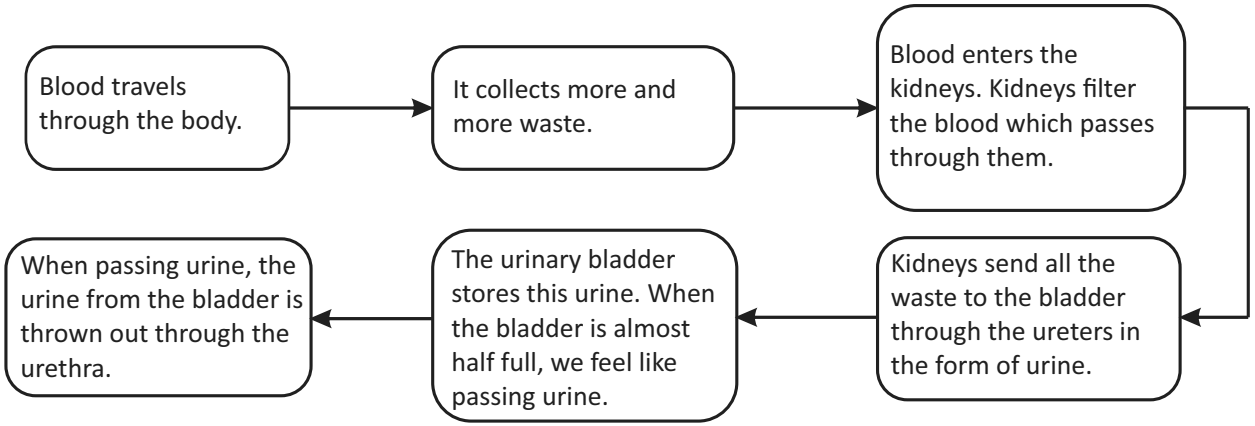
Timeline

Useful to recall events in chronological order with dates

Timeline of evolution of transportation

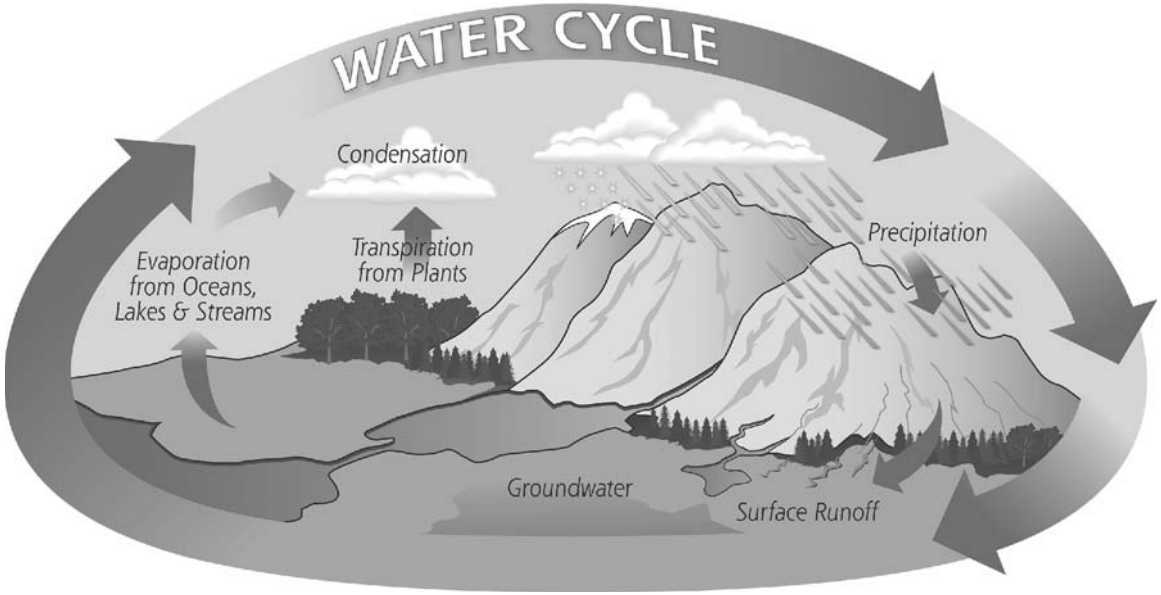


Process chart



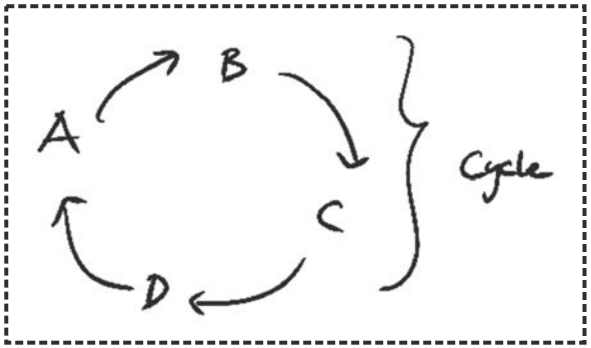
Useful to represent and remember information that follows a particular sequence

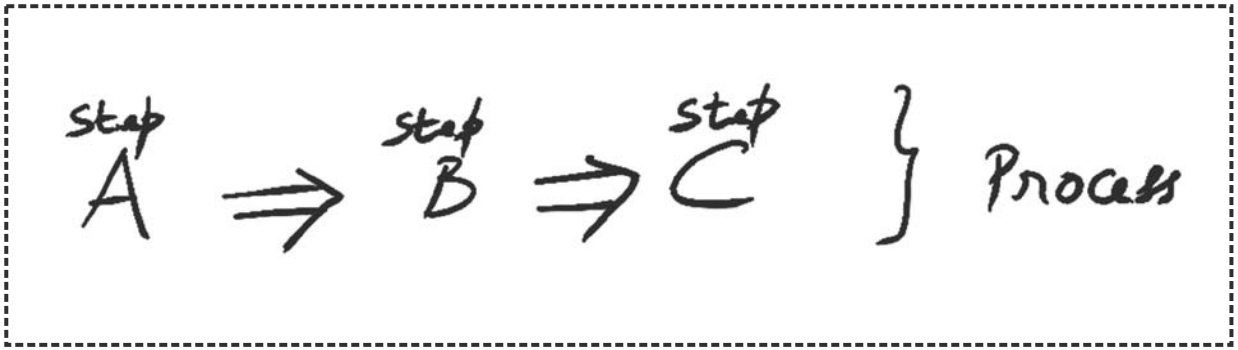
Cycle chart



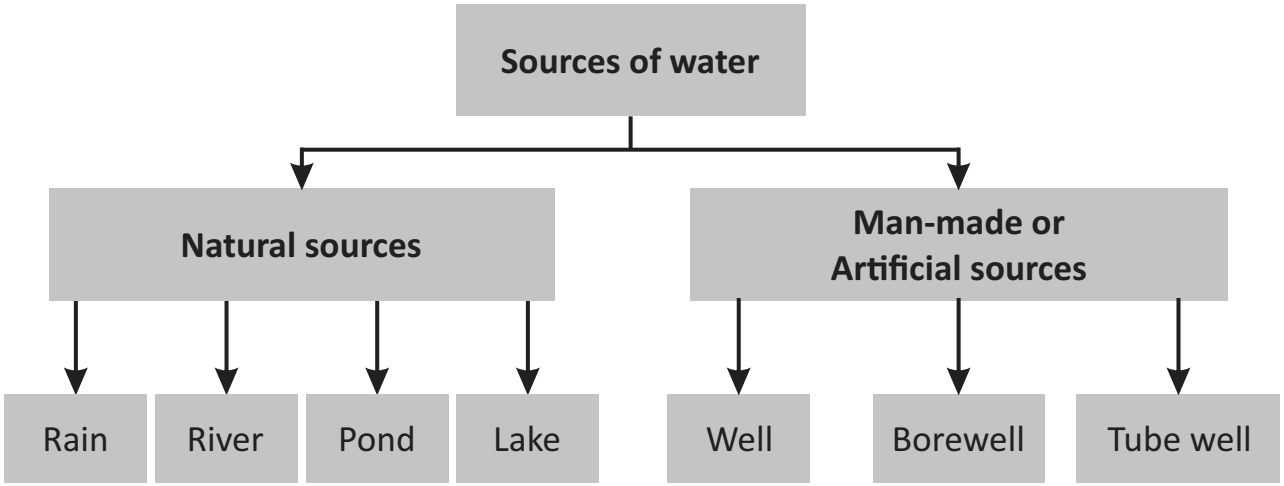
- Useful to represent and remember information that follows a particular sequence
- Both open-ended simple process or closed cycles can be used

Sample blackboard illustrations:





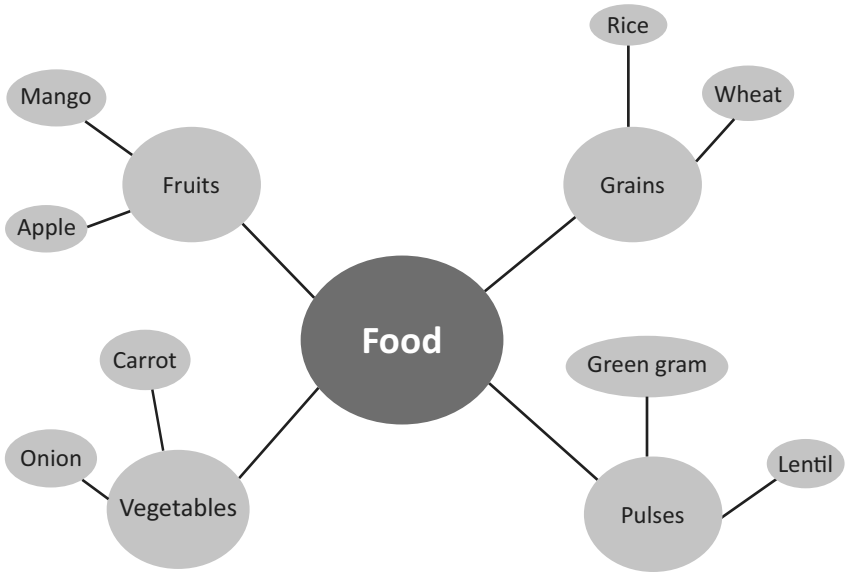
Tree diagram



Helps in classifying or categorising information

Spider diagram

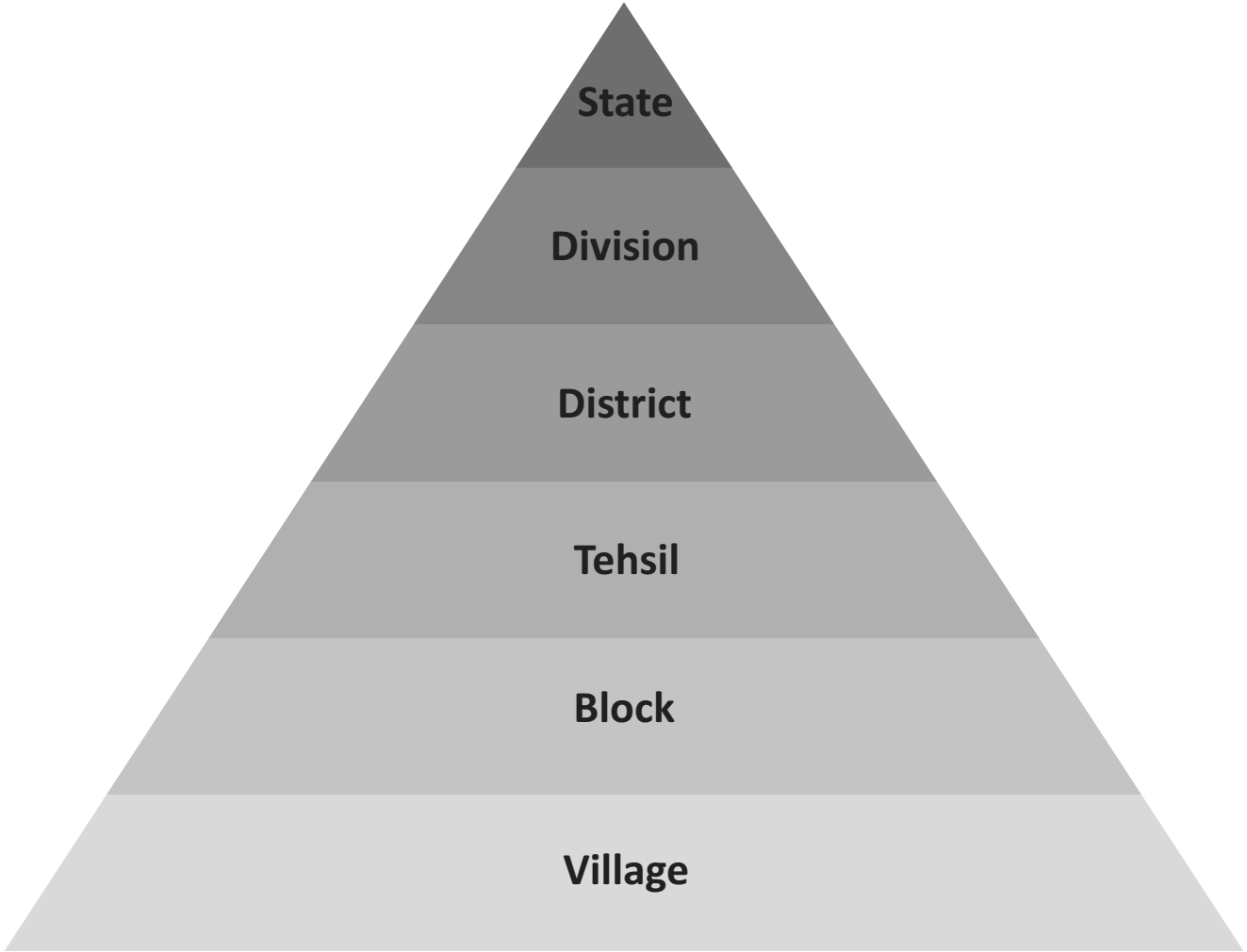
- Useful to represent and remember complex topics
- Useful to build connections within a concept or between concepts



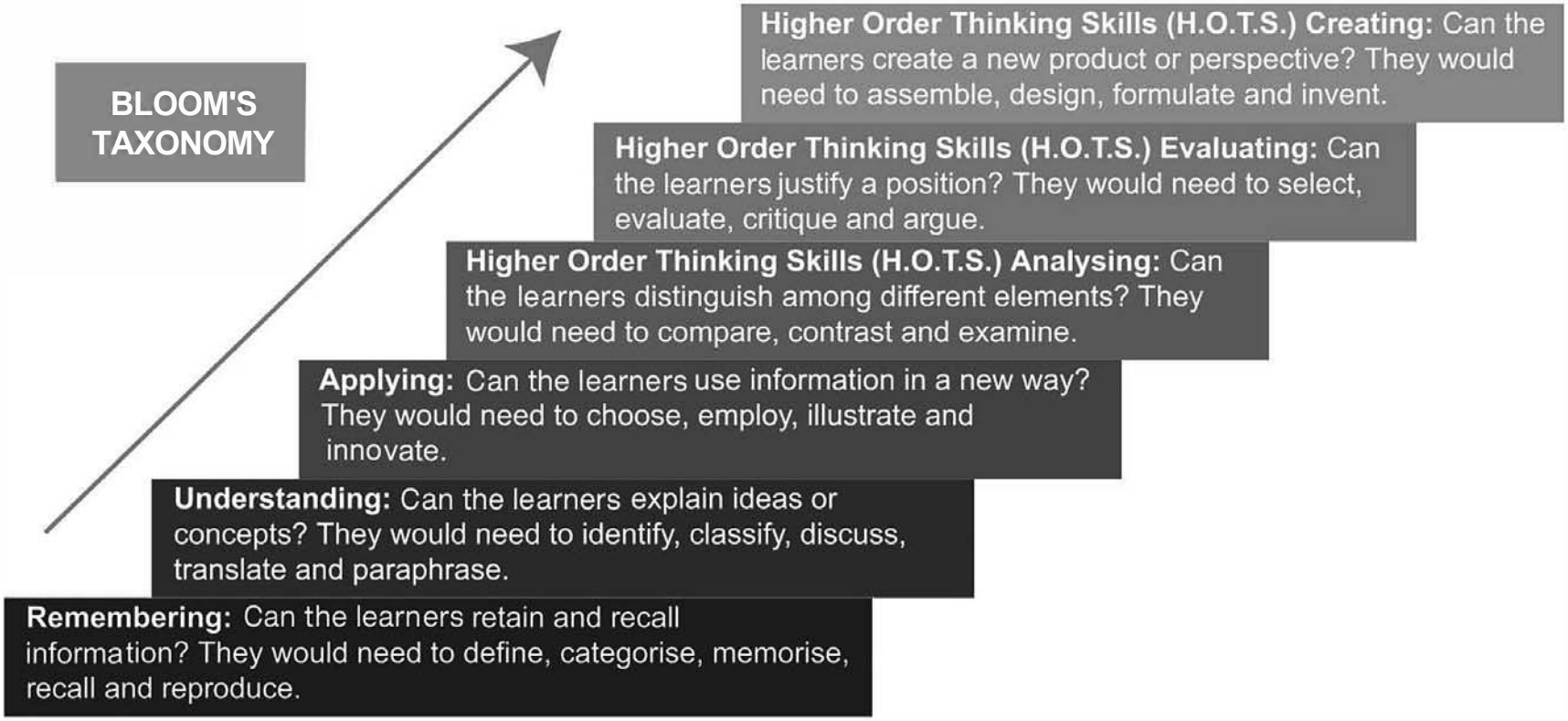
Layered triangle/Pyramid

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

Structure of State Administration



Bloom's Taxonomy in Class



Grade 3 SST 2 Part						
Part	Lesson No.	Lesson Name	Teaching Days	Exam Syllabus		
				FA Coverage	SA Coverage	PA Coverage
1	1	The Solar System	5	FA1	SA1	PA1
1	2	The Shape of the Earth	5	FA1	SA1	PA1
1	3	Using and Making Maps	7	FA2	SA1	PA1
1	4	India's Physical Features	6	FA2	SA1	X
1	5	Parts of India and Its Government	6	X	SA1	X
2	6	Languages, Food and Clothing	7	FA3	SA2	PA2
2	7	Communities and Festivals	6	FA3	SA2	PA2
2	8	Our Occupations	7	FA4	SA2	X
2	9	What Is History?	6	X	SA2	X

Note: SA1=MYA, SA2=AA

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

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

Assessment Blueprint - EVS-II - 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-II - Class 3

			Beginner	*Values*
			20M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	2	2
		Modified	3	3
B	Very Short Answer Questions	Direct		
		DirectPlus	2	2
		Modified	3	3
C	Short Answer Questions	Direct	2	4
		DirectPlus		
		Modified	1	2
D	Long Answer Questions	Direct	2	4
Grand Total			**15**	**20**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Beginner - PA_40M

EVS-II - Class 3

			Beginner	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		DirectPlus	2	2
		Modified	5	5
B	Very Short Answer Questions	Direct	4	4
		Modified	5	5
C	Short Answer Questions	Direct	1	2
		DirectPlus	2	4
		Modified	1	2
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	DirectPlus	4	8
F	Map/Picture Based Questions	DirectPlus	1	4
Grand Total			**27**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

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

EVS-II - Class 3

			Beginner	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		DirectPlus	1	1
		Modified	2	2
B	Very Short Answer Questions	Direct	4	4
		DirectPlus	2	2
		Modified	7	8
C	Short Answer Questions	Direct	1	2
		Modified	2	4
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	DirectPlus	2	4
F	Map/Picture Based Questions	Direct	2	9
Grand Total			**25**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

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

EVS-II - Class 3

			Beginner	*Values*
			50M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	DirectPlus	2	2
		Modified	2	2
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	6	6
		Modified	9	10
C	Short Answer Questions	Direct	1	2
		DirectPlus	2	4
		Modified	1	2
D	Graphic Organiser	Modified	2	6
E	Long Answer Questions	DirectPlus	2	4
F	Map/Picture Based Questions	Direct	2	9
Grand Total			**32**	**50**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

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

EVS-II - Class 3

			Beginner	*Values*
			80M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	4	4
		DirectPlus	1	1
		Modified	2	2
B	Very Short Answer Questions	Direct	6	7
		DirectPlus	6	6
		Modified	15	16
C	Short Answer Questions	Direct	4	8
		Modified	3	6
D	Graphic Organiser	Modified	3	9
E	Long Answer Questions	DirectPlus	4	8
F	Map/Picture Based Questions	Direct	3	13
Grand Total			**51**	**80**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - FA_20M

EVS-II - Class 3

			Proficient	*Values*
			20M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	2	2
		Twisted	2	2
B	Very Short Answer Questions	DirectPlus	2	2
		Modified	2	2
C	Short Answer Questions	Direct	1	2
		Modified	1	2
		Twisted	2	4
D	Long Answer Questions	Modified	2	4
Grand Total			**14**	**20**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

Assessment Blueprint - EVS-II - Proficient - PA_40M

EVS-II - Class 3

			Proficient	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Modified	3	3
		ModifiedPlus	3	3
		Twisted	2	2
B	Very Short Answer Questions	Direct	1	1
		Modified	4	4
C	Short Answer Questions	DirectPlus	2	4
		ModifiedPlus	1	2
		Twisted	2	6
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	DirectPlus	2	4
		Modified	2	4
F	Map/Picture Based Questions	DirectPlus	1	4
Grand Total			**24**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

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

EVS-II - Class 3

			Proficient	*Values*
			40M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	1	1
		ModifiedPlus	1	1
		Twisted	2	2
B	Very Short Answer Questions	Direct	2	2
		Modified	5	6
		ModifiedPlus	2	2
C	Short Answer Questions	DirectPlus	1	2
		Modified	1	2
		Twisted	2	6
D	Graphic Organiser	Modified	1	3
E	Long Answer Questions	Modified	2	4
F	Map/Picture Based Questions	Direct	1	4
		DirectPlus	1	5
Grand Total			**22**	**40**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

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

EVS-II - Class 3

			Proficient	*Values*
			50M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Modified	1	1
		ModifiedPlus	1	1
		Twisted	2	2
B	Very Short Answer Questions	Direct	3	3
		DirectPlus	3	3
		Modified	7	8
		ModifiedPlus	1	1
C	Short Answer Questions	DirectPlus	1	2
		ModifiedPlus	2	4
		Twisted	2	6
D	Graphic Organiser	Modified	2	6
E	Long Answer Questions	Modified	2	4
F	Map/Picture Based Questions	Direct	2	9
Grand Total			**29**	**50**

1. This exam blueprint is for reference only. Actual exam pattern may vary slightly.
2. In most cases, there is external choice for long answers type questions.

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

EVS-II - Class 3

			Proficient	*Values*
			80M	
Section	*Section Heading*	*Question Source*	No. of Questions	Marks
A	Multiple Choice Questions	Direct	2	2
		Modified	2	2
		ModifiedPlus	2	2
		Twisted	2	2
B	Very Short Answer Questions	Direct	1	1
		DirectPlus	2	2
		Modified	15	17
		ModifiedPlus	4	4
C	Short Answer Questions	Direct	2	4
		DirectPlus	2	4
		Modified	2	4
		Twisted	2	6
D	Graphic Organiser	Modified	3	9
E	Long Answer Questions	DirectPlus	2	4
		Modified	2	4
F	Map/Picture Based Questions	Direct	3	13
Grand Total			**48**	**80**

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

2. In most cases, there is external choice for long answers type questions.

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Kvo] Resource	India Political Map	3) Using and Making Maps
	India Political Map	4) India’s Physical Features
	World Map	
	India Physical Map	
	India Political Map	5) Parts of India and Its Government
	Structure of the Government chart	
Learners to bring	Blank sheet of paper	1) The Solar System
	Foam balls of different colours and sizes, cardboard, glue and paint	
	Model of the solar system	2) The Shape of the Earth
	Blank sheets of paper	3) Using and Making Maps
	Chart paper and sketch pens	4) India’s Physical Features
	Blank sheet of paper	
	Blank sheets of paper	5) Parts of India and Its Government
	Questions for the government official	
Teacher to arrange	Model of the solar system	1) The Solar System
	Pictures of different natural satellites, comets and the asteroid belt	
	https://bit.ly/2HnuUBo	

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Online Resource	India Political Map	6) Languages, Food and Clothing
	Our Villages Chart	7) Communities and Festivals
	Our Villages Chart	8) Our Occupations
Learners to bring	Blank sheets of paper	6) Languages, Food and Clothing
	A picture of learner in traditional clothes	
	Glue	
	Atlas	
	Colour pencils	
	Chart paper and colour pencils	
	Pictures of food and clothing from two different states	
	Blank sheets of paper	7) Communities and Festivals
	Photograph of the learner	
	Glue	

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
	Blank sheets of paper	8) Our Occupations
	Chart papers	9) What Is History?
	Markers	
Teacher to arrange	Pictures of a temple, a mosque, a church, a synagogue, a gurdwara, a derasar and an agiary	7) Community and Festivals
	Pictures of various sources of history	9) What Is History?
Storyweaver resource	Handmade in India	6) Languages, Food and Clothing
	The New Girl	7) Communities and Festivals
	The Doll That Bommakka Made	8) Our Occupations

LESSON PLANS AND TEACHER REFERENCE MATERIAL

A – Curriculum to Learning Objectives: Physical Geography of the Earth

Prior Knowledge	• *Names of objects seen in the sky during the day and night, example: stars, Sun, Moon*

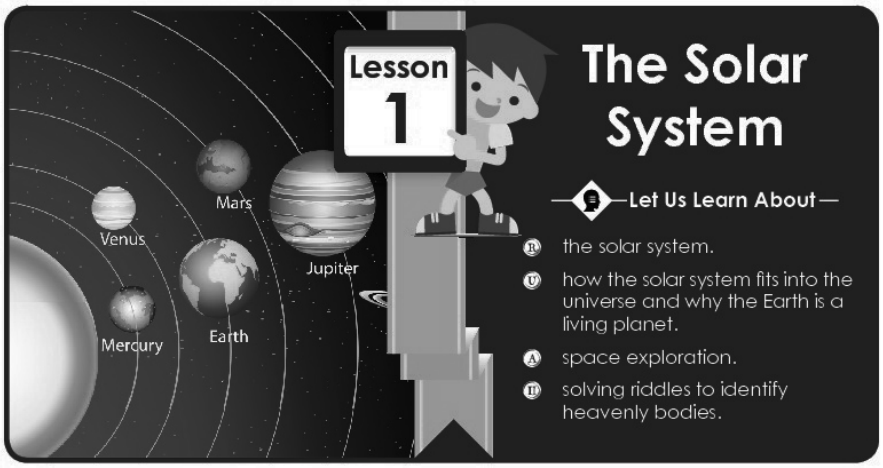
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
3	1	The Solar System	1.a 1.b 1.c 1.d	• the solar system • how the solar system fits into the universe and why the Earth is living planet • space exploration • solving riddles to identify heavenly bodies
3	2	The Shape of the Earth	2.a 2.b 2.c 2.d	• the shape of the Earth and its movements • why the Earth is an oblate sphere • how we can prove the shape of the Earth • other planets in the solar system
4	2	Continents and Oceans on Earth	2.a 2.b	• the position of continents and oceans • continental drift
4	3	What Does the Earth Look Like?	3.a 3.c	• major landforms and water bodies • some interesting physical features on Earth
5	3	The Climatic Zones of the Earth	3.a 3.b 3.d	• weather, seasons and climate • factors that affect the climate, climatic zones • climatic zones and countries

B – Vision-to-Action Plan: 1 The Solar System

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	
1 DD/MM/YYYY	1-2 (THK, REM)	1.a	• Understand the concept of a solar system • List the planets in our solar system	• Peer Learning – Group • Guided Learning	• Model of the solar system	WB: Pgs. 1, 2 (Q 1, 5, 6)	Read the sections on 'Stars', 'Natural Satellites' and 'Other Heavenly Bodies' (TB: Pg. 3).	
2 DD/MM/YYYY	3 (REM)	1.a	• Differentiate between stars, natural satellites and other heavenly bodies	• Flipped Classroom	• Pictures of different natural satellites, comets and the asteroid belt	WB: Pgs. 1, 2 (Q 2, 4, 7)	WB: Pg. 2 (Q 8, 9, 10)	
3 DD/MM/YYYY	3-4 (UND)	1.b	• Understand the concepts of universe and galaxy • Examine why Earth is the only planet with life on it	• Interactive Discussion • Real-life Connect	–	WB: Pgs. 1, 3 (Q 3, 12)	WB: Pg. 4 (Q 16) Bring a blank sheet of paper.	
4 DD/MM/YYYY	4-5 (APP)	1.c	• Explain the reasons and importance of space exploration	• Questioning • Activity Method	• Blank sheet of paper	WB: Pgs. 2, 3 (Q 11, 14)	Bring foam balls of different colours and sizes, cardboard, glue and paint.	

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	
5 DD/MM/YYYY	5 (H.O.T.S., AF)	1.a 1.b 1.c 1.d	• Make your own model of a solar system • Summarise the concepts covered in the lesson	• Activity Method • Summarising	• Foam balls of different colours and sizes, cardboard, glue and paint • https://bit.ly/2HnuUBo	WB: Pgs. 3, 5 (Q 13, 17, 18)	WB: Pgs. 4, 6 (Q 15, 19, 20)	

Annual Day:	Day:	Actual Date:	Page(s)
1/29	1/5	_____	1,2



Think

The children and Mrs Irani are watching the night sky on their terrace.

The night sky

Mrs Irani: *Look at the bright stars tonight. All these stars are far off in space.*

Rashi: *But what is 'space'?*

Morad: *Space is the place beyond the Earth, where all the stars and planets are.*

Meher: *What is the difference between a star and a planet? Is the Earth a star or a planet?*

Q. What is the Earth?

(A) a star (B) a satellite

(C) a planet (D) an asteroid

Important Words

–

Transactional Tip(s) **Duration: 10 min**

Peer Learning - Pair/Group:

- Ask learners to read the 'Think' section in groups.
- Ask each group to discuss and solve the 'Think' question.
- Pass around the model of the solar system in class.
- Ask each group to state which components of the solar system they can recognize or have prior knowledge of.
- Ask each group to make a list of the components.

Class Pulse Check **Duration: 1 min**

1) What is the Earth? (Think, TB: Pg. 1)

Annual Day:	Day:	Actual Date:	Page(s)
1/29	1/5	_____	2

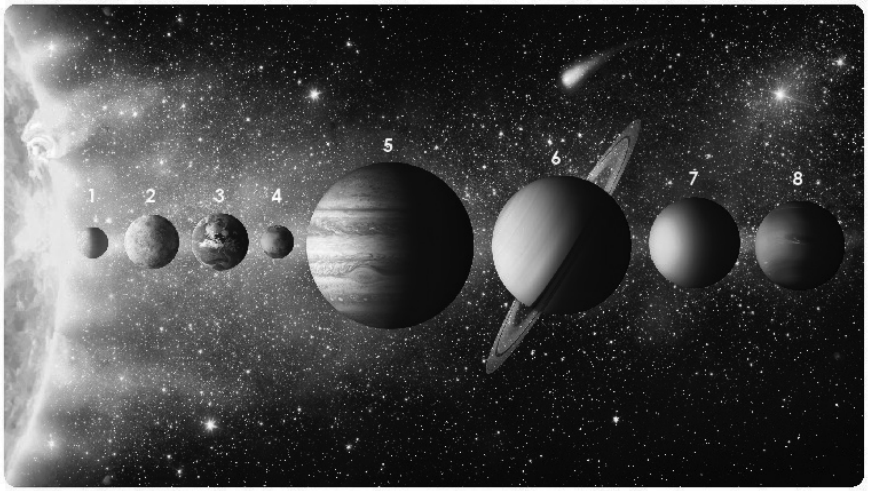
Remembering

A set of planets and heavenly bodies that constantly move around a star is called a **planetary system**. Our planetary system is called the **solar system**. Our Earth is part of the solar system. It is made up of the Sun, eight planets and their satellites and other **heavenly bodies**.

PLANETS

A **planet** is a very big ball-shaped object found in space. Look at the picture and find the planets numbered as follows.

1) Mercury 2) Venus 3) Earth 4) Mars
5) Jupiter 6) Saturn 7) Uranus 8) Neptune



Our solar system

Mercury is the smallest planet in the solar system, and Jupiter is the largest. Venus is the hottest and the brightest planet in the solar system. Mars is called the red planet. Saturn has rings of ice and dust around it. Fast storms blow on Neptune.

Important Words **Duration: 1 min**

- **Today:** planetary system, solar system, heavenly bodies, planet

Transactional Tip(s) **Duration: 15 min**

Guided Learning:

- Define planetary system.
- Using the model of the solar system, help learners identify all the planets of the solar system and their positions in the planetary system.
- Ask learners to read out the different characteristics of the different planets in the solar system.
- Ask learners to solve the allotted WB questions in class.

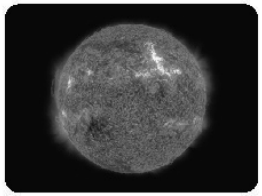
Class Pulse Check **Duration: 3 min**

1) What is a planetary system?
2) How many planets are there in the solar system? Name them.

Annual Day:	Day:	Actual Date:	Page(s)
2/29	2/5	_____	3

STARS

The planets in our solar system continuously move around the Sun. The Sun is a **star**. A star is a burning, ball-shaped object in space. It is made up of gas. It has its own light. A star is very hot. We can feel the heat of the Sun on Earth.

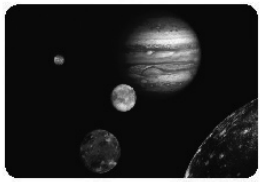


A star

NATURAL SATELLITES

The Moon is the only **natural satellite** of the Earth. A natural satellite is a ball-shaped object, which travels around a planet. Natural satellites do not have their own light. So, why does the Moon shine?

Point a torch at a mirror. You will see light. However, it is not the mirror's own light. The light from the torch is seen in the mirror. Natural satellites are like mirrors. They do not have their own light. They **reflect** the light of the stars.



A planet with its natural satellites

OTHER HEAVENLY BODIES

Other than planets and stars, many objects are found in space. Some rocks found in the solar system are called **asteroids**. The rocks between Mars and Jupiter make up the **asteroid belt**.

Asteroid belt

A comet is a bright speeding heavenly body that travels around the Sun. It is made up of ice, gas and dust. It forms a bright tail when it is close to the Sun. A famous comet is the Halley's Comet. It takes about 75 years to travel around the solar system and pass by the Earth. It was last seen in 1986. It will pass close to the Earth again in 2061.

The Halley's Comet

Understanding

OUR UNIVERSE

You are a part of your class; your class is a part of your school, and your school is a part of your city. Similarly, the Sun, the Earth and the other planets make up the solar system.

Important Words **Duration: 1 min**

- **Last class:** planetary system, solar system, heavenly bodies, planet
- **Today:** star, natural satellite, reflect, asteroids, asteroid belt

Transactional Tip(s) **Duration: 26 min**

Flipped Classroom:

- Ask pairs of learners to discuss for 5 minutes the key points of any topic in 'Remembering' on TB: Pg. 3. Choose pairs to list the key points on the blackboard.
- Help learners differentiate between stars, natural satellites, asteroids, asteroid belt and comets.
- Explain to learners that some planets do not have natural satellites while some planets have more than one.
- Show learners pictures of different natural satellites, comets and the asteroid belt.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) **True/False**: The Sun is a star.
2) What is the difference between an asteroid, a comet and a natural satellite?

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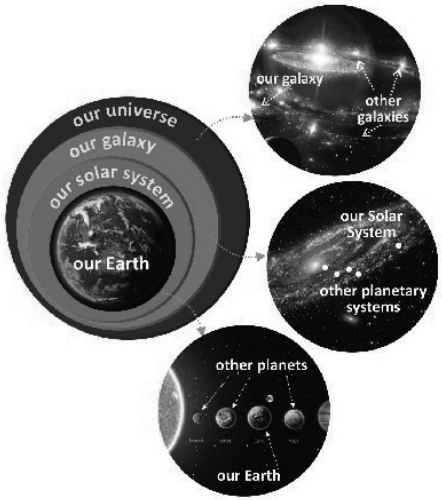
A **galaxy** is a vast collection of gas, dust and of stars and their planetary systems. There are uncountable galaxies. All these galaxies are a part of the **universe**. The name of our galaxy is the **Milky Way** galaxy.



Position of the Earth in the solar system

OUR LIVING WORLD

The Earth is the only planet which supports life. This is a special characteristic of the Earth. What makes it possible for living things to be on the Earth?

Planets like Mercury and Venus are very close to the Sun and very hot. Venus is the hottest planet of our solar system. Its atmosphere traps the heat of the Sun, making it so hot. As we go farther and farther away from the Sun, the planets become cooler. Neptune is the coldest planet in our solar system.

Since the Earth is the third planet from the Sun, it receives the right amount of light and heat. There is also plenty of water on Earth. Water, air and heat are needed for living things to grow. This is why the Earth is called the 'living planet'.

Application

For hundreds of years, people have wanted to **explore** space. Long ago, people could only look at the sky and try to study it. The first person to travel into space was Yuri Gagarin from Russia (formerly known as the USSR) in 1961. Rakesh Sharma was the first Indian to travel into space. The Moon is the only heavenly body that people have travelled to.

Yuri Gagarin

Rakesh Sharma

Important Words **Duration: 1 min**

- **Last class:** star, natural satellite, reflect, asteroids, asteroid belt
- **Today:** galaxy, universe, Milky Way

Transactional Tip(s) **Duration: 26 min**

Real-life Connect :

- Using the picture on TB: Pg. 4, explain the positions of the Earth and the other planets in the galaxy and the universe.
- Demonstrate with the help of a diagram, how small the Earth is with respect to the Universe. (Hint: compare Earth to a pea and the Universe to a cricket stadium)
- Discuss with learners the reasons why life is possible on Earth and not on the other planets.
- Ask learners to solve the allotted WB questions in class.

Interactive Discussion:

- Ask learners what their understanding of universe and galaxy is.
- Discuss the meanings of 'universe' and 'galaxy'. Discuss how they are different.
- Ask learners to read the section 'Our Universe' (TB: Pgs. 3, 4).

Class Pulse Check **Duration: 3 min**

1) What makes up the solar system?
2) What is our galaxy known as?
3) Which planet is called the 'living planet'?

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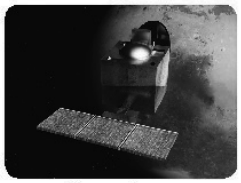
Artificial satellites sent into space help us learn about our neighbouring planets and heavenly bodies. Example: Mangalyaan was sent to study Mars in 2013 by India. It takes photographs of Mars and the space around it. Mangalyaan became famous as it was successful on the first try.

Space exploration is **expensive** and dangerous. So, all missions have to be very well-planned.



Mangalyaan

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

Solve these riddles.

1) I am a ball-shaped natural object found in space. I shine with my own light. What am I?

Ans. _____

2) I am a group of rocks found between Mars and Jupiter. What am I?

Ans. _____

Amazing Facts

The Earth has one moon. Did you know that Jupiter has many moons? Scientists say that Jupiter has 79 moons!

New Words

1)	heavenly bodies	–	the natural objects found in space
2)	reflect	–	throw back the same light
3)	universe	–	the name given to the great collection of all living things, planets, stars, satellites, galaxies and so on
4)	explore	–	find out more about something
5)	expensive	–	something that costs a lot of money

Important Words **Duration: 1 min**

- **Last class:** galaxy, universe, Milky Way
- **Today:** expensive

Transactional Tip(s) **Duration: 11 min**

Activity Method:

- In groups, ask learners to draw either of the following.
  - how the earth would look like from space
  - what kind of satellites they would like to invent for the benefit of people living on Earth.
- Ask each group to present their drawings and briefly explain their thoughts behind the drawings.

Class Pulse Check **Duration: 1 min**

1) What is Mangalyaan? Why was it built?

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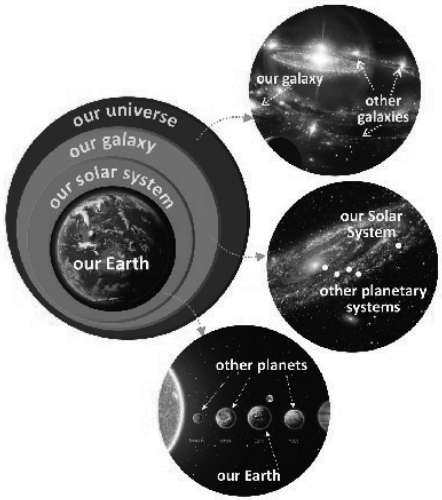

Position of the Earth in the solar system

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Application

For hundreds of years, people have wanted to **explore** space. Long ago, people could only look at the sky and try to study it. The first person to travel into space was Yuri Gagarin from Russia (formerly known as the USSR) in 1961. Rakesh Sharma was the first Indian to travel into space. The Moon is the only heavenly body that people have travelled to.

Yuri Gagarin

Rakesh Sharma

Important Words **Duration: 1 min**

- **Today:** explore

Transactional Tip(s) **Duration: 15 min**

Questioning:

- Ask learners to read the 'Application' (TB: Pgs. 4, 5) section in pairs.
- Ask learners to frame questions from the section and discuss the answers.
- They can also ask additional questions:
  - Why do people want to go to space?
  - How can space travel be dangerous?
  - What precautions can be taken during space travel?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Which heavenly body have human beings travelled to?

Annual Day:	Day:	Actual Date:	Page(s)
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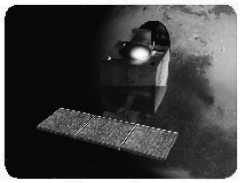

Mangalyaan

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

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4)	explore	–	find out more about something
5)	expensive	–	something that costs a lot of money

Important Words **Duration: 1 min**

- **Last class:** expensive, explore
- **Today:** –

Transactional Tip(s) **Duration: 28 min**

Activity Method:

- Let learners solve the questions in the 'H.O.T.S.' section.
- Help learners make a model of the solar system using the materials they have brought.
- You can find tips to make a model here: https://bit.ly/2HnuUBo

Summarising:

- Recapitulate the topics covered in the lesson.
- Emphasise on the uniqueness of Earth and why life is found on it.
- Ask learners to read the 'Amazing Facts'.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Mention one use of artificial satellites.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	The Earth is the _____ planet in our solar system. (Ans. third)	Period 1 - the solar system	
2	**True/False:** Natural satellites shine with their own light. (Ans. False)	Period 2 - the solar system	
3	Are all galaxies a part of the universe? (Ans. Yes)	Period 3 - how the solar system fits into the universe and why the Earth is a living planet	
4	**Russia/India** sent Mangalyaan to space. (Ans. India)	Period 4 - space exploration	
5	I am the coldest planet in our solar system. Who am I? (Ans. Neptune)	Period 5 - solving riddles to identify heavenly bodies	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 1: The Solar System

Think

1) What is the Earth? *(TB, Pg. 1)*

   (A) a star

   (B) a satellite

   (C) a planet

   (D) an asteroid

Ans. (C) a planet

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

Solve these riddles.

1) I am a ball-shaped natural object found in space. I shine with my own light. What am I? *(TB, Pg. 5)*

Ans. I am a star.

2) I am a group of rocks found between Mars and Jupiter. What am I? *(TB, Pg. 5)*

Ans. I am the asteroid belt.

Lesson 1

The Solar System

Remembering

Multiple Choice Questions

1) On which planet do the fast storms blow? [**D**]

(A) 

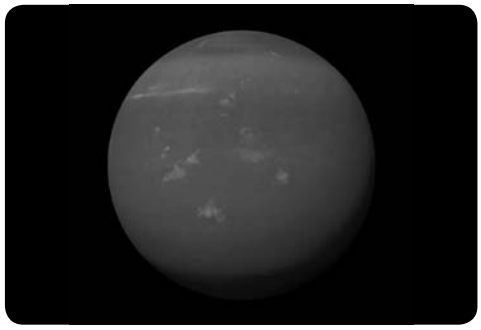
Jupiter

(B) 

Earth

(C) 

Mars

(D) 

Neptune

2) Which heavenly body forms a bright tail when it is close to the Sun? [**B**]

(A) asteroid (B) comet

(C) star (D) planet

Fill in the Blanks

3) The name of our galaxy is the _____**Milky Way**_____.

4) The Halley's Comet will probably be seen again in _____**2061**_____.

Very Short Answer Questions

5) What do we call a system where a set of planets continuously moves around a star?

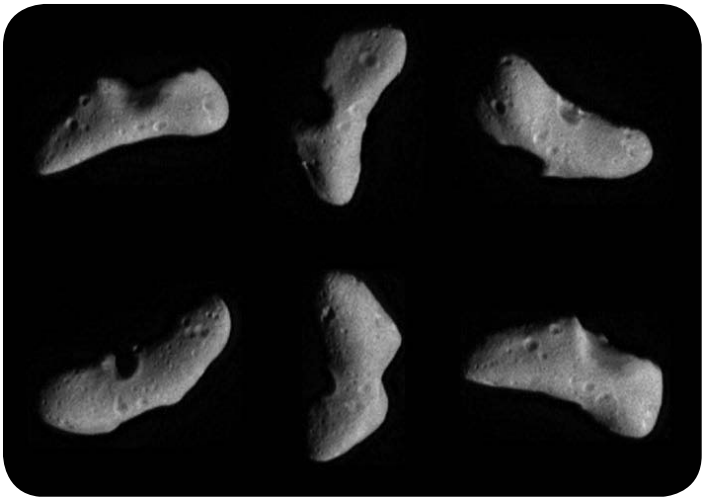
Ans. A planetary system

6) How many planets are there in our solar system?

Ans. Eight

Short Answer Question

7) Rocks like these are found between the orbits of Mars and Jupiter. Identify and define them.



Ans. These are asteroids. Asteroids are some rocks found in the solar system.

Understanding

Circle the Correct Word

8) Mars is the (**fourth**) / **fifth** planet from the Sun.

9) (**Jupiter**) / **Saturn** is the biggest planet in the solar system.

10) The Earth has (**one**) / **three** natural satellites.

11) Rakesh Sharma became the first **Russian** / (**Indian**) to travel to space.

Short Answer Questions

12) Why is Venus the hottest planet in our solar system?

Ans. Venus is the hottest planet in our solar system because its atmosphere traps the heat of the Sun.

13) Read the clues and solve the riddles.

a) My rings are made of ice and dust. I am the sixth planet in the solar system. Who am I? **Saturn**

b) I was sent to study Mars in 2013 by India. Who am I? **Mangalyaan**

c) Countless galaxies are a part of me. Who am I? **Universe**

d) We are found in large number in the sky. The Sun is one of our kind. Who are we? **Stars**

Long Answer Question

14) Which planet is called the 'living planet'? Write any three things which make it possible for living things to grow on this planet and not on other planets.

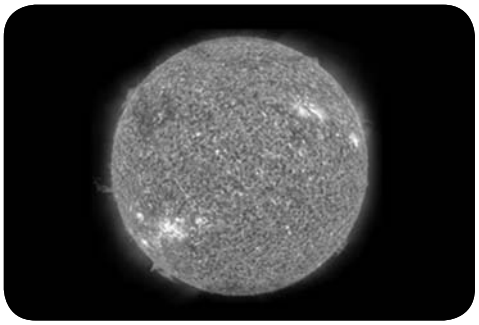
Ans. The Earth is called the 'living planet'. It has air, plenty of water and the right amount of heat. These make it possible for living things to grow on this planet and not on other planets.

Application

Multiple Choice Questions

15) Which of the following heavenly bodies have humans travelled to? [**A**]

(A) 
the Moon

(B) 
the Sun

(C) 
Jupiter

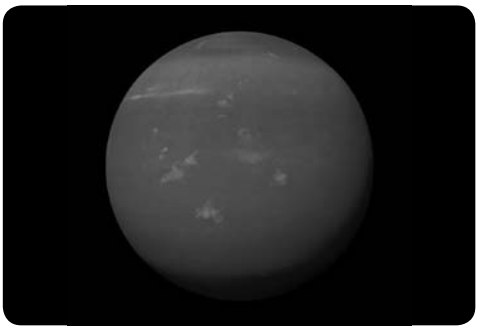
(D) 
asteroid

16) A scientist sent a rocket to Uranus. Now, she wants to send it to a colder planet. Which among the following planets should she send it to? [**B**]

(A)

Jupiter

(B)



Neptune

(C)

Earth

(D)

Mars

Short Answer Questions

17) Number the following events in the order they happened.

4 India launches Mangalyaan to study Mars.

1 Galileo uses the telescope to watch heavenly bodies.

2 Yuri Gagarin becomes the first human to travel to space.

3 Apollo 11 lands on the Moon in 1969.

18) How is space exploration in recent times different from the way it was long ago?

Ans. Earlier, people could only look at the sky and study it. Now, it is possible to travel into space. Artificial satellites are also used to study other planets.

Long Answer Question

19) Kalpana Chawla, an astronaut of Indian origin, met with an accident on her way back from a space journey. Do you think space explorations should be well planned? Write any three points to support your answer.

Ans. Learner's response

Sample: Yes, space explorations should be well planned. If they are not planned properly, they can lead to accidents in space, loss of life and loss of equipment.

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

Long Answer Question

20) Space explorations are conducted by NASA, ESA, ISRO and so on. Write the full forms of any two of these. Write two lines about any one of them.

Ans. Learner's response

Sample: NASA: National Aeronautics and Space Administration

ISRO: Indian Space Research Organisation

ISRO was founded in 1969. It is famous for sending Mangalyaan to space.

A – Curriculum to Learning Objectives: Physical Geography of the Earth

Prior Knowledge		• *Position of the Earth in the solar system* • *Terms such as solar system, planets and universe*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	1	The Solar System	1.a 1.b	• the solar system • how the solar system fits into the universe and why the Earth is living planet
3	2	The Shape of the Earth	2.a 2.b 2.c 2.d	• the shape of the Earth and its movements • why the Earth is an oblate sphere • how we can prove the shape of the Earth • other planets in the solar system
3	3	Using and Making Maps	3.a 3.b	• maps and what we can see on a map • how a map is made and its uses
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	• the position of continents and oceans • continental drift • latitudes and longitudes • finding a sea route from one place to another
4	3	What Does the Earth Look Like?	3.a 3.b 3.c 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • some interesting physical features on Earth • using the colours on a map to point out the landforms on it
5	1	Maps and Globes	1.a 1.b	• features of maps and globes • differences between maps and globes and important lines on a globe
5	2	Latitudes and Longitudes	2.a 2.b	• latitudes and longitudes • *features of latitudes and longitudes; grids and coordinates*

B – Vision-to-Action Plan: 2 The Shape of the Earth

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	
1 DD/MM/YYYY	6-7 (THK, REM)	2.a	• Identify the shape of the Earth • Define and compare rotation and revolution	• Interactive Discussion • Peer Learning – Group	• Model of the solar system • Football and orange	WB: Pg. 7 (Q 1, 2, 3, 6)	WB: Pgs. 8, 9 (Q 7, 16)	
2 DD/MM/YYYY	8 (UND)	2.b	• Describe the first proof of the shape of the Earth	• Real-life Connect	• https://bit.ly/2wm6D66	WB: Pgs. 7, 8 (Q 5, 12)	WB: Pgs. 8, 9 (Q 14, 15)	
3 DD/MM/YYYY	8-9 (APP)	2.c	• List ways to prove that the Earth is round	• Guided Learning	• Pictures of the Earth from the ISS, the Moon, space and from the Earth's surface	WB: Pgs. 7, 10 (Q 4, 17, 18)	Bring the model of the solar system made in the earlier lesson.	
4 DD/MM/YYYY	9 (H.O.T.S.)	2.d	• Compare the sizes of the planets in the solar system	• Peer Learning – Pair • Activity Method	• Model of the solar system	WB: Pg. 8 (Q 11, 13)	WB: Pg. 8 (Q 8, 9, 10)	
5 DD/MM/YYYY	10 (AF)	2.a 2.b 2.c 2.d	• Summarise the concepts covered in the lesson	• Questioning • Summarising	–	WB: Pg. 11 (Q 19)	WB: Pg. 11 (Q 20)	

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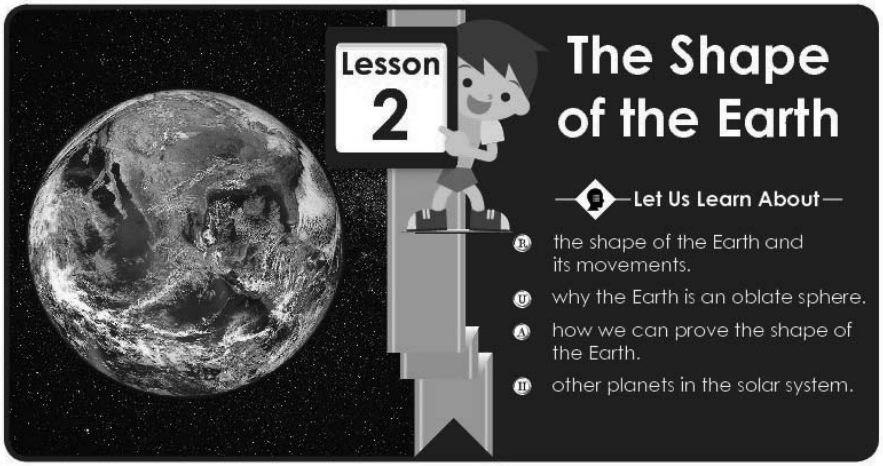

Think

Rashi is reading a book about the Earth. She tells Meher about a famous astronomer named Johannes Kepler.

Johannes Kepler

Meher: *Who is an astronomer, Rashi?*

Rashi: *An astronomer is a person who studies stars, planets and other objects in space.*

Meher: *Wow! Tell me what you read about Kepler?*

Rashi: *It was Johannes Kepler, who discovered that the Earth travels around the Sun.*

Meher: *Wow!*

Q. What does an astronomer study?

(A) oceans
(B) people's futures
(C) stars, planets and other objects in space
(D) plants and animals

Important Words

–

Transactional Tip(s) **Duration: 8 min**

Interactive Discussion:

- In pairs, ask learners to read the 'Think' section and solve the question.
- Ask them to recapitulate the planets in the solar system using the model of the solar system.
- Let them locate the position of the Earth in the solar system.

Class Pulse Check **Duration: 1 min**

1) What does an astronomer study? (Think, TB: Pg. 6)

Annual Day:	Day:	Actual Date:	Page(s)
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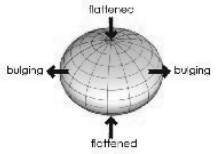
Remembering

THE SHAPE OF THE EARTH

The Earth is the third planet from the Sun. It is the only planet in the solar system where life exists. The Earth is **spherical** in shape. It is flattened at the top and **bulging** near the middle. This shape is known as an **oblate sphere**.



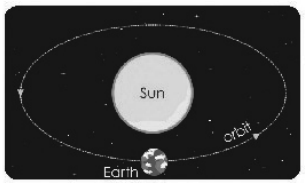
The shape of the Earth

There is an imaginary line that runs through the Earth, from top to bottom, known as the **axis**. The Earth spins on its axis. The axis of the Earth is slightly tilted. The Earth also travels around the Sun in a fixed path called the **orbit**.


The Earth with an axis

MOVEMENTS OF THE EARTH

There are two different movements of the Earth. They are **rotation** and **revolution**.

Rotation	Revolution
The spinning of the Earth around its axis is called rotation.	The movement of the Earth around the Sun in a fixed path is called revolution.
The Earth takes about 24 hours to complete one rotation.	The Earth takes 365 1/4 days to complete one revolution around the Sun.
The rotation of the Earth causes days and nights.	The revolution of the Earth causes seasons and years.
 ***The rotation of the Earth***	 ***The revolution of the Earth around the Sun***

Important Words **Duration: 1 min**

- **Today:** spherical, bulging, oblate sphere, axis, orbit, rotation, revolution

Transactional Tip(s) **Duration: 17 min**

Peer Learning - Pair/Group:

- Divide the class into three groups.
- Let them read the 'The Shape of the Earth', 'Rotation' and 'Revolution'.
- Using an orange, explain the shape of the Earth and the reason for the shape.
- Using the football as the Sun, help learners to differentiate between rotation and revolution.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) Which fruit can we compare the Earth to? Why?
2) What are the two movements of the Earth?
3) How long does the Earth take to complete one rotation?

Annual Day:	Day:	Actual Date:	Page(s)
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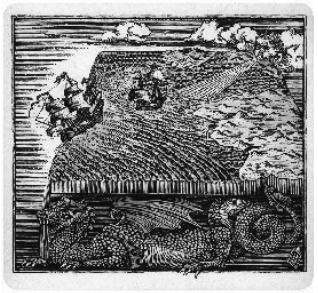
Understanding

FIRST PROOF OF THE EARTH'S SHAPE

When we stand in an open field, the Earth looks flat. But we know that the Earth is shaped somewhat like a ball. Then, why does it appear flat to us?

In ancient times, people believed that the Earth was flat. They thought that if they kept sailing in one direction for a long time, they would fall off the edge of the Earth!

Many years ago, an **explorer** named Ferdinand Magellan began sailing west from Spain. He, along with his team, continued sailing towards the west, until they came back to the same place from where they started. Their journey showed that it was not possible to fall off the Earth. Thus, it was proved that the Earth is round in shape.



A painting imagining the edge of a flat Earth

Ferdinand Magellan

Application

WAYS TO PROVE THE EARTH'S SHAPE

The following ways can be used to see the curved shape of the Earth.

From the Earth's surface: The line where the sky and the Earth appear to meet is called the **horizon**. When we use **binoculars** to look at ships at sea, they appear to 'sink' below

Ship at sea

Important Words **Duration: 1 min**

- **Last class:** spherical, bulging, oblate sphere, axis, orbit, rotation, revolution
- **Today:** explorer, imagining

Transactional Tip(s) **Duration: 28 min**

Real-life Connect :

- Take the learners to the playground. Ask them to describe the Earth around them. Is it flat or spherical?
- Recall the idea that the Earth is round.
- Explain why the Earth appears flat to us.
- Discuss the different superstitions that people had regarding falling of the Earth.
- Mention how the superstitions were dispelled after Ferdinand Magellan went around the Earth.
- You can show them the following video explaining the journey of Ferdinand Magellan: https://bit.ly/2wm6D66
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Ferdinand Magellan's journey proved that the Earth was flat/round.

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the horizon. As they sail away from us, they go across the curve of the Earth's surface.

From a great height: The International Space Station (ISS) orbits the Earth from a distance of about 350 km. From this distance, the curve of the Earth can be seen.

From space: An astronaut can see the complete shape of the Earth from the Moon or from space. This is because the Moon is at an average distance of 3,84,400 km away from the Earth.

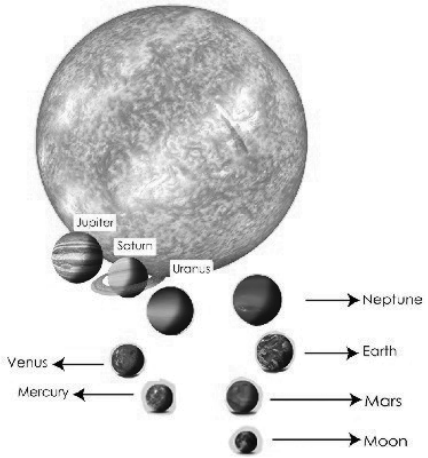
Earth as seen from near the International Space Station (ISS)

Earth as seen from space

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

1) Look at the given picture. It shows the sizes of the Sun, the Earth, the Moon and other planets.

- Which planet is the largest?
- Which planet is the smallest?
- What can you observe about the shapes of the planets?



Important Words **Duration: 1 min**

- **Last class:** explorer, imagining
- **Today:** horizon, binoculars

Transactional Tip(s) **Duration: 27 min**

Guided Learning:

- Read aloud the 'Application' section (TB: Pgs. 8, 9).
- Draw the shape of the Earth.
- Show pictures of what the Earth looks like when seen from the Earth's surface.
- You can also show them pictures of how the Earth looks from the ISS, the Moon and space.
- Discuss the similarities and differences between the pictures.
- List a few ways in which life on Earth is affected by its shape. (Hint: day and night)
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) From where can we see the curve of the Earth?
2) Why do we see the actual shape of the Earth from space?

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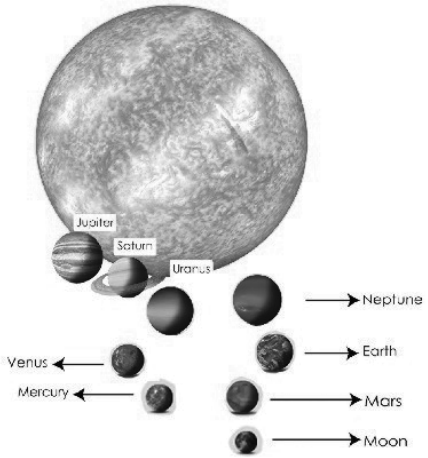

Important Words **Duration: 1 min**

–

Transactional Tip(s) **Duration: 28 min**

Activity Method:

- Choose learners to become the nine planets and the Sun and the Moon.
- Ask learners to arrange themselves in the correct order to imitate the solar system.
- Ask each learner in the solar system to say at least one important fact about the planet they are representing.
- Ask them to recall the size of the planet they represent.
- Ask learners to solve the allotted WB questions in class.

Peer Learning - Pair/Group:

- Divide the class into pairs.
- Ask learners to solve the questions in the 'H.O.T.S.' section with their partners.
- Ask learners to refer to the model of the solar system they made in the previous lesson.

Class Pulse Check **Duration: 1 min**

1) Name a planet bigger than the Earth.

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Amazing Facts

This is a famous picture called 'Earthrise'. It shows the view of the Earth from the Moon's surface. It was shot in 1968 by William Anders. It is one of the most famous pictures in the history of space travel.

New Words

1) spherical – shaped like a ball
2) bulging – sticking out
3) axis – an imaginary line about which a body rotates
4) orbit – a fixed path along which a planet or a heavenly body travels
5) explorer – a person who travels through unknown lands to learn more about them
6) imagining – forming a picture in mind
7) binoculars – a tool used to see distant objects more clearly

Important Words

- **Last class:** horizon, binoculars
- **Today:** –

Transactional Tip(s) **Duration: 28 min**

Questioning:

- Conduct a quick quiz in class covering the topics taught in Lessons 1 and 2.
- You can ask questions such as the following.
  - Which natural satellite can be seen from the Earth?
  - Which is the second largest planet in our solar system?
  - In which direction did Ferdinand Magellan sail?
  - What does an astronomer do?

Summarising:

- Recapitulate the topics covered in the lesson using a spider diagram.
- Discuss why the Earth is unique among the other planets in the solar system. Mention the reasons for the presence of life on Earth.
- Ask learners to read 'Amazing Facts'.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 2 min**

1) Differentiate between rotation and revolution.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	What are the effects of rotation? (Ans. Day and night)	Period 1 - the shape of the Earth and its movements	
2	Revolution causes _____ and _____. (Ans. seasons, years)	Period 1 - the shape of the Earth and its movements	
3	The Earth is _____ at the top and _____ in the middle. (Ans. flat, bulging)	Period 2 - why the Earth is an oblate sphere	
4	How did Ferdinand Magellan prove that the Earth is round? (Ans. By sailing around the Earth)	Period 3 - how we can prove the shape of the Earth	
5	I often look like a red star from the Earth. Who am I? (Ans. Mars)	Period 5 - other planets in the solar system	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	 ☐	 ☐	 ☐
Concept clarity in the classroom	 ☐	 ☐	 ☐
Concept clarity through the workbook	 ☐	 ☐	 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐	**Practise** ☐
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 2: The Shape of the Earth

Think

1) What does an astronomer study? *(TB, Pg. 6)*

(A) oceans

(B) people's futures

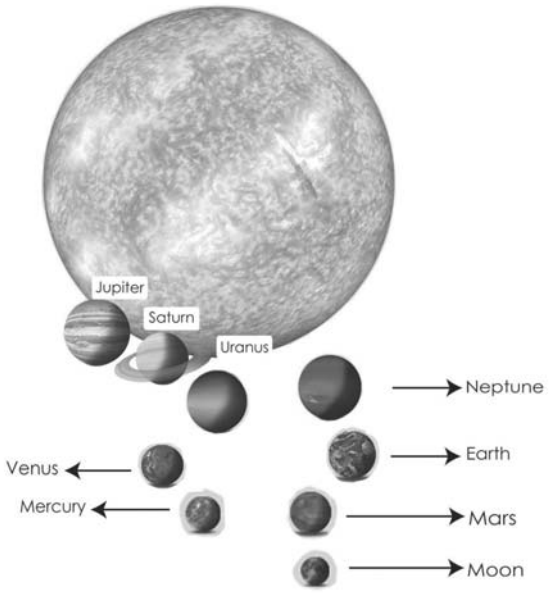
(C) stars, planets and other objects in space

(D) plants and animals

Ans. (C) stars, planets and other objects in space

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

1) Look at the given picture. It shows the sizes of the Sun, the Earth, the Moon and other planets. *(TB, Pg. 9)*



Size of the Sun and other planets

- Which planet is the largest?

Ans. Jupiter

- Which planet is the smallest?

Ans. Mercury

- What can you observe about the shapes of the planets?

Ans. All the planets are spherical. However, they are of different sizes.

Lesson 2

The Shape of the Earth

Remembering

Multiple Choice Questions

1) Name the imaginary line that runs through the Earth from the top to the bottom. [**C**]

(A) boundary (B) horizon (C) axis (D) diameter

2) Name the fixed path along which a planet or a heavenly body travels. [**A**]

(A) orbit (B) pathway (C) diameter (D) radius

Fill in the Blanks

3) The Earth is the **third** planet from the Sun.

4) **Horizon** is the line where the sky and the Earth appear to meet.

Very Short Answer Questions

5) What is the shape of the Earth?

Ans. Oblate sphere

6) What does the following diagram show?

Ans. Rotation of the Earth

Short Answer Question

7) What is meant by revolution? How long does the Earth take to complete one revolution?

Ans. When a planet or satellite travels around a heavenly body in a fixed path, it is called revolution. The Earth takes 365 1/4 days to complete one revolution around the Sun.

Understanding

Write 'True' or 'False'

8) The curved shape of the Earth can be seen from the International Space Station. [**True**]

9) The revolution of the Earth causes different seasons. [**True**]

10) The Earth's axis is slightly tilted. [**True**]

11) Venus is the only planet where life exists. [**False**]

Short Answer Questions

12) What did people think about the shape of the Earth in ancient times? Why?

Ans. In ancient times, people thought that the Earth was flat. There was no way to see the curve of the Earth.

13) Mention any two special features of the Earth.

Ans. Learner's response

Sample: The Earth is an oblate sphere. It is the only planet in the solar system where life exists.

Long Answer Question

14) Give reasons for the following.

a) Sailors in ancient times were afraid of sailing in the same direction for too long.

Ans. Sailors feared that they might fall off the edge of the Earth. So, they were

afraid to sail in the same direction for too long.

b) After Ferdinand Magellan's sea voyage, sailors no longer feared sailing in one direction for too long.

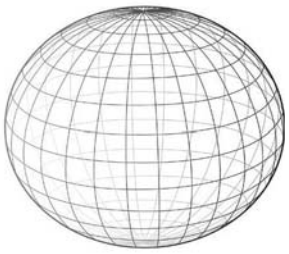
Ans. Ferdinand Magellan's sea voyage showed that it was not possible to fall off the Earth as it was round.

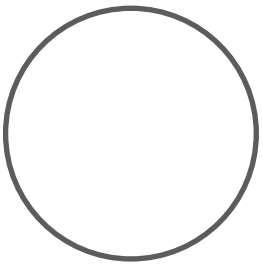
Application

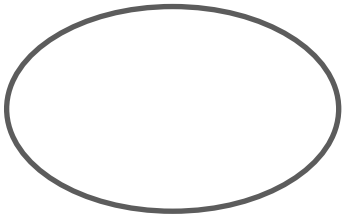
Multiple Choice Questions

15) Which of these represents the true shape of the Earth? [**B**]

(A) 

(B) 

(C) 

(D) 

16) Which of the following tells us why day and night happen? [**A**]

(A) movement of the Earth around itself*

(B) movement of the Earth around the Sun

(C) movement of the Moon around the Earth

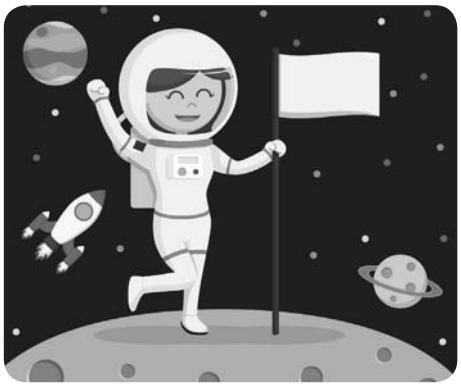
(D) movement of the Earth around the Moon

***Note to Teacher:** Change option (A) to 'movement of the Earth around its axis'.

Short Answer Questions

17) Riya is an astronaut while Ayan works at the International Space Station (ISS). Both of them strongly believe that the Earth is an oblate sphere. However, they give different reasons for it. Complete the table below with their reasons.

Ans.



Riya	Ayan
I can provide proof of the Earth's shape, as I watch it from **space** .	I can provide proof of the Earth's shape, as I watch it from **a great height** .
I can see the complete shape of the Earth from the Moon. Do you know the Moon is about **3,84,400 km** away from the Earth?	The ISS orbits the Earth from a distance of **about 350 km**. I can see **the curve of the Earth** from this distance.

18) On a beach, Rashi was looking at a ship using binoculars. The ship appeared to be sinking. Why do you think it appeared so?

Ans. As ships sail away, they go across the curve of the Earth's surface. So, they appear to sink below the horizon.

Long Answer Question

19) Pranav is sad because his birthday comes after one year. He is puzzled why a day gets over so soon while it takes a lot of time for a year to complete. Explain the reason behind this mystery by telling Pranav about the movements of the Earth.

Ans. Day and night and year depend on the two movements of the Earth: rotation and revolution. The Earth takes approximately 24 hours to rotate on its axis. However, it completes one revolution in 365 days (a year). Therefore, a year is a longer period of time.

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

Long Answer Question

20) Find out information about any four planets in our solar system. Complete the table below.

Ans. Learner's response

Sample:

Planet	Time taken to complete one rotation	Time taken to complete one revolution
Mercury	around 58 days	around 88 days
Mars	24 hours 37 minutes	around 687 days
Jupiter	9 hours 56 minutes	around 4331 days
Neptune	16 hours 6 minutes	around 165 years

A – Curriculum to Learning Objectives: Study of Maps

Prior Knowledge		• *The word 'map'* • *How to get from one place to another*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	2	The Shape of the Earth	2.a 2.b	• the shape of the Earth and its movements • why the Earth is an oblate sphere
3	3	Using and Making Maps	3.a 3.b 3.c 3.d	• maps and what we can see on a map • how a map is made and its uses • how and where maps are used • making a map
3	4	India's Physical Features	4.a 4.b	• the location of India • the six regions of India
4	1	Explorations, Discoveries and Inventions	1.a	• explorations, discoveries and inventions
4	2	Continents and Oceans on Earth	2.a 2.c 2.d	• the positions of continents and oceans • latitudes and longitudes • finding a sea route from one place to another
4	3	What Does the Earth Look Like?	3.a 3.b 3.c 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • some interesting physical features on Earth • using the colours on a map to point out the landforms on it
5	1	Maps and Globes	1.a 1.b 1.c 1.d	• features of maps and globes • differences between maps and globes and important lines on a globe • making a globe • getting familiar with globes
5	2	Latitudes and Longitudes	2.a 2.b 2.d	• latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • using longitudes to calculate time
5	3	Climatic Zones of the Earth	3.b 3.c 3.d	• factors that affect the climate, climatic zones • climate of India • climatic zones and countries

B – Vision-to-Action Plan: 3 Using and Making Maps

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	
1 DD/MM/YYYY	11-12 (THK, REM)	3.a	• Define map and symbols • Familiarity with the concept of maps	• Interactive Discussion • Activity Method	• Blank sheets of paper	WB: Pg. 12 (Q 1, 2)	WB: Pg. 12 (Q 6) Bring a blank sheet of paper.	
2 DD/MM/YYYY	13-14 (REM)	3.a	• Outline the different types of maps • Identify the different symbols and legends used in different maps	• Peer Learning – Group • Guided Learning	• Blank sheet of paper • India Political Map	WB: Pg. 12 (Q 3)	WB: Pg. 13 (Q 7) Bring a blank sheet of paper.	
3 DD/MM/YYYY	15 (REM, UND)	3.b	• List the four main directions • Analyse the use of landmarks to locate places	• Guided Learning • Real-life Connect	• Blank sheet of paper	WB: Pgs. 12, 14 (Q 4, 5, 8)	WB: Pgs. 14, 17 (Q 12, 19)	
4 DD/MM/YYYY	16 (UND)	3.b	• Explain the uses of lines and measurement on a map	• Interactive Discussion • Peer Learning – Pair	–	WB: Pg. 14 (Q 9, 10, 11)	WB: Pg. 14 (Q 13, 14) Bring a blank sheet of paper.	
5 DD/MM/YYYY	17 (APP)	3.c	• Deduce how to use maps • Recognise the importance of scale in using maps	• Questioning	• Blank sheet of paper	WB: Pg. 16 (Q 15, 16)	WB: Pg. 16 (Q 17, 18) Bring a blank sheet of paper.	

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	
6 DD/MM/YYYY	17 (APP)	3.c 3.d	• Take measurements of the school ground/field to make a map of the school	• Real-life Connect	• Blank sheet of paper • Measuring tape	–	–	
7 DD/MM/YYYY	17-18 (H.O.T.S., AF)	3.a 3.b 3.c 3.d	• List the symbols of the things used in everyday life and make a floor plan of own house • Summarise the concepts covered in the lesson	• Activity Method • Summarising	–	–	WB: Pg. 18 (Q 20)	

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Think

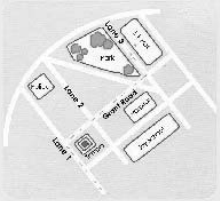
Rashi, Meher and their families are going for a wedding.

Mrs Jain: *Do you know where the wedding hall is?*

Mrs Irani: *It is called J K Hall. It is near Grant Road.*

Mr Irani: *I have never heard of J K Hall. But, I do know how to reach Grant Road.*

Meher: *Look! There is a picture on the invitation card. It shows us where the J K Hall is.*



A map

Mr Jain: *Very good, Meher! You have found a map. It will tell us where to go.*

Q. What do we call a picture that shows us where a place is?

(A) a map (B) a drawing

(C) a page (D) an invitation

Important Words

–

Transactional Tip(s) **Duration: 8 min**

Interactive Discussion:

- Choose three learners to read out 'Think'.
- Ask learners to solve the 'Think' question.
- Discuss with learners if they have seen similar maps or invitations. If yes, were the maps useful? If not, will they be useful? How?

Class Pulse Check **Duration: 1 min**

1) What do we call a picture that shows us where a place is? (Think, TB: Pg. 11)

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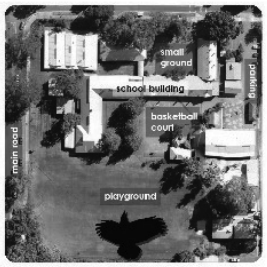
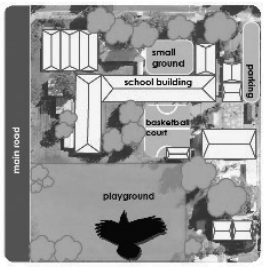
Remembering

A crow flies high over Meher's school. It can see the tops of buildings, the roads and the playground. Look at what the crow can see.



A view from top



A picture of the view from top

When we draw a picture of this **view**, it is a **map**. A map is a drawing of a place on a flat surface as seen from a position above the place. It uses place names, signs, and colours to show information.

We can make a map of any place in the world. We can even draw the map of Meher's classroom. Imagine that the classroom has no ceiling. This way we can look down into the room and see the tops of different objects. Let us make some signs to show these things in the classroom. The signs used on a map are called **symbols**.

Object	Symbol	Object	Symbol
Teacher's table		*Blackboard*	
Students' desks and chairs		*Cupboard*	
Dustbin		*Window*	window

Symbols used for different objects

12

Important Words **Duration: 1 min**

- **Today:** view, map, symbols

Transactional Tip(s) **Duration: 18 min**

Activity Method:

- Discuss what 'bird's-eye view' is.
- Ask learners to gather ten objects in the classroom and place them on the floor.
- Ask them to look at the objects from above and draw a picture of how they look from straight overhead.
- Introduce the concept of 'map' using the following narrative — 'A new learner has to reach this classroom from the main gate. Without speaking, how will you explain to them the way to reach the classroom?'
- Read the text on TB: Pg. 12.
- Ask learners:
  - How are symbols like the real objects they show?
  - How are they different?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) What are symbols?
2) Why do we use symbols?

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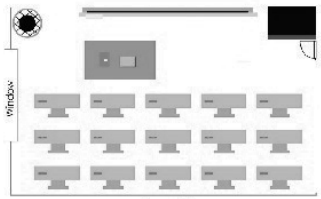
We can use these symbols to make a map.
Look at the given map of a classroom. Using the list of symbols on the previous page, can you point out the objects shown on the map?

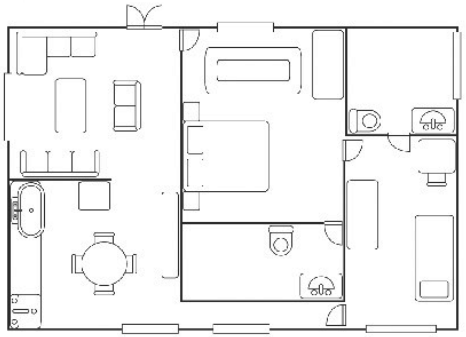


A map of a classroom

Maps are of many kinds. They can be a map or a plan of a house, a route map, or a map of a country. The signs or symbols used in maps depend on the type of the map. Some maps also use different colours to show different information.
The symbols, colours and what they show is explained in the **key** or **legend**.

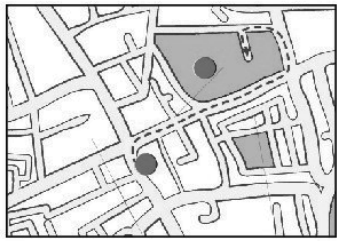
Look at the maps shown below.

1) A map or plan of a house with the key.



Key	
	Door
	Window
	Sofa
	Sink
	Chair
	Commode

2) A map showing the **route** with the key.



Key	
	Position/Location
	Roads
	Path to use

Important Words **Duration: 1 min**

- **Last class:** view, map, symbols
- **Today:** key, legend, route

Transactional Tip(s) **Duration: 20 min**

Peer Learning - Pair/Group:

- Divide learners into groups of three or four.
- Ask them to observe the maps and keys given on TB: Pg. 13.
- Ask them to identify different objects on the map by referring to the keys.
- In their groups, have learners brainstorm ideas for new symbols for objects in the classroom. (Hints: learners' desks, teacher's desk, windows, bulletin boards)
- Ask learners to create a legend based on these symbols.
- Ask them to make a plan of their classroom with the legend they have created.

Class Pulse Check **Duration: 1 min**

1) Why do different maps show different things?

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3) A map showing the **states** and capitals in India.

Important Words **Duration: 1 min**

- **Today:** states

Transactional Tip(s) **Duration: 6 min**

Guided Learning:

- Explain to learners that maps usually have titles that tell us what the maps show. Point out the title of the map on TB: Pg. 14.
- Ask learners to look at the different elements on the map.
- Ask learners to look at the legend and explain the symbols shown in it.
- Using the Classklap India Political Map, demonstrate the use of different colours to indicate different features on a map.
- Ask, 'What do the different colours indicate on this map?'
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 1 min**

1) How are important cities shown on a map?

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Directions are also important for maps. They make it easier to locate places and follow routes. Look at the map on page 14. The arrow with the letter 'N' shows the north. North is one of the four main directions. The other main directions are east (E), south (S) and west (W). They are used to find the position or location of a place on a map. A **compass** is an instrument used to show the four directions.

Directions

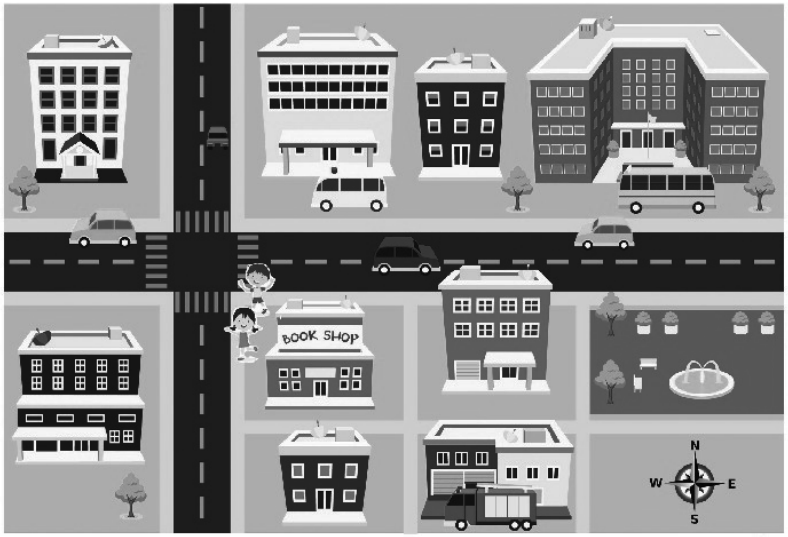
Understanding

USING MAPS

We look at a place from above to make a map. Maps show us the top view of a place. Maps also help us to locate our position. How do we do this?

We point out landmarks on a map. A **landmark** is a building or object that is easy to locate from a distance. It helps people know where they are. We can decide which way to go using landmarks.

Look at the map below. The bookshop can be a landmark. Rashi and Meher are going to the park. In which direction should they turn from the bookshop?



Important Words **Duration: 1 min**

- **Last class:** key, legend, route, states
- **Today:** directions, compass, landmark

Transactional Tip(s) **Duration: 27 min**

Guided Learning:
(12 min):

- Read the first paragraph on TB: Pg. 15.
- Ask learners to locate the 'N' on the map on TB: Pg. 14. Once located, have learners label south (S), east (E) and west (W) on the map.
- Read 'Using Maps' (TB: Pg. 15).
- Ask learners to identify the different landmarks shown on the map on TB: Pg. 15. Ask them if they can name other such landmarks.
- Ask learners to solve the allotted WB questions in class.

Real-life Connect :
(15 min):

- Take learners to the school's main gate.
- Ask learners to recapitulate the concept of landmarks.
- Ask them to note all the landmarks that they can see from the gate. (Hints: general stores, hospitals, bus stops)

Class Pulse Check **Duration: 2 min**

1) What does the letter 'N' stand for?
2) Rashi and Meher are going to the park. In which direction should they turn from the bookshop? (TB: Pg. 15)
3) How are landmarks helpful?

Annual Day:	Day:	Actual Date:	Page(s)
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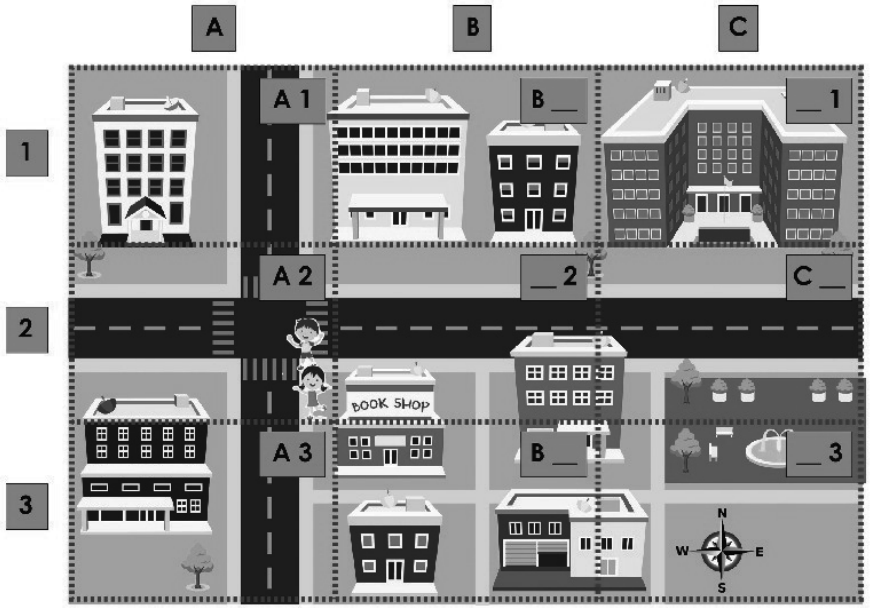
Some maps show a large area. This means that only a few important things are marked on them. Example: the map of India. We cannot see our house or school on a map of India.

Some maps show us every small thing in a place. Example: A map of your **neighbourhood** would show every building and shop. These maps need correct measurements. We need to measure the space between two places or objects. Measurements help to mark the correct positions of things on a map.

Straight lines drawn on a map divide it into many equal parts. We can use these parts to find a place or object quickly. The map given below has been divided into equal parts. Can you name the parts? Some parts have been named for you.



Study each part of the map carefully and answer the following questions.

1) In which part is the building with the blue windows located?
2) What colour is the building in A1?
3) Where is the sign with the directions placed on the map?

Important Words **Duration: 1 min**

- **Last class:** directions, compass, landmark
- **Today:** neighbourhood

Transactional Tip(s) **Duration: 28 min**

Interactive Discussion:
(13 min):

- Ask learners to recall the different information they can get from a map. (Hints: directions, landmarks, roads)
- Choose learners to read aloud the text on TB: Pg. 16.
- Discuss why correct measurements are important to show things on a map.
- Ask learners to determine what kind of map would be best to find their way in the following scenarios.
  - Going from your house to your relatives' house in another city
  - Going to a different country
  - Going from your house to the railway station

Peer Learning - Pair/Group:
(15 min):

- Group learners into pairs and ask them to observe the map on TB: Pg. 16.
- Ask learners to individually solve the questions given on TB: Pg. 16.
- Ask them to exchange their textbooks once they are done to check each other's answers.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Can you see every town on a map of India? Why or why not?
2) What are lines on a map used for?

Annual Day:	Day:	Actual Date:	Page(s)
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Application

MAKING MAPS EASY TO USE

Imagine you have two maps — Map A and Map B. Map A is as big as your classroom. When it is opened, it covers the entire floor. Map B is as big as the page of this book. Map B will be easier to use.

A map needs to be easy to use. Yet, the measurements need to be correct. How can this be done? Large measurements are changed to smaller ones. This makes a map smaller and easier to use.

Scale of a map

Example: The distance from the bookshop to the park is 1 kilometre. On the map, it can be shown as 1 centimetre. The distance from the park to Meher's school is 10 kilometres. On a map, it can be shown as 10 centimetres. This is called the **scale** of the map.

Now, we can use maps on mobile phones. We decide the area we want to see using these maps. To see more details we **zoom in**. To see a large area, we **zoom out**. Some maps also allow us to see what the roads look like in different places. These maps do not show the top view. They show what a person sees if they stand on the road.

Street view of a road on a smartphone

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

1) Make a map of your house. Draw symbols to show all the furniture. Ask members of your family to show you the north, south, east and west in your house.

Important Words **Duration: 1 min**

- **Last class:** neighbourhood
- **Today:** scale, zoom in, zoom out

Transactional Tip(s) **Duration: 27 min**

Questioning:

- Read the 'Application' section on TB: Pg. 17 and discuss the importance of scale.
- Ask learners to frame five questions each on the features of maps. Their questions can be based on the following examples.
  - How can a map show two whole cities in the space of a centimetre?
  - Which kind of map has a scale?
  - Can we zoom in or zoom out on a printed map?
  - Do all maps show top view?
  - How is street view different from top view?
- Divide learners into pairs and ask them to answer each other's questions.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) What is the difference between 'zoom in' and 'zoom out'?
2) What is importance of scale on a map?

Annual Day:	Day:	Actual Date:	Page(s)
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Application

MAKING MAPS EASY TO USE

Imagine you have two maps — Map A and Map B. Map A is as big as your classroom. When it is opened, it covers the entire floor. Map B is as big as the page of this book. Map B will be easier to use.

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Now, we can use maps on mobile phones. We decide the area we want to see using these maps. To see more details we **zoom in**. To see a large area, we **zoom out**. Some maps also allow us to see what the roads look like in different places. These maps do not show the top view. They show what a person sees if they stand on the road.

Street view of a road on a smartphone

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

1) Make a map of your house. Draw symbols to show all the furniture. Ask members of your family to show you the north, south, east and west in your house.

Important Words **Duration: 1 min**

–

Transactional Tip(s) **Duration: 28 min**

Real-life Connect :

- Demonstrate how to measure distance using the map scale.
- Take learners to the school field/ground and measure its length and breadth.
- Help learners to calculate and determine the scale for a map of the school.
- Ask learners to create a map of the school based on the determined scale.

Class Pulse Check **Duration: 1 min**

1) What are the measurements of the school ground?

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Amazing Facts

There is a magical map in the *Harry Potter* books. It is a map of Harry Potter's school. Not only does it show the rooms in the school but also who is in each room.

New Words

1)	view	–	what can be seen from a certain point
2)	route	–	the way or path taken from one place to another
3)	state	–	a region of India with its own capital city
4)	neighbourhood	–	the area around one's house

Important Words

- **Last class:** scale, zoom in, zoom out
- **Today:** –

Transactional Tip(s) **Duration: 28 min**

Activity Method:

(13 min):

- Ask learners to complete the 'H. O. T. S.' activity on TB: Pg. 17.
- Ask learners to brainstorm ideas for symbols of objects in their house. They can refer to the symbols on TB: Pg. 13 to do so.
- Ask learners to create a legend based on these symbols.
- Ask learners to determine the scale of the map.
- They can complete the map at home.
- Read 'Amazing Facts'. Discuss the similarities between the magical map and Google Maps.

Summarising:

(15 min):

- Summarise maps — its types and features using a spider diagram. Ask them to discuss the following questions with a partner.
  - Why is it important to learn about maps?
  - Are all features of a map equally important? Give reasons for your answer.

Class Pulse Check **Duration: 2 min**

1) Name a few household items that can be shown on the map of your house.
2) What is the difference between the scale of a map and the key of a map?

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Kirti makes a map of her kitchen. She uses some signs for showing objects. What are these signs called? (Ans. Symbols)	Period 1 - maps and what we can see on a map	
2	Is it possible to divide a map into equal parts to find a place quickly? (Ans. Yes)	Period 4 - how a map is made and its uses	
3	How are large measurements changed to smaller ones for a map? (Ans. By using a scale)	Period 5 - how and where maps are used	
4	Name any two objects whose symbols you would like to create while making a map of your bedroom. (Ans. Bed / study table / any relevant answer)	Period 7 - making a map	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 3: Using and Making Maps

Think

1) What do we call a picture that shows us where a place is? *(TB, Pg. 11)*

   (A) a map

   (B) a drawing

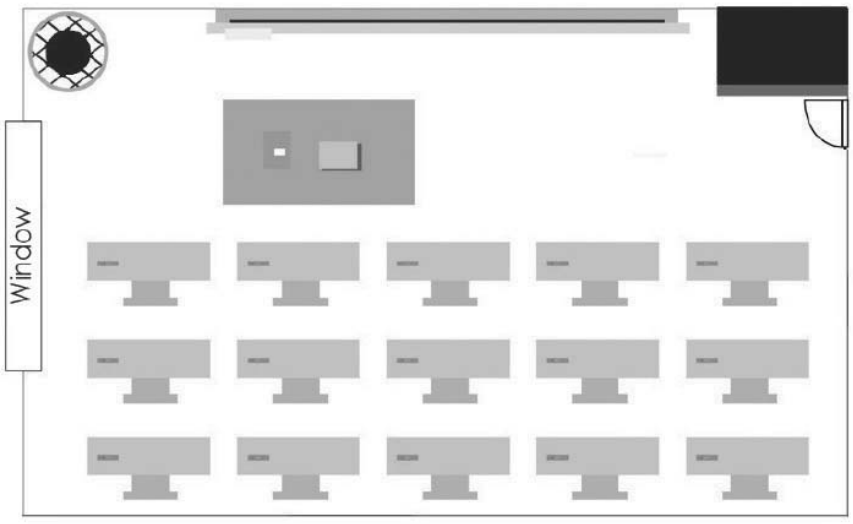
   (C) a page

   (D) an invitation

Ans. (A) a map

Remembering

1) Look at the given map of a classroom. Using the list of symbols on the previous page, can you point out the objects shown on the map? *(TB, Pg. 13)*



Ans. The classroom has a board, a cupboard, a teacher's table, a dustbin and

students' desks and chairs. There is also a window.

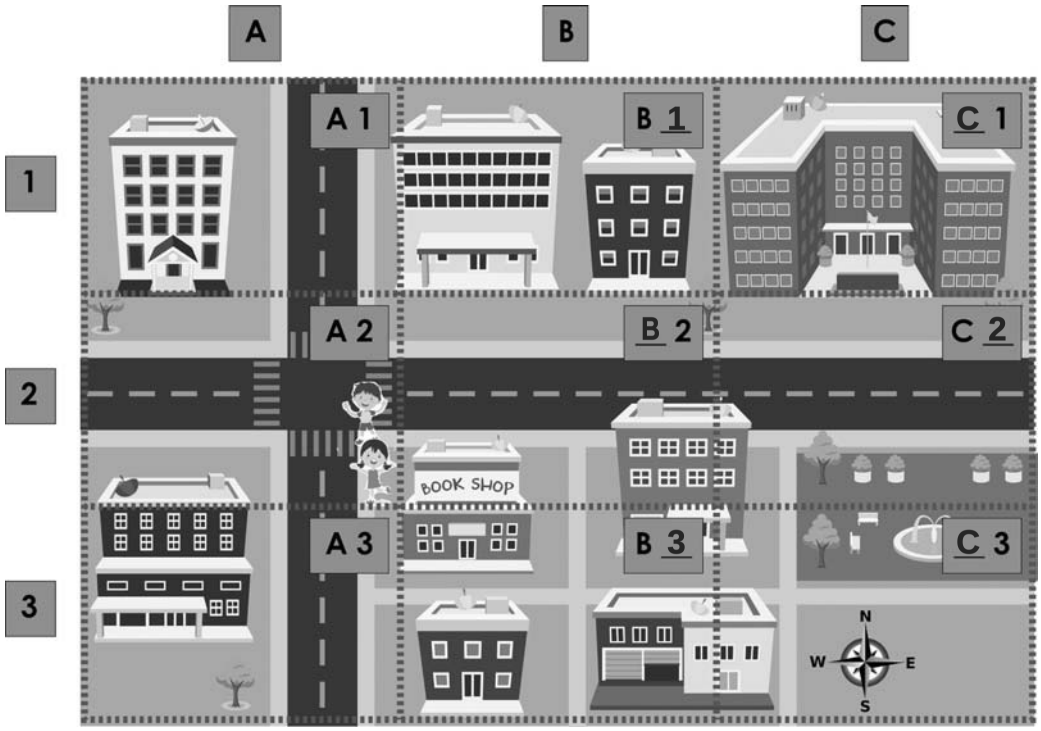
Understanding

1) Look at the map below. The bookshop can be a landmark. Rashi and Meher are going to the park. In which direction should they turn from the bookshop? *(TB, Pg. 15)*

Ans. They should turn east from the bookshop.

2) The map given below has been divided into equal parts. Can you name the parts? Some parts have been named for you. *(TB, Pg. 16)*

Ans.



3) Study each part of the map carefully and answer the following questions.

1) In which part is the building with the blue windows located?

2) What colour is the building in A1?

3) Where is the sign with the directions placed on the map? *(TB, Pg. 16)*

Ans. 1) C1

2) White

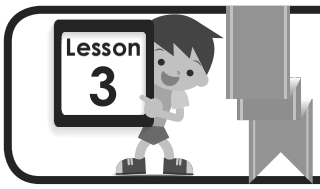
3) C3

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

1) Make a map of your house. Draw symbols to show all the furniture. Ask members of your family to show you the north, south, east and west in your house. *(TB, Pg. 17)*

Ans. Learner's response

Sample:



Using and Making Maps

Remembering

Multiple Choice Questions

1) Which view of a place does a map show? [**D**]

(A) side view (B) bottom view

(C) upside-down view (D) top view

2) What do we have to imagine to draw the map of a classroom? [**C**]

(A) no walls (B) no floor

(C) no ceiling (D) no door

Fill in the Blanks

3) The signs used on a map are called _____**symbols**_____.

4) On a map, an arrow with the letter 'N' shows the _____**north**_____.

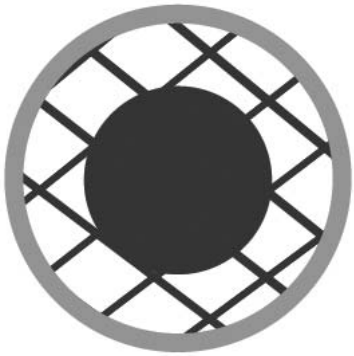
Very Short Answer Questions

5) How many main directions are used to find locations on a map?

Ans. Four

6) Draw a symbol of a dustbin present in your classroom.

Ans.



Short Answer Question

7) Identify what is shown in the picture. Define it.

Ans. It is a map of India showing states and capitals. A map is a drawing of a place on a flat surface as seen from a position above the place.

Understanding

Circle the Correct Word

8) A (**landmark**)/ **direction** is a building that can be easily seen from a distance.

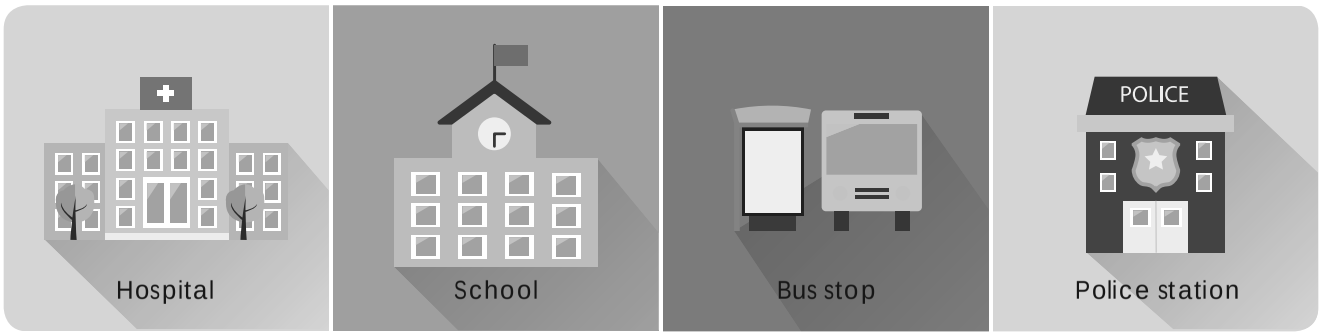
9) I will be able to see my **house** /(**state**) on a map of India.

10) A map of India **shows** /(**does not show**) my neighbourhood.

11) (**Straight**)/ **Curved** lines on a map divide it into equal parts.

Short Answer Questions

12) Why are landmarks useful? Give two reasons.



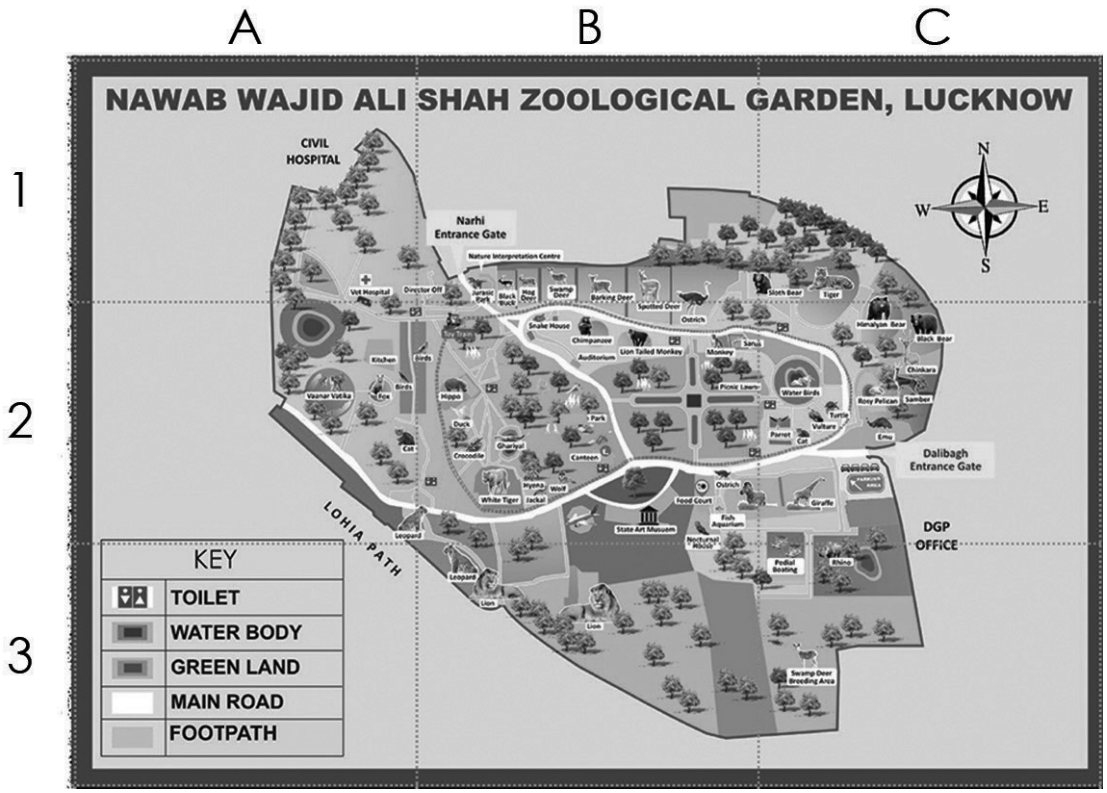
Ans. Landmarks are useful because they are easy to locate. They help people know where they are and decide which way to go.

13) How is a map of India different from the map of your neighbourhood? State a reason why correct measurements are important while making maps.

Ans. A map of India shows a bigger area than my neighbourhood. Correct measurements are important because they help to mark the correct positions of things on a map.

Long Answer Question

14) The following map has been divided into parts. Use these parts on the map to answer the following questions.



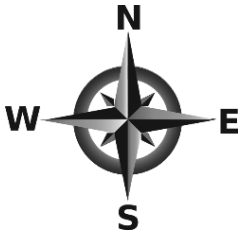
a) What is shown in A3?

Ans. The key of the map is shown in A3. It shows the symbols for toilet, water body, green land, main road and footpath.

b) Where are the entrance gates?

Ans. The entrance gates are in B1 and C2.

c) Where does this symbol appear on the map? What does it show?



Ans. The symbol appears in C1 on the map. It shows the four main directions - north (N), south (S), east (E) and west (W).

Application

Multiple Choice Questions

15) Choose the scale for a map where a distance of 10 km is shown in 4 cm. [**B**]

(A) 1 m = 1 km 

(B) 2 cm = 5 km 

(C) 5 cm = 2 km 

(D) 5 cm = 1 km 

16) What would you do to locate your school on a map of the entire city? [**A**]

(A) zoom in (B) top view

(C) measure (D) zoom out

Short Answer Questions

17) Should a map be smaller or larger than the real place it shows? Why?

Ans. A map should be smaller than the real place it shows. This would make the map easier to use.

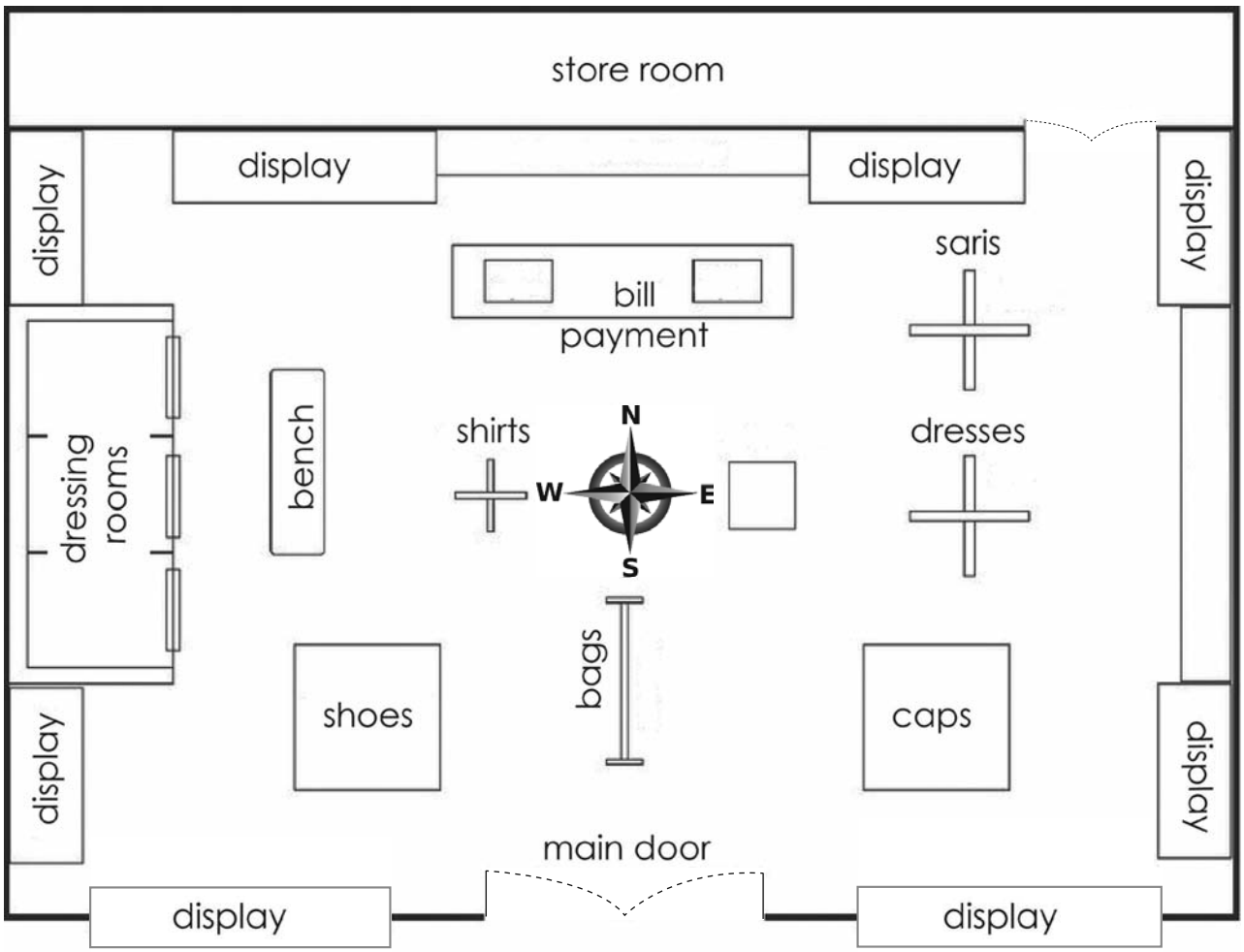
18) Describe how a map of India fits on a small page. Use the following points.

a) details on the map b) scale

Ans. A map of India fits on a small page because it does not show all the details. It has only a few important details marked on it. It uses a scale to show a large area on a small page.

Long Answer Question

19) Look at the given plan and answer the following questions.



a) Which place is this a plan of?

Ans. This is a plan of a clothing store.

b) Name two things in any three directions.

Ans. Learner's response

Sample: North - display and store room; West - bench and dressing rooms; South - bags and main door

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

Long Answer Question

20) The Sun can help us to know in which direction a place or object lies. Look at the given picture. Nisha is standing by the river. If the Sun is in the east, can you tell in which direction of Nisha lies the following?

a) the red house

b) the signpost

c) the little hut

d) the wooden bridge

Ans. a) west

b) north

c) east

d) south

A – Curriculum to Learning Objectives: Physical Geography of India

Prior Knowledge		• *Words such as 'mountain', 'plain' and 'hill'* • *India is a country*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	3	Using and Making Maps	3.a 3.b 3.c	• maps and what we can see on a map • how a map is made and its uses • how and where maps are used
3	4	India's Physical Features	4.a 4.b 4.c 4.d	• the location of India • the six regions of India • how physical features affect the lives of people • comparing two regions of India
3	6	Languages, Food and Clothing	6.a 6.b 6.d	• culture, languages, clothing and food habits of different people of India • diversity and how natural regions and climate affect culture • how the cultures of different states are similar and different
3	7	Communities and Festivals	7.b	• the reasons for celebrating festivals
4	5	India's Rivers	5.a 5.b 5.c	• the main rivers of India, their tributaries and distributaries • the sources and features of the main rivers of India • the main uses of Indian rivers
4	6	Natural Resources: Forests	6.b	• the features of different types of forests found in India
4	7	Natural Resources: Soil	7.a	• definition of soil, layers of soil and types of soil found in India
5	3	Climatic Zones of the Earth	3.b 3.c	• factors that affect the climate, climatic zones • climate of India

B – Vision-to-Action Plan: 4 India's Physical Features

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	
1 DD/MM/YYYY	19-20 (THK, REM)	4.a	• Locate India on the world map • Identify the neighbouring countries of India	• Interactive Discussion • Guided Learning	• Pictures of goats in warm and cold climates • India Political Map • World Map	WB: Pg. 19 (Q 1, 3)	WB: Pg. 19 (Q 4)	
2 DD/MM/YYYY	20-21 (REM)	4.b	• Define physical features • List the different physical features in India	• Peer Learning – Pair • Questioning	• India Physical Map	WB: Pg. 20 (Q 5, 6)	WB: Pg. 19 (Q 2) Bring chart paper and sketch pens.	
3 DD/MM/YYYY	22 (UND)	4.b	• Describe the features of the Northern Mountains, the Northern Plain and the Great Indian Desert	• Peer Learning – Group • Activity Method	• India Physical Map • India Political Map • Chart paper and sketch pens	WB: Pg. 20 (Q 8, 9, 10)	WB: Pg. 20 (Q 12, 13) Bring chart paper and sketch pens.	
4 DD/MM/YYYY	22-23 (UND)	4.b	• Describe the features of the Peninsular Plateau, the Coastal Plains and the Islands	• Peer Learning – Group • Activity Method	• India Physical Map • India Political Map • Chart paper and sketch pens	WB: Pg. 20 (Q 7) WB: Map Practice, Pg. 35 (Q 4)	WB: Pg. 20 (Q 11) Bring a blank sheet of paper.	

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	
5 DD/MM/YYYY	22-23 (UND)	4.b	• Revise the different physical features in India through a quiz	• Questioning	• Blank sheet of paper	WB: Pg. 21 (Q 15) WB: Map Practice, Pg. 33 (Q 2)	WB: Map Practice, Pg. 34 (Q 3)	
6 DD/MM/YYYY	24-25 (APP, H.O.T.S., AF)	4.a 4.b 4.c 4.d	• Outline the effect of physical features on people, plants and animals • Summarise the concepts covered in the lesson	• Real-life Connect • Summarising	–	WB: Pgs. 21, 22 (Q 14, 16, 17, 18)	WB: Pgs. 23, 24 (Q 19, 20) WB: Map Practice, Pg. 36 (Q 5)	

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Think

Rashi has seen a picture of an animal that looks different from the ones that she has seen so far. She tells Meher about it.

Rashi: *Meher! Look at this picture of a goat.*

Meher: *That is not a goat! It looks so different from the goats in Pune. Maybe Morad will know more about this goat.*

Meher and Rashi take the picture to Morad.

Morad: *This is a mountain goat. It is found in Ladakh.*

Rashi: *It looks so different from the goats we see in Pune.*

Goats in Ladakh

Goats in Pune

Q. Why do the goats found in Ladakh look different from the ones found in Pune?

(A) the **climate** of Ladakh and Pune is different

(B) Ladakh is not an important city

(C) Pune is closer to Mumbai, a big city

(D) there is no water in Ladakh

Important Words **Duration: 1 min**

- **Today:** climate

Transactional Tip(s) **Duration: 12 min**

Interactive Discussion:

- Choose learners to read 'Think'.
- You can show them pictures of goats in warm and cold climates and ask them to point out the differences.
- Using the Classklap India Political Map, ask learners to point out the states where Ladakh and Pune are located.
- Ask learners to recount some of the places they have been to and describe the surroundings. They can use the following points.
  - Was that place in India?
  - How was the weather?
  - What did the surroundings look like?
  - Can you point out the place on the map?

Class Pulse Check **Duration: 1 min**

1) Why do the goats found in Ladakh look different from the ones found in Pune? (Think, TB: Pg. 19)

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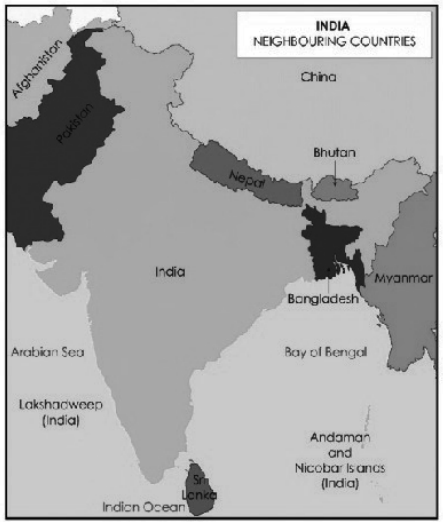
Remembering

Just as the states are located in India, our country is situated in the **continent** of Asia. It is the third-largest country in Asia. India measures about 3,214 kilometres from north to south. The length from west to east is about 2,933 kilometres.

India is surrounded by the following neighbouring countries.

- Afghanistan
- Pakistan
- China
- Nepal
- Bhutan
- Bangladesh
- Myanmar
- Sri Lanka



PHYSICAL FEATURES OF INDIA

To the north, India is surrounded by the Himalayas, the world's highest mountain range. To the south, east and west, India is surrounded by water. There is a lot of variety in India's **physical features**. Physical features include landforms, water bodies, and soil. **Plains**, mountains, **plateaus**, **deserts** and **islands** are examples of landforms.

Based on the physical features, India can be divided into six regions.

- the Northern Mountains
- the Northern Plain
- the Great Indian Desert
- the **Peninsular** Plateau
- the **Coastal** Plains
- the Islands

Important Words **Duration: 1 min**

- **Today:** continent

Transactional Tip(s) **Duration: 13 min**

Guided Learning:

- Using the Classklap World Map, show learners the position of India in Asia and its location in the world.
- Explain that just like every house has neighbours, India also has a number of neighbouring countries.
- Ask learners to read the first paragraph on TB: Pg. 20.
- Help them locate the neighbouring countries on the map on TB: Pg. 20.
- Ask learners to find out the location of these countries with respect to India.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) In which continent is India located?
2) **True/False:** Lakshadweep is a neighbouring country of India.

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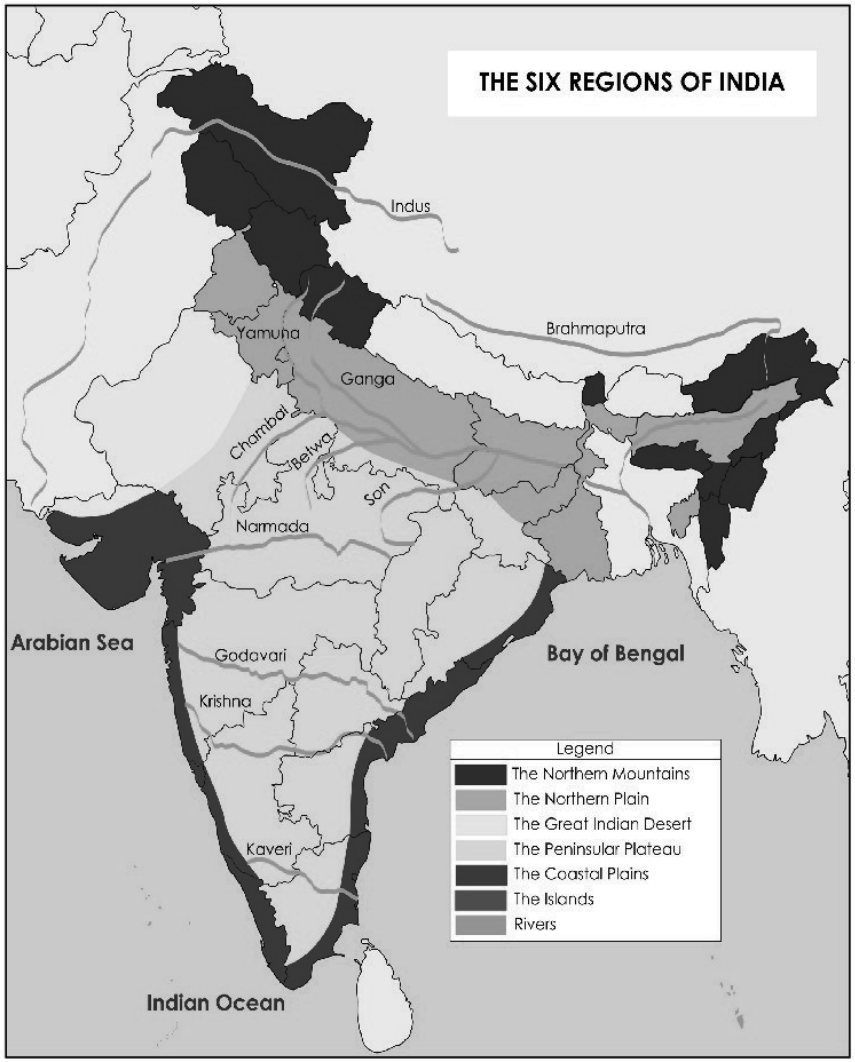

Important Words

- **Last class:** climate, continent
- **Today:** –

Transactional Tip(s) **Duration: 12 min**

Questioning:

- Based on TB: Pgs. 20, 21, ask pairs of learners to frame questions on the physical regions of India. The questions may include:
  - Which colours are used for the Northern Mountains and the Great Indian Desert?
  - Which water bodies surround India?
  - Which region covers most of India?
  - What does the dark green belt represent?
- Let each pair answer another pair's questions.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) How many regions is India divided into?

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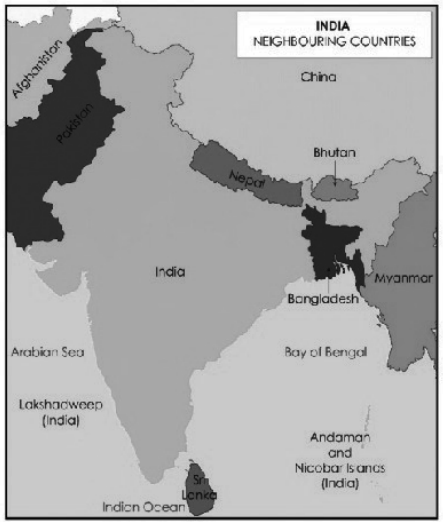
Remembering

Just as the states are located in India, our country is situated in the **continent** of Asia. It is the third-largest country in Asia. India measures about 3,214 kilometres from north to south. The length from west to east is about 2,933 kilometres.

India is surrounded by the following neighbouring countries.

- Afghanistan
- Pakistan
- China
- Nepal
- Bhutan
- Bangladesh
- Myanmar
- Sri Lanka



PHYSICAL FEATURES OF INDIA

To the north, India is surrounded by the Himalayas, the world's highest mountain range. To the south, east and west, India is surrounded by water. There is a lot of variety in India's **physical features**. Physical features include landforms, water bodies, and soil. **Plains**, mountains, **plateaus**, **deserts** and **islands** are examples of landforms.

Based on the physical features, India can be divided into six regions.

- the Northern Mountains
- the Northern Plain
- the Great Indian Desert
- the **Peninsular** Plateau
- the **Coastal** Plains
- the Islands

Important Words **Duration: 1 min**

- **Last class:** mules, scarce, humps, rare
- **Today:** physical features, plains, plateaus, deserts, islands, peninsular, coastal

Transactional Tip(s) **Duration: 14 min**

Peer Learning - Pair/Group:

- Ask learners to read 'Physical Features of India' in pairs.
- Use the Classklap India Physical Map to show learners the different regions that India is divided into.
- Ask them to correlate with the map on TB: Pg. 21.

Class Pulse Check **Duration: 2 min**

1) What is a 'physical feature'?
2) What is a 'plain'?

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Understanding

THE NORTHERN MOUNTAINS

The Northern Mountains form a boundary between India and China. They are known as the Himalayan Mountains. Many important rivers such as the Ganga, Yamuna and Brahmaputra start from the Himalayas.

Some cities and states located in the Northern Mountains
Dehradun, Uttarakhand
Shimla, Himachal Pradesh
Itanagar, Arunachal Pradesh
Gangtok, Sikkim

THE NORTHERN PLAIN

This region lies to the south of the Himalayan Mountains. The river Ganga flows through the Northern Plain. Hence, the region is also known as the Gangetic Plain. The river Yamuna also flows through this region. These rivers have made the Northern Plain excellent for farming. New Delhi, our capital, is located in the Northern Plain.

Some cities and states located in the Northern Plain
Rohtak, Haryana
Kanpur, Uttar Pradesh
Varanasi, Uttar Pradesh
Patna, Bihar

THE GREAT INDIAN DESERT

This region is also known as the Thar Desert. Here, the summers are very hot and the winters very cold. This region receives very little rainfall.

Some cities and states located in the Great Indian Desert
Jaisalmer, Rajasthan
Bikaner, Rajasthan

THE PENINSULAR PLATEAU

The Peninsular Plateau is the largest region in India. It is triangular in shape. It is called the Peninsular Plateau because it covers most of the Indian **peninsula**. The river Narmada divides the Peninsular Plateau into two parts — the Central Highlands and

Important Words **Duration: 1 min**

- **Last class:** physical features, plains, plateaus, deserts, islands, peninsular, coastal
- **Today:** –

Transactional Tip(s) **Duration: 26 min**

Peer Learning - Pair/Group:
(16 min):

- Divide the class into three groups. Ask them to read one section each: 'The Northern Mountains', 'The Northern Plain', 'The Great Indian Desert'.
- Let each group make a mind map on a chart paper, on the important characteristics of the physical features, their similarities and their differences with the other physical features.

Activity Method:
(10 min):

- Using the Classklap India Political Map and the Classklap India Physical Map, ask learners to locate the extent of these physical features and the states that they cover.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) The Northern Mountains are also known as _____.
2) Name three rivers that start in the Himalayas.
3) What is another name for the Great Indian Desert?

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the Deccan Plateau. The Central Highlands lie to the north of the Narmada. Some rivers that flow through this region are Chambal, Betwa and Son. The Deccan Plateau lies to the south of the Central Highlands. It covers most parts of southern India. Godavari, Krishna and Kaveri are three main rivers of the Deccan Plateau.

Some cities and states located in the Central Highlands
Bhopal, Madhya Pradesh
Gwalior, Madhya Pradesh
Jhansi, Uttar Pradesh

Some cities and states located in the Deccan Plateau
Bengaluru, Karnataka
Hyderabad, Telangana
Nagpur, Maharashtra

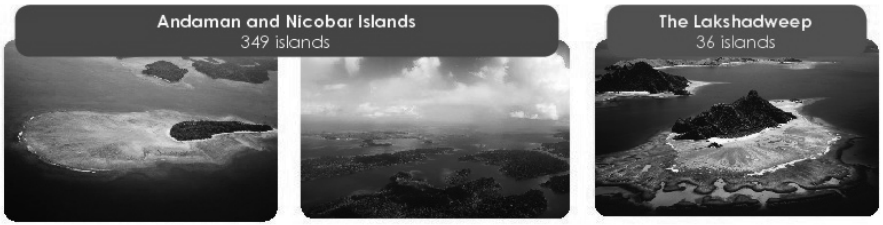
THE COASTAL PLAINS

In India, there are two long stretches of coastal plains. They run along the east and the west coasts of India. They are called the Eastern Coastal Plains and the Western Coastal Plains, respectively. These plains are popular for fishing.

Some cities and states located in the Coastal Plains
Chennai, Tamil Nadu
Puri, Odisha
Mumbai, Maharashtra
Panaji, Goa

THE ISLANDS

India has two groups of islands. They are located on either side of the coastal plains. The Lakshadweep are located in the Arabian Sea, next to the Western Coastal Plains. The Andaman and Nicobar Islands are located in the Bay of Bengal, next to the Eastern Coastal Plains. The islands are known for their natural beauty.



Important Words **Duration: 1 min**

- **Today:** peninsula

Transactional Tip(s) **Duration: 26 min**

Peer Learning - Pair/Group:
(16 min):

- Divide the class into three groups. Ask them to read one section each: 'The Peninsular Plateau', 'The Coastal Plains', 'The Islands'.
- Let each group make a mind map on a chart paper, on the important characteristics of the physical features, their similarities and their differences with the other physical features.

Activity Method:
(10 min):

- Using the Classklap India Political Map and the Classklap India Physical Map, ask learners to locate the extent of these physical features and the states that they cover.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) The Deccan Plateau lies to the south of the _____.
2) What are the Eastern Coastal Plains?
3) Which islands are located close to the Western Coastal Plains?

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the Deccan Plateau. The Central Highlands lie to the north of the Narmada. Some rivers that flow through this region are Chambal, Betwa and Son. The Deccan Plateau lies to the south of the Central Highlands. It covers most parts of southern India. Godavari, Krishna and Kaveri are three main rivers of the Deccan Plateau.

Some cities and states located in the Central Highlands
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Gwalior, Madhya Pradesh
Jhansi, Uttar Pradesh

Some cities and states located in the Deccan Plateau
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Hyderabad, Telangana
Nagpur, Maharashtra

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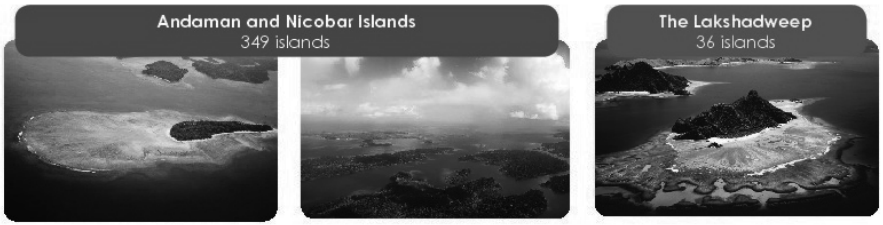

Important Words **Duration: 1 min**

- **Last class:** physical features, plains, plateaus, deserts, islands, peninsular, coastal
- **Today:** –

Transactional Tip(s) **Duration: 27 min**

Questioning:

- Divide learners into six groups.
- Assign one of India's six regions to each group and ask them to frame five questions on that region.
- The questions can be based on the features of the region as well as comparisons between it and the other regions.
- Collect the questions from the groups and conduct a quiz with them. Keep a record of the scores on the board to make it more interesting.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) **True/False:** The Northern Mountains are popular for fishing.
2) There are **32/36** islands in the Lakshadweep.

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Application

EFFECTS OF PHYSICAL FEATURES ON PEOPLE, PLANTS AND ANIMALS

The Northern Mountains

It is difficult to build roads through the mountains. So, there are very few roads in the Northern Mountains. People living here normally use **mules** for travelling. The ice-covered Himalayas make this region very cold. Therefore, the animals found in this region have thick fur.

Mules carrying loads

The Northern Plain

The Northern Plain is flat and has many rivers. The soil here is good for growing crops. Many people practise farming in this region. They grow crops such as rice, wheat and sugarcane.

Many cities are located on the banks of these rivers. Some of these cities are holy places for many people in India. Example: Haridwar, Ayodhya and Varanasi

Banks of the Ganga in Haridwar

The Great Indian Desert

The desert gets very little rain. So, people have to walk long distances to get water. Food is **scarce** in this region. Animals in this region have special organs to store food. Example: Camels have **humps** on their backs where they store fat. It is this fat that helps them to live when food and water are scarce.

The hump of a camel

A camel

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

You can see pictures of two different regions on the next page.

- Which region would you like to visit?
- What things would you carry with you when you visit the region?
- What activities would you like to do in this region?

Important Words **Duration: 1 min**

- **Last class:** peninsula
- **Today:** mules, scarce, humps

Transactional Tip(s) **Duration: 12 min**

Real-life Connect :

- Read 'Effects of Physical Features on People, Plants and Animals'.
- Discuss with learners what they would pack if they went to each of these regions for a vacation, and ask them to give reasons.
- Explain how people, plants and animals have adjusted differently to different physical features and climatic conditions.
- Ask learners if they can name a special plant or animal that is found only in a specific region due to climatic conditions.

Class Pulse Check **Duration: 3 min**

1) Name two crops grown in the Northern Plain.
2) How does a camel adjust to the desert?

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The Northern Mountains

The Coastal Plains

Amazing Facts

Many **rare** animals live in the waters surrounding the Indian peninsula. One such animal is the 'dugong'. Some dugongs are also called sea cows. They eat grass growing in the seas.

New Words

1)	climate	–	the weather of a place over a long period
2)	continent	–	a large mass of land
3)	plain	–	a low, flat land
4)	plateau	–	a raised land with a flat top
5)	desert	–	a dry land covered with sand and rocks with few plants
6)	island	–	an area of land surrounded by water
7)	peninsular	–	of land surrounded by water on three sides and land on one side
8)	coastal	–	of land right next to a sea or an ocean
9)	peninsula	–	a piece of land surrounded by water on three sides and land on one side
10)	mule	–	an animal that has a horse and a donkey as parents
11)	scarce	–	very less
12)	hump	–	a rounded fleshy bump on the back of a camel
13)	rare	–	not found easily; not common

Important Words **Duration: 1 min**

- **Today:** rare

Transactional Tip(s) **Duration: 11 min**

Summarising:

- Ask learners to solve the 'H.O.T.S.' question on TB: Pgs. 24, 25.
- Read 'Amazing Facts'.
- Use a knowledge chart to summarise the physical features of India.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Which of the following regions is colder — the Northern Mountains or the Coastal Plains?

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	**True/False:** Myanmar is not a western neighbour of India. (Ans. True)	Period 1 - the location of India	
2	Which of the six regions of India is closest to China? (Ans. Northern Mountains)	Period 3 - the six regions of India	
3	A yak in the Northern Mountains has thick fur. Why is this so? (Ans. Thick fur keeps animals warm in cold regions.)	Period 6 - how physical features affect the lives of people	
4	Why is land more fertile in the Northern Plain than in the Thar Desert? (Ans. More rivers in the Northern Plain)	Period 6 - comparing two regions of India	

Post-lesson Reflection			
TB completed	Yes ☐	No ☐	WB completed Yes ☐ No ☐
Enthusiastic participation	☺ ☐	🙂 ☐	😐 ☐
Concept clarity in the classroom	☺ ☐	🙂 ☐	😐 ☐
Concept clarity through the workbook	☺ ☐	🙂 ☐	😐 ☐

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 4: India's Physical Features

Think

1) Why do the goats found in Ladakh look different from the ones found in Pune? *(TB, Pg. 19)*

   (A) the climate of Ladakh and Pune is different

   (B) Ladakh is not an important city

   (C) Pune is closer to Mumbai, a big city

   (D) there is no water in Ladakh

Ans. (A) the climate of Ladakh and Pune is different

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

1) You can see pictures of two different regions on the next page.

   - Which region would you like to visit?
   - What things would you carry with you when you visit the region?
   - What activities would you like to do in this region? *(TB, Pg. 24)*

Ans. Learner's response

Sample: I would like to visit the coastal plains. I would carry an umbrella, a mosquito killing spray and cotton clothes. I want to take a boat ride in the lagoon and visit the beaches.

Lesson 4

India's Physical Features

Remembering

Multiple Choice Questions

1) How long is India from the north to the south? [**B**]

(A) 3,134 km (B) 3,214 km

(C) 3,300 km (D) 3,424 km

2) Which is the world's highest mountain range? [**A**]

(A) 

the Himalayas

(B) 

the Andes

(C) 

the Alps

(D) 

the Aravalli

Fill in the Blanks

3) India is the third-largest country in **Asia**.

4) India is surrounded by **eight** neighbouring countries.

Very Short Answer Questions

5) Which water body lies to the south of India?

Ans. Indian Ocean

6) Based on its physical features, how many regions can India be divided into?

Ans. Six

Short Answer Question

7) Which is the largest region in India? What is the shape of this region?

Ans. The Peninsular Plateau is the largest region in India. Its is triangular in shape.

Understanding

Circle the Correct Word

8) The Northern (**Mountains**) / **Plain** can be found between India and China.

9) The Great Indian Desert does not receive much (**rain**) / **sunlight**.

10) The **Northern Plain** / (**Coastal Plains**) run/runs along the east and west coasts of India.

11) The Himalayas are a feature of the **Southern Plateau** / (**Northern Mountains**).

Short Answer Questions

12) Do you think life in the Great Indian Desert is easy? Give one reason.

Ans. Life in the Great Indian Desert is not easy because the summers are very hot and the winters are very cold.

13) Which region in India is excellent for farming? Give one reason why this region is fertile.

Ans. The Northern Plain is excellent for farming. The rivers Ganga and Yamuna flow through this region, making it fertile.

Long Answer Question

14) Every region affects the lives of people and animals living there. How do you think the Northern Mountains affect the lives of the people and the animals living there?

Ans. It is difficult to build roads through this area because of the mountains. People living here normally use mules to travel. The ice covered Himalayas make this region very cold. Therefore, the animals found in this region have thick fur.

Application

Multiple Choice Questions

15) Mani Kumaran clicked this photo of his father at work. Mani's father is a fisherman in the Bay of Bengal. Where does Mani live? [**C**]

(A) in the Great Indian Desert

(B) in the Northern Mountains

(C) in the Coastal Plains

(D) in the Northern Plain

16) Pramila visited several holy cities on the banks of the river Ganga. Which region did she visit? [**B**]

(A) the Islands

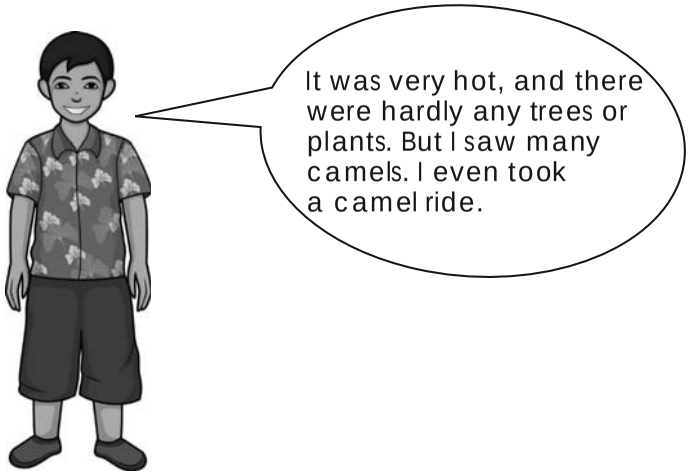
(B) the Northern Plain

(C) the Great Indian Desert

(D) the Southern Plateau

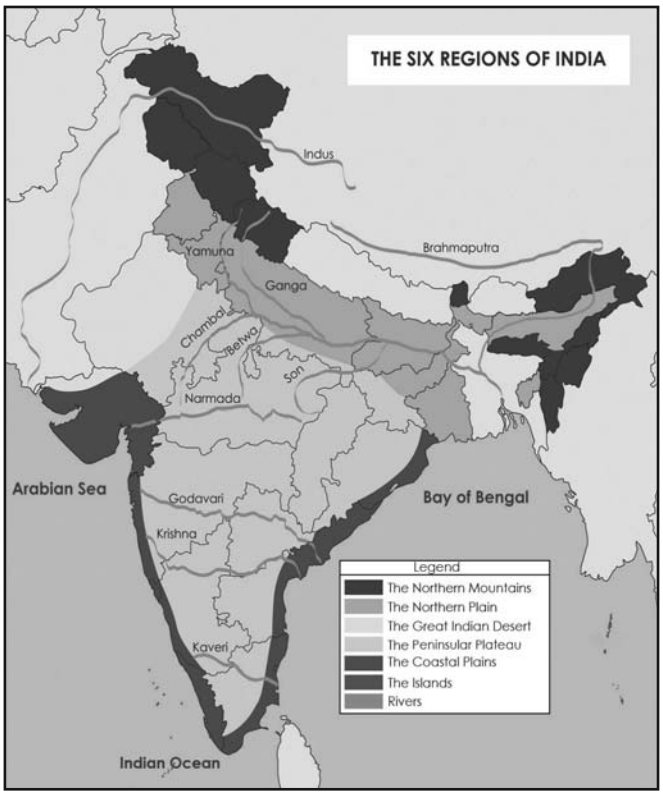
Short Answer Questions

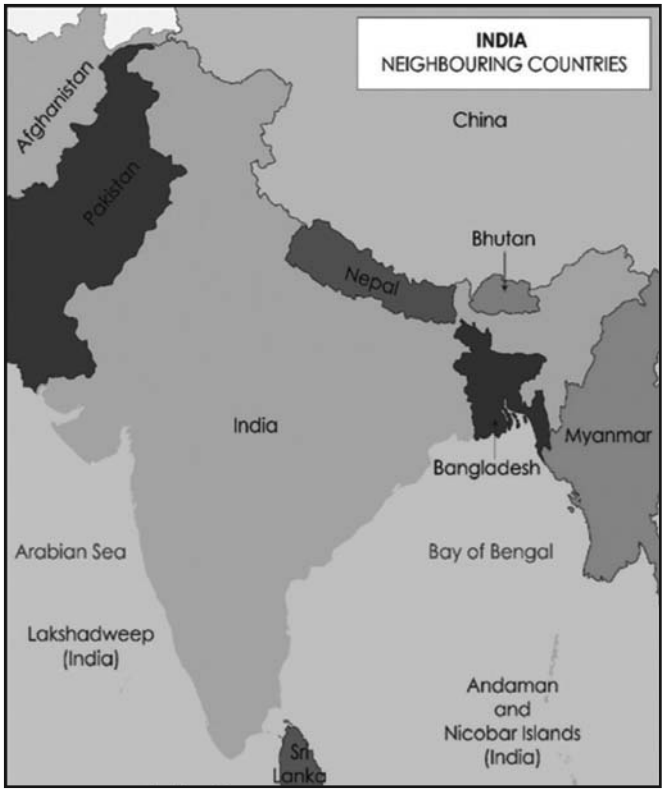
17) Read what Peter has to say about his recent trip. Which region of India did he visit? Write any one feature of this region.



Ans. Peter visited the Great Indian Desert. This region is very hot with very few plants and trees.

18) Fatima stays in Tinsukia, Assam. Use the given maps to answer the questions.





a) the region where her house is located

Ans. The Northern Plain

b) the river closest to her house

Ans. River Brahmaputra

c) names of two neighbouring countries

Ans. Bhutan and Bangladesh

Long Answer Question

19) Picture A shows a desert and Picture B shows a rice field. Can both these places be part of the same region? Why or why not? Explain.

Picture A

Picture B

Ans. In India, deserts are found in the Great Indian Desert region. Food is scarce here. However, rice farming is mostly done in the Northern Plain. Hence, the two places cannot be part of the same region.

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

Long Answer Question

20) Make a list of the different physical features of your area. You can take the help of adults at home. Write a paragraph explaining how these physical features affect your life.

Hint: Describe the weather, the availability of water and the different kinds of vegetables and fruits that grow there.

Ans. Learner's response

Sample: I live in the Western Coastal Plains. It is hot and humid throughout the year. Fishing and farming are important occupations among the people.

2) On the map of India, colour and label the following. Use the colours mentioned beside the clues.

a) two states in the Northern Plain (green)

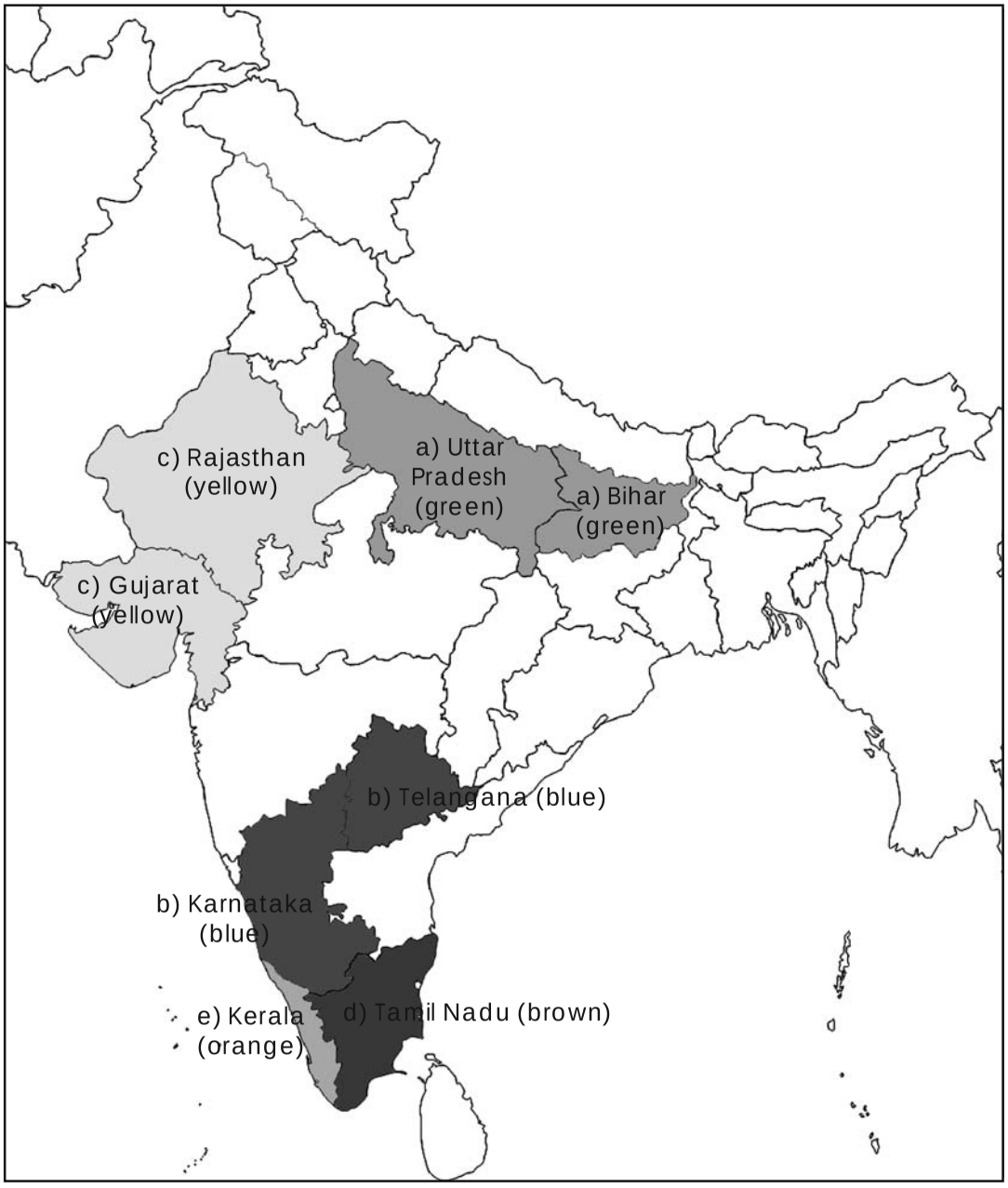
b) two states in the Peninsular Plateau (blue)

c) two states in the Great Indian Desert (yellow)

d) a state that has the Eastern Coastal Plains (brown)

e) a state that has the Western Coastal Plains (orange)

Ans.



3) Find the names of the rivers using the clues. Write them in the space given. Mark and label the rivers on the map.

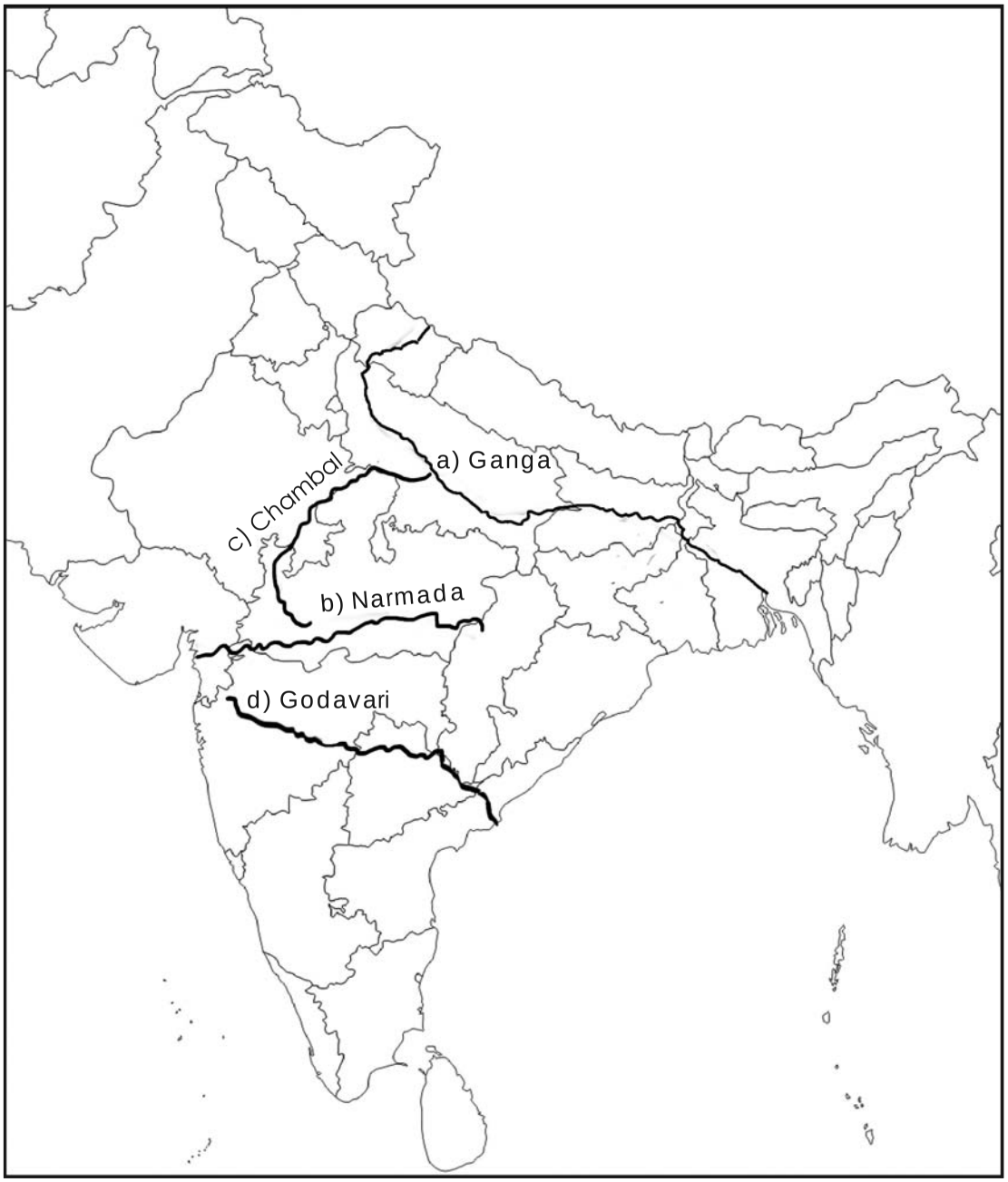
a) The Gangetic Plain is named after me. _____**Ganga**_____

b) I divide the Peninsular Plateau into two parts. _____**Narmada**_____

c) I flow through the Central Highlands. _____**Chambal**_____

d) I am one of the three main rivers of the Deccan Plateau. _____**Godavari**_____

Ans.



4) India is surrounded by the following neighbouring countries. On the map of India, label these countries.

a) Afghanistan b) Pakistan c) China d) Nepal

e) Bhutan f) Bangladesh g) Myanmar h) Sri Lanka

5) Identify the regions using the clues given below. Colour and label these regions on the map of India. Use the colours mentioned besides the clues.

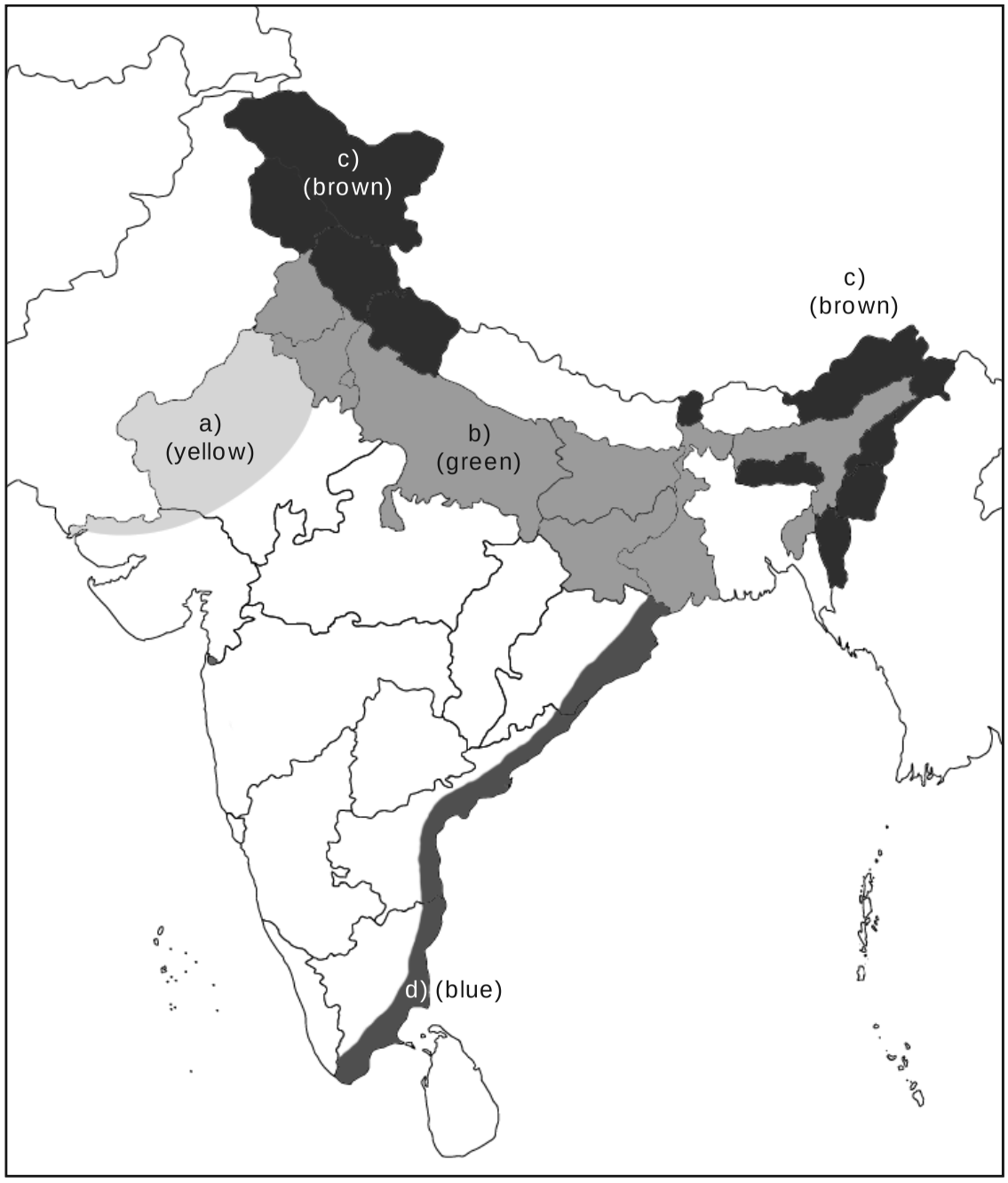
a) a region where camels are found (yellow)

b) a region where the holy cities of Haridwar and Varanasi are located (green)

c) a region where mules are used for travelling (brown)

d) a region in the south-east of India which is popular for fishing (blue)

Ans.



A – Curriculum to Learning Objectives: Political Life in India

Prior Knowledge		• *Idea of living in India* • *Idea of being Indian*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	5	Parts of India and Its Government	5.a 5.b 5.c 5.d	• village, town, city and state • levels of a government • functions of the government • functions of people working in the government
4	9	The Indian Constitution	9.a 9.b 9.c 9.d	• definitions of 'constitution' and 'national symbols' • fundamental rights and duties of a citizen • the people who wrote the Indian Constitution • the rules of games and sports
4	10	Public Facilities	10.a 10.b 10.c 10.d	• public facility and public property • important public facilities and their functions • the need to protect public facilities • the steps to safeguard public facilities
5	8	India's Democratic Government	8.a 8.b 8.c 8.d	• the meaning of democracy and the features of democracy in India • how elections work in India; levels of government • sections of the central government • similarities and differences between democracy and monarchy
5	9	Local Administration	9.a 9.b 9.c 9.d	• local-self government • features of local rural and urban self-governing bodies • functions of self-governing bodies • role of a citizen in local self-government
5	10	People With Physical Disabilities	10.a 10.b 10.c 10.d	• physical disability • the challenges of people with physical disabilities • how to be respectful to people with physical disabilities • achievers with physical disabilities

B – Vision-to-Action Plan: 5 Parts of India and Its Government

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	
1 DD/MM/YYYY	26-27 (THK, REM)	5.a	• Show how an address is written to deliver something • Describe villages and towns	• Interactive Discussion • Questioning	• Blank sheets of paper	WB: Pg. 25 (Q 4)	Read 'States and Union Territories of India' (TB: Pg. 28) and study the map.	
2 DD/MM/YYYY	28 (REM)	5.a	• Analyse the political map of India • Compare and contrast states and union territories • Differentiate between cities, villages and towns	• Interactive Discussion • Flipped Classroom	• India Political Map	WB: Pg. 25 (Q 1, 2, 3, 5)	WB: Pgs. 25, 27 (Q 6, 7, 14)	
3 DD/MM/YYYY	29-30 (UND)	5.b	• Examine the different levels of government in India	• Guided Learning • Peer Learning – Group	• Structure of the Government chart	WB: Pg. 26 (Q 8, 9, 10, 11)	WB: Pg. 29 (Q 18) Bring a blank sheet of paper.	
4 DD/MM/YYYY	30-31 (APP)	5.c	• Discuss the roles and responsibilities of the government • Create questions to interview a government official	• Interactive Discussion • Questioning	• Blank sheet of paper	WB: Pgs. 26, 28 (Q 12, 13, 15)	WB: Pgs. 30, 31 (Q 19, 20) Complete questions for government official to be visited. Bring a blank sheet of paper.	

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	
5 DD/MM/YYYY	32 (H.O.T.S., AF)	5.a 5.b 5.c 5.d	• Summarise the topics covered in the lesson	• Peer Learning – Pair • Summarising	• Blank sheet of paper	WB: Pg. 28 (Q 16, 17)	WB: Map Practice, Pg. 32 (Q 1) Bring the questions for the government official.	
6 DD/MM/YYYY	32	5.d	• Visit a government facility • Interview a government official	• Outdoor Learning	• Questions for the government official	–	Write a paragraph on your visit to a government office.	

Annual Day:	Day:	Actual Date:	Page(s)
24/29	1/6	_____	26,27

Think

Meher has made a greeting card for his friend who lives in Karnataka. He wants his father to send the greeting card.

Meher: *Papa! Can you please send this greeting card to Mehnaz?*

Mr Irani: *We have to write Mehnaz's address on the envelope.*

Mr Irani writes Mehnaz's address on the envelope.

To,
Mehnaz Khan
Shamsher Bungalow,
Ganesh Peth,
Hubli - 580020
Karnataka

Meher: *Why does an address have so many words? Why do you not just write India? After all, we all stay in India!*

Mr Irani: *Without a proper address, would the postman be able to find Mehnaz's house? Think about it, Meher!*

Q. Will Mehnaz get the letter if Mr Irani writes just 'India' on the envelope?

(A) yes (B) no

Important Words

–

Transactional Tip(s) **Duration: 10 min**

Interactive Discussion:

- Ask learners to read 'Think' (TB: Pg. 26) and discuss the question at the end.
- Discuss the following questions with the learners.
  - Have you ever sent a letter?
  - Whom did you send it to?
  - What address did you write on the envelope?
  - In what other ways can you communicate with friends and family members who live in a different place?

Class Pulse Check **Duration: 1 min**

1) Will Mehnaz get the letter if Mr Irani writes just 'India' on the envelope? (Think, TB: Pg. 26)

Annual Day:	Day:	Actual Date:	Page(s)
24/29	1/6	_____	27

Remembering

The letter that Meher sent had Mehnaz's full address on it. An address has the name of the person, the name of the house, street, village or city, as well as the state. Look at the pictures to understand where Meher lives.

56 K G Society | *Senapati Bapat Road* | *Pune, in Maharashtra* | *Maharashtra, in India*

As you can see, Meher's house is on Senapati Bapat Road, which is in Pune. Pune is a city in the state of Maharashtra. So his address will be 56 K G Society, Senapati Bapat Road, Pune 411016, Maharashtra. India is made up of many such states, cities, towns and villages.

VILLAGES, TOWNS AND CITIES

Villages

India has one of the highest number of villages in the world. They are **governed** by the gram panchayats. More than half the population in India lives in villages.

A village

Compared to a city or a town, a village is as follows.

- smaller in size
- has more open space and greenery
- less polluted
- has no **airports** or malls

A town

Towns

Towns are governed by city councils or municipalities. They are bigger than villages but smaller than cities. Towns have more facilities, such as hospitals and schools, as compared to a village. However, they are also more polluted than villages.

Important Words **Duration: 1 min**

- **Today:** governed, airports

Transactional Tip(s) **Duration: 16 min**

Questioning:

- Ask learners to read the first paragraph on TB: Pg. 27.
- With reference to the school's address, ask learners:
  - What should come first — name of the school or area?
  - What should come last — city or state?
- Ask learners to read 'Villages' and 'Towns' (TB: Pg. 27).
- Ask each learner to frame three questions on the villages and towns. Give them the following keywords to use in their questions.
  - Roads
  - Houses
  - Size
  - Govern
  - Population
- Ask learners to question their partners.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 2 min**

1) What are villages and towns governed by?
2) Do villages have airports?

Annual Day:	Day:	Actual Date:	Page(s)
25/29	2/6	_____	28

Cities

Cities are governed by municipalities or municipal corporations. They are bigger than both towns and villages. Cities also provide many facilities such as big hospitals, schools and colleges. However, cities are more crowded than towns and villages. They are also much more polluted. The villages, towns and cities together form **states**.

A city

STATES AND UNION TERRITORIES OF INDIA

India is the world's seventh-largest country. It is difficult to manage such a large country. Therefore, it has been divided into smaller areas called states and **union territories**. India has 28 states. The **capital** of India is New Delhi. Each state also has a capital. For example, Bhopal is the capital of Madhya Pradesh, and Dispur is the capital of Assam.

India also has eight union territories. A union territory is an area that is directly governed by the central government.

Look at the map of India with the states and union territories. Rajasthan is India's largest state, and Goa is the smallest state. Lakshadweep is the smallest union territory of India.

States and union territories of India

Important Words **Duration: 1 min**

- **Last class:** governed, airports
- **Today:** states, union territories, capital

Transactional Tip(s) **Duration: 26 min**

Interactive Discussion:
(11 min):

- Read 'Cities' (TB: Pg. 28).
- Discuss with learners the various characteristics of a city. (Hints: size, facilities, population, pollution)
- Discuss with learners the differences and similarities between the following.
  - Cities and villages
  - Cities and towns

Flipped Classroom:
(15 min):

- Ask learners to recall what they have studied about maps and directions in Lesson 3.
- Divide the class into five groups and assign a cardinal direction to each of them. Assign the position of 'central' to the fifth group.
- Ask learners from each group to identify the states and union territories on the Classklap India Political Map.
- Each group will identify the states in their direction or position.
- Choose two learners to contrast and compare states and union territories.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) How are cities and towns different and yet similar?
2) Name one similarity between states and union territories.
3) Are there more states in India than union territories?

Annual Day:	Day:	Actual Date:	Page(s)
26/29	3/6	_____	29,30

Understanding

Many people live in India. It is the second most populated country in the world. Who takes care of the people living in India? It is the **government**.

WHAT IS A GOVERNMENT?

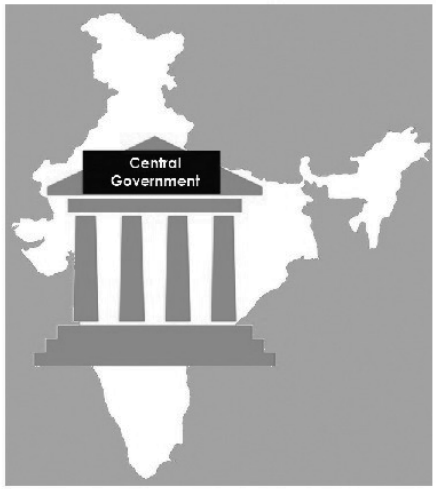
A government is a group of people that makes important decisions for a country. The government also makes **laws** that people in a country follow. Let us learn more about the different levels of government in India.

LEVELS OF A GOVERNMENT

It is difficult for the government to manage a large country like India from one place. Thus, the government in India works at three levels. These levels are as follows.

- central government
- state government
- local government

Levels of a Government



The central government has the following **features**.

- Located in New Delhi
- Makes decisions for the entire country
- Has a President, Prime Minister and a cabinet of ministers
- Also directly governs the union territories

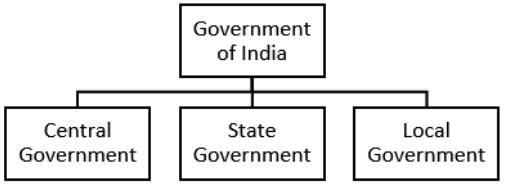
Important Words **Duration: 1 min**

- **Last class:** states, union territories, capital
- **Today:** government, laws, features

Transactional Tip(s) **Duration: 15 min**

Guided Learning:

- Read the first two paragraphs of 'Understanding' (TB: Pg. 29).
- Emphasise that the people of India choose their government and explain why there are different levels of government.
- Draw the following tree diagram on the board to illustrate the levels of government in India.



- Choose learners to read 'Levels of a Government' (TB: Pgs. 29, 30).
- Take learners through the Classklap Structure of the Government chart.

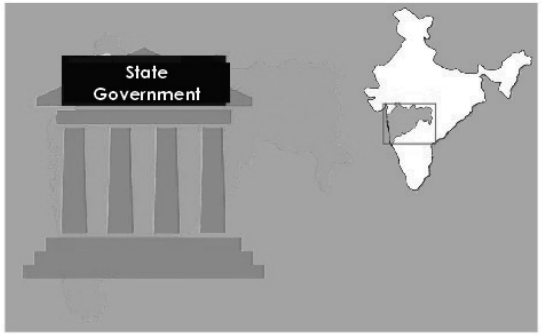
Class Pulse Check **Duration: 1 min**

1) How many levels does the government in India have?

Annual Day:	Day:	Actual Date:	Page(s)
26/29	3/6	_____	30

The state government has the following features.

- Present in every state
- Located in the capital city of a state
- Looks after people living in the state
- Has a Governor, Chief Minister and other ministers of the state



The local government has the following features.

- Present in every city, town and village
- Looks after basic needs such as water and roads
- Known by different names

Location	Name of the local government
city	municipal corporation
town	municipal council
village	gram panchayat

Application

FUNCTIONS OF THE GOVERNMENT

Just as we are responsible for a lot of things, the government is also responsible for the following functions.

Maintaining law and order: The central and state governments often work together to make many laws. It includes making rules and seeing that the rules are properly

Important Words

–

Transactional Tip(s) **Duration: 12 min**

Peer Learning - Pair/Group:

- Divide learners into three groups.
- Assign a level of government to each group.
- Ask the groups to discuss and make an oral presentation on the level of government assigned to them.
- Invite each group to present. Encourage other learners to ask questions to the presenting group.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) What does the gram panchayat do?

Annual Day:	Day:	Actual Date:	Page(s)
27/29	4/6	_____	31

followed. It also includes punishing the people who do not obey the laws.

Fulfilling duties: The government also fulfils its many duties such as looking after monuments, forests, water bodies and so on. It also provides **aid** during bad events such as earthquakes and floods.

Providing various facilities: The government is also responsible for providing different kinds of facilities. These facilities are cheap or free. The facilities offered by the government are available to everybody. Some of them are the following.

Public transport facilities

Public **transport** facilities: These include facilities that allow people to travel to different cities, towns, villages and states. Example: buses, trains

Entertainment facilities: These include facilities that allow people to enjoy and have fun. Example: zoos, parks

Entertainment facilities

Healthcare facilities

Healthcare facilities: These include facilities to look after the health of the people. Example: hospitals, clinics

Educational facilities: These include facilities that allow the government to provide education to people. Example: schools, libraries

Educational facilities

Important Words **Duration: 1 min**

- **Last class:** government, laws, features
- **Today:** aid, facilities, transport, entertainment

Transactional Tip(s) **Duration: 28 min**

Interactive Discussion:
(15 min):

- Choose learners to read 'Application' (TB: Pgs. 30, 31).
- After each point, ask learners:
  - What is the function of the government?
  - How does the government achieve this function?
- Ask learners to name some facilities that the government has set up in their village/town/city. You can provide one or two examples to get them started. List them on the blackboard. (Hints: names of parks, colleges and so on)
- Ask learners to classify the facilities under the four different headings: transport, entertainment, healthcare, education.

Questioning:
(13 min):

- Inform learners that they will be taken to a government facility where they will interview a government official.
- Help learners create questions for the visit.
- They can complete this activity as homework.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) How does the government look after the health of the people?

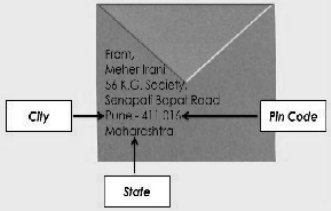
Annual Day:	Day:	Actual Date:	Page(s)
28/29	5/6	_____	32

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

1) With the help of adults, find the transport facilities provided by the government in your area. Also, talk to your neighbours and find out the most popular mode of public transport in your area.
2) Visit a government office with your parents or family members. Talk to the people who work there. Learn about the different things they do. Try to create a timeline of the things they do in a day.

Amazing Facts

When we write addresses, we also write the PIN Code. Postal Index Number (PIN) is a 6-digit code used across the country. Different areas of a city have different codes. This system was introduced on 15 August 1972 to improve the delivery of mail.



New Words

1)	capital	–	the city where the national or state government is located
2)	govern	–	make decisions for a country or a state
3)	airport	–	a place from where aeroplanes arrive and leave
4)	laws	–	rules that tell us what we can and cannot do
5)	feature	–	an important part
6)	aid	–	money, food or medicine given free of cost
7)	facilities	–	things that people can use
8)	transport	–	ways of moving from one place to another such as bus or train
9)	entertainment	–	something that people enjoy

Important Words **Duration: 1 min**

- **Last class:** aid, facilities, transport, entertainment
- **Today:** –

Transactional Tip(s) **Duration: 28 min**

Peer Learning - Pair/Group:
(11 min):

- Ask learners to read 'H.O.T.S.' (TB: Pg. 32).
- Divide learners into pairs. Ask them to discuss and list the different transport facilities provided by the government in their areas and in the city.
- Read 'Amazing Facts' (TB: Pg. 32).
- Ask learners if they know what the pin code of the school address is.

Summarising:
(17 min):

- Summarise the levels and functions of government with the help of a spider diagram.
- Ask the learners to discuss the following questions with a partner.
  - What have you learnt about the government of India?
  - How does the government help you in your daily life?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) What are government facilities?

Annual Day:	Day:	Actual Date:	Page(s)
29/29	6/6	_____	32

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

1) With the help of adults, find the transport facilities provided by the government in your area. Also, talk to your neighbours and find out the most popular mode of public transport in your area.
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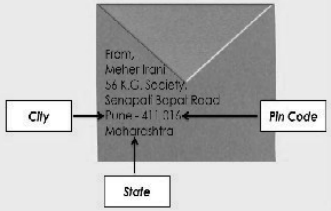

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7)	facilities	–	things that people can use
8)	transport	–	ways of moving from one place to another such as bus or train
9)	entertainment	–	something that people enjoy

Important Words

–

Transactional Tip(s)

Outdoor Learning:

- Take learners to a government facility.
- Have them conduct a brief interview with an official about the work done there.
- Ask learners to write a paragraph at home about what they learnt from the outing.

Note: This activity may take up an entire day or at least half a day of school and hence would need to be planned accordingly.

Class Pulse Check

1) -

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Arrange in the order of increasing size: Town, City, Village, State. (Ans. Village<Town<City<State)	Period 2 - village, town, city and state	
2	Which level of government is headed by a Chief Minister? (Ans. State government)	Period 3 - levels of a government	
3	Does the Government of India provide us with entertainment facilities? (Ans. Yes)	Period 4 - functions of the government	
4	**True/False:** All people perform the same function in a local municipality office. (Ans. False)	Period 5 - functions of people working in the government	

Post-lesson Reflection						
TB completed	Yes ☐	No ☐	WB completed	Yes ☐	No ☐	
Enthusiastic participation	😀 ☐	🙂 ☐	😐 ☐			
Concept clarity in the classroom	😀 ☐	🙂 ☐	😐 ☐			
Concept clarity through the workbook	😀 ☐	🙂 ☐	😐 ☐			

	Handhold Learners	Challenge Learners
Names		
Exam Revision Strategy	**Reteach** ☐ **Revise** ☐ **Practise** ☐	
App Report	**Number** _____	**Signature** _____

Teacher Reference: Textbook

Lesson 5: Parts of India and Its Government

Think

1) Will Mehnaz get the letter if Mr Irani writes just 'India' on the envelope? *(TB, Pg. 26)*

   (A) yes

   (B) no

Ans. (B) no

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

1) With the help of adults, find the transport facilities provided by the government in your area. Also, talk to your neighbours and find out the most popular mode of public transport in your area. *(TB, Pg. 32)*

Ans. Learner's response

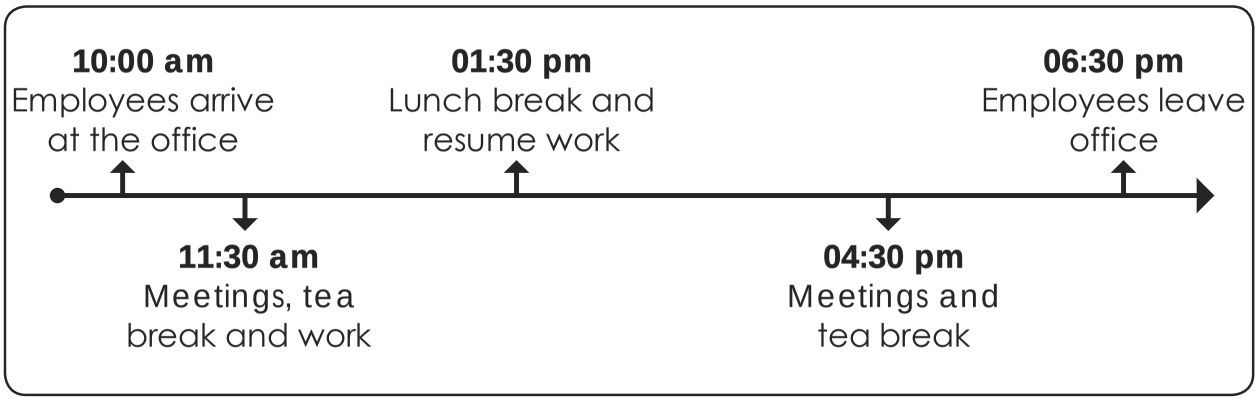
Sample: The government provides buses and trains in our area. The most popular mode of public transport in my area is the bus.

2) Visit a government office with your parents or family members. Talk to the people who work there. Learn about the different things they do. Try to create a timeline of the things they do in a day. *(TB, Pg. 32)*

Ans. Learner's response

Sample: I visited the local municipality office. People work in various departments there. Everyone was doing different things.

Note to Teacher: The timeline is given on the next page.


10:00 am
Employees arrive at the office
01:30 pm
Lunch break and resume work
06:30 pm
Employees leave office
11:30 am
Meetings, tea break and work
04:30 pm
Meetings and tea break

Parts of India and Its Government

Remembering

Multiple Choice Questions

1) Of which state is Dehradun the capital? [**B**]

(A) West Bengal (B) Uttarakhand

(C) Goa (D) Andhra Pradesh

2) How many states does India have? [**B**]

(A) 25 *(B) 28 (C) 27 (D) 26

***Note to teacher:** Please ensure learners are up-to-date with the current number of states and union territories in the country. At present there are 28 states and 8 UTs.

Fill in the Blanks

3) India is the world's **seventh** -largest country.

4) More than half of the Indian population lives in **villages**.

Very Short Answer Questions

5) Name the capital of Nagaland.

Ans. Kohima

6) Name the largest Indian state.

Ans. Rajasthan

Short Answer Question

7) What is a union territory? Name any one union territory.

Ans. A union territory is an area that is directly governed by the central government. Lakshadweep is a union territory.

Understanding

Match the Following

Column A		Column B	
8) municipal corporation	b	a)	local government present in towns
9) gram panchayat	d	b)	local government present in cities
10) municipal council	a	c)	looks after a state
11) state government	c	d)	local government present in villages

Short Answer Questions

12) Where is the central government of India located? Mention one of its main functions.

Ans. The central government of India is located in New Delhi. It makes decisions for the entire country.

13) Every citizen has some duties towards the country. Similarly, the government also has some duties. Briefly explain any two duties of the government.

Ans. It is the government's duty to preserve monuments, forests, water bodies and so on. Another duty is to provide aid during bad events such as earthquakes and floods.

Long Answer Question

14) Look at the pictures and identify them. Find out at least three differences between them.

Picture A

Picture B

Ans.

Picture A	Picture B
This is a village. a) It is smaller in size. b) It is less polluted. c) It does not have an airport. d) It has more greenery and open space. (Accept any three responses.)	This is a city. a) It is larger in size. b) It is more polluted. c) It has an airport. d) It has less greenery and open space. (Accept any three responses.)

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Application

Multiple Choice Questions

15) Which of the following is an example of public transport? [**D**]

(A)

(B)

(C)

(D)

16) Who among the following does not work for the government? [**B**]

(A)

Name: Kiran
Work: Repairs street lights

(B)

Name: Ali
Work: Cleans cinema halls

(C)

Name: Sam
Work: Teaches at a municipal corporation school

(D)

Name: Pammy
Work: Works as a supervisor in a local park

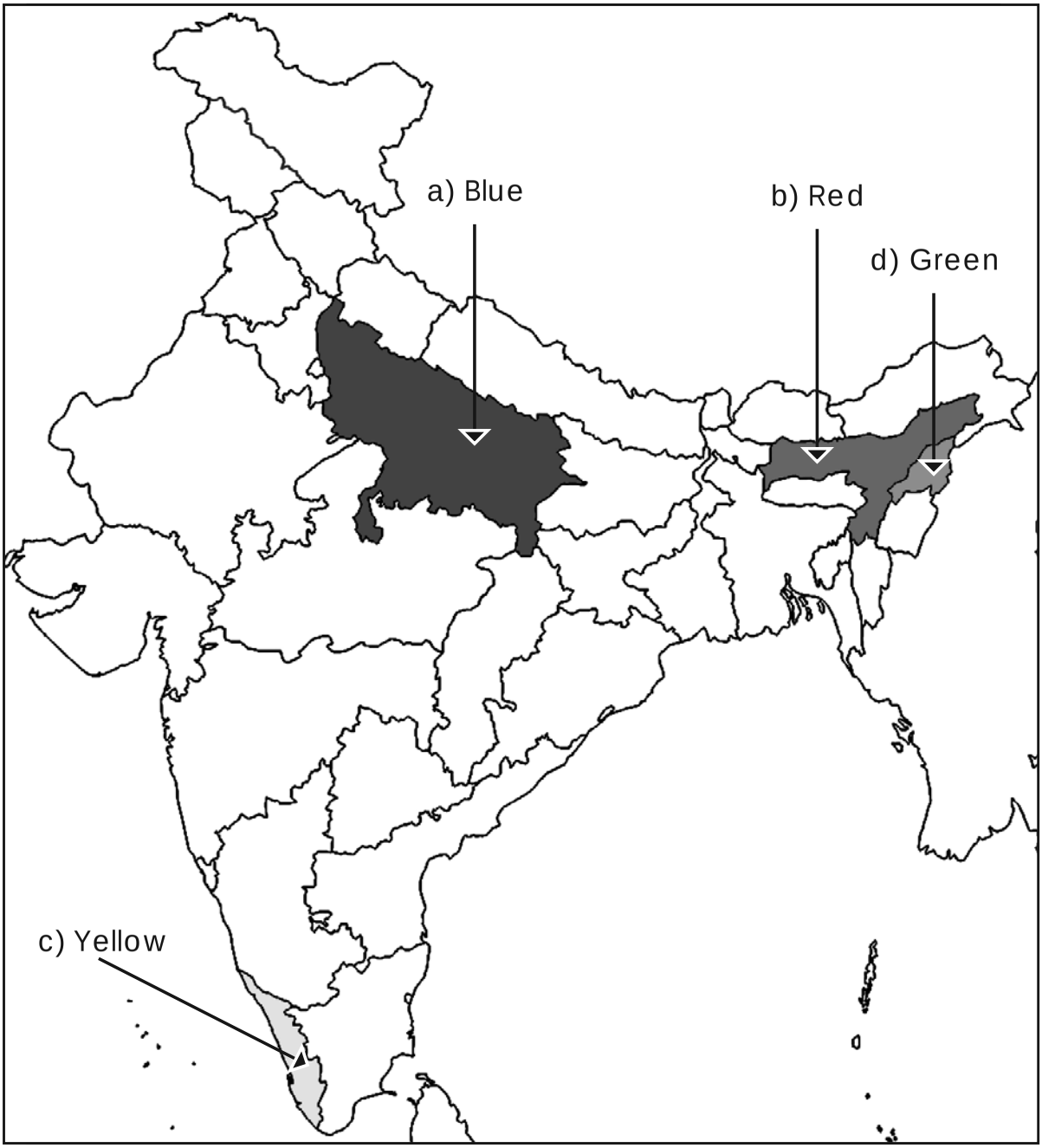
Short Answer Questions

17) Roshni has a park and a public library in her neighbourhood. Who do you think provides these facilities? What are these facilities also known as?

Ans. The government provides these facilities. These facilities are known as public facilities.

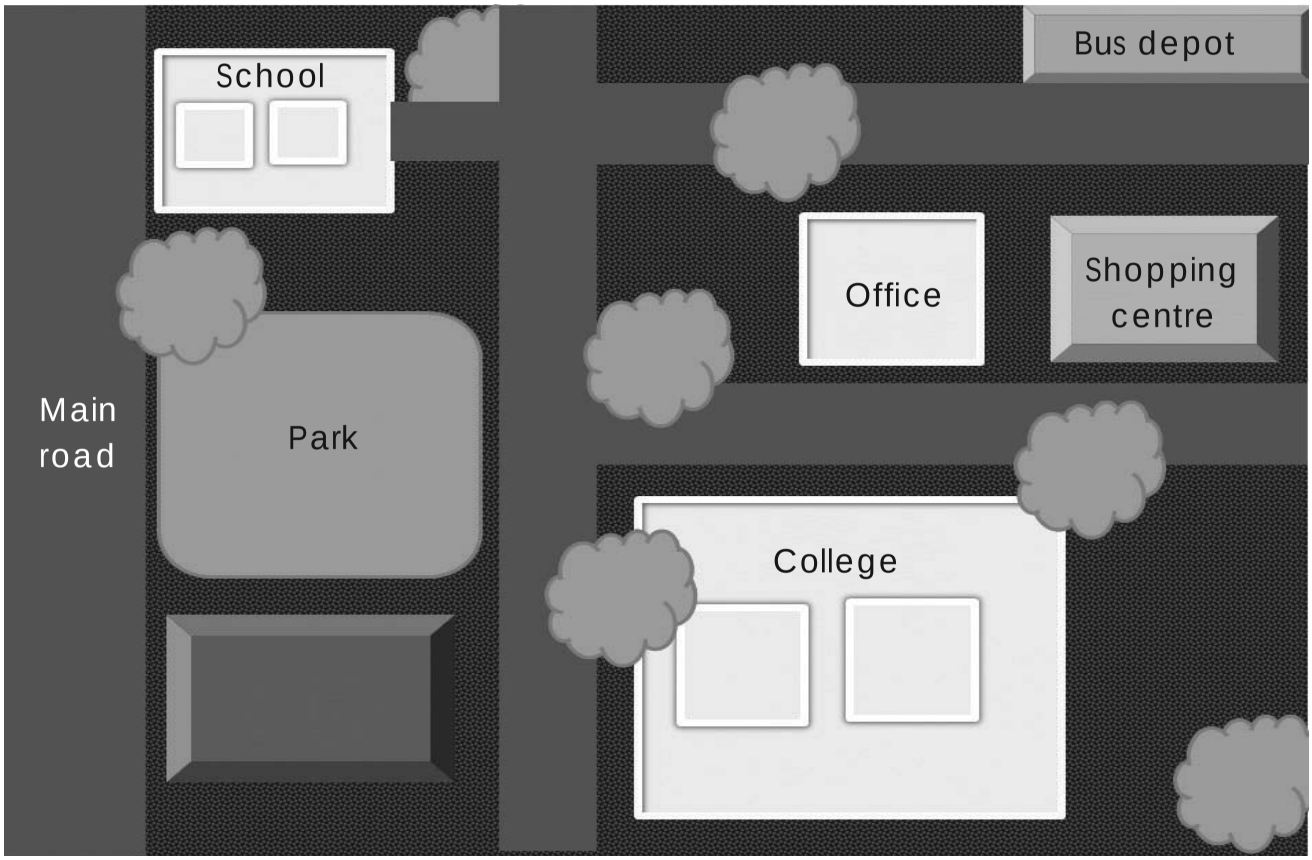
18) Colour the following states on the given map.

a) Uttar Pradesh (blue)
b) Assam (red)
c) Kerala (yellow)
d) Nagaland (green)



Long Answer Question

19) This is a map of Rahimpur. Name the facilities provided by the government. Classify these according to the types of facilities. Is any facility missing? Is the missing facility an important one?



Ans. The following types of facilities are provided by the government.

a) Educational facilities

b) Entertainment facilities

c) Public transport facilities

Healthcare facilities are missing. It is an important facility because the government is responsible for looking after the health of the people.

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

Long Answer Question

20) The government often conducts or organises camps on different problems such as cleanliness and health.

With the help of adults, find out about the camps conducted in your neighbourhood. Also, write about why you think these camps or drives were held.

Ans. Learner's response

Sample: An anti-polio campaign was recently organised in my neighbourhood by the government. During this campaign, children up to the age of five were given polio drops. These drops will protect the children from polio.

Map Practice

1) On the map of India, mark the following. You can use the political map of India given in Lesson 3 to complete the exercise.

a) the state that you live in

b) the capital of your state

c) the capital of Madhya Pradesh

d) the capital of India

e) the capital of Assam

f) the smallest union territory

g) the smallest state

h) the largest state

Ans.

Grade: 3, FA1

Subject: EVS - II

Lesson: The Solar System

Learning Outcome(s):

- Visualises how the Solar System and its parts look
- Acquires an understanding of the Solar System
- Distinguishes between the different parts of the Solar System

Integrated Art Form(s):

- Upcycling waste materials

Materials Required:

Ice-Breaker:

1) Printed out copies of the crossword (given after the Assessment Rubric at the end of the lesson plan)
2) Pen/pencil

Core Activity:

1) Waste materials such as old balls, newspapers, straws, ice-cream sticks, etc.
2) Paints
3) Paintbrushes
4) Glitter

5) Glue
6) Cutter/scissors

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Tutorial video on how to make a 3D model of the Solar System

Time Needed:

Ice-Breaker: 15 min

Core Activity: 50 min

Ice-Breaker:

Summary: Conduct a group activity where learners solve a crossword puzzle based on the solar system.

Procedure:

Step 1:

- Divide the class into groups of four.
- Distribute the printed out copies of the crossword (given after the Assessment Rubric at the end of the lesson plan) to the groups.

Step 2:

- Instruct learners to solve the crossword puzzle together.
- Allot 15 minutes for this activity.
- Conclude the activity with a discussion on the vastness of the universe.

Core Activity:

Summary: Conduct a group activity wherein learners upcycle waste materials into a model of our solar system.

Note: Learners must be instructed beforehand (at least one day prior to the activity) to bring waste materials to class, which they think would be required to make the model

Procedure:

Step 1:

- Divide the class into four groups.
- Show learners this tutorial video on how to make a 3D model of the solar system (if required) to help them understand the activity.

Step 2:

- Ask learners to use the waste materials that they have gathered for the activity.
- Inform learners that they can use the following items to make the different parts of their model:
    - Old tennis balls or waste paper balls for making planets
    - Old table tennis balls for satellites
    - Pebbles for asteroids
    - Bangles for Saturn's rings

Step 3:

- Ask learners to highlight the distinguishing features of each heavenly body in their model. For example, the rings of Saturn, the rays of the sun, the swirling stripes of clouds on Jupiter, etc.

- Show learners the following pictures to give them an idea about how their models may look like.

- Conclude the activity with a discussion on the heavenly bodies in our solar system and their features. The following questions can be asked to the learners.
    a. What makes the Earth different from other planets?
    b. Do they think there is life present on any other planet?

  Let them give reasons for their answers.

Extension Activity:

Ask learners to write down the names of the planets in our solar system, in the order of their size, in their notebooks. Instruct them to start their list with the smallest planet and end with the biggest.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

These activities facilitate learners' understanding of the universe, and help them visualise our solar system in great detail.

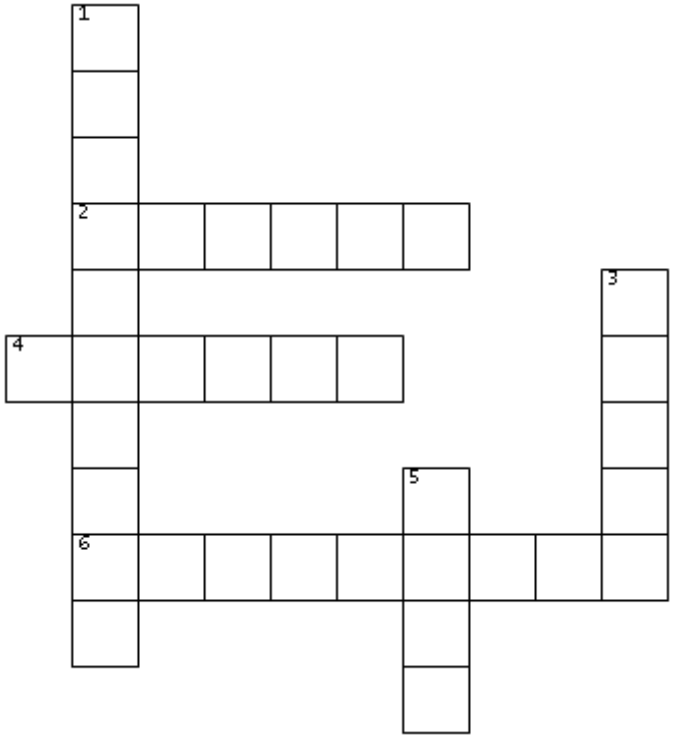
Suggested Rubric for Assessing Art Integrated Learning

	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
PARAMETERS	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.

CROSSWORD for the Ice-Breaker Activity

ACROSS
2. A collection of many planetary systems
4. A very big ball-shaped object found in space
6. Rocks found in the solar system

DOWN
1. Machine sent from India to Mars in 2013
3. The hottest planet in our solar system
5. Earth's natural satellite



Answer:

Grade: 3, FA2

Subject: EVS - II

Lesson: Using and Making Maps

Learning Outcome(s):

- Evaluates the use and importance of maps
- Understands geographical placements using a grid

Integrated Art Form(s):

- Warli Art

Materials Required:

Ice-Breaker:

1. 1 large chart paper
2. Post-it notes or sheets of coloured paper
3. Felt tip pens or colour pencils
4. Glue
5. Scissors

Core Activity:

1) Square sheets of paper
2) Pencil
3) Poster paints or pastel colours
4) Black sketch pens

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Jivya Soma Mashe - Warli Art
- Warli Art

Time Needed:

Ice-Breaker: 20 min

Core Activity: 45 min

Ice-Breaker:

Summary: Conduct an activity where learners create a seating arrangement map of their classroom.

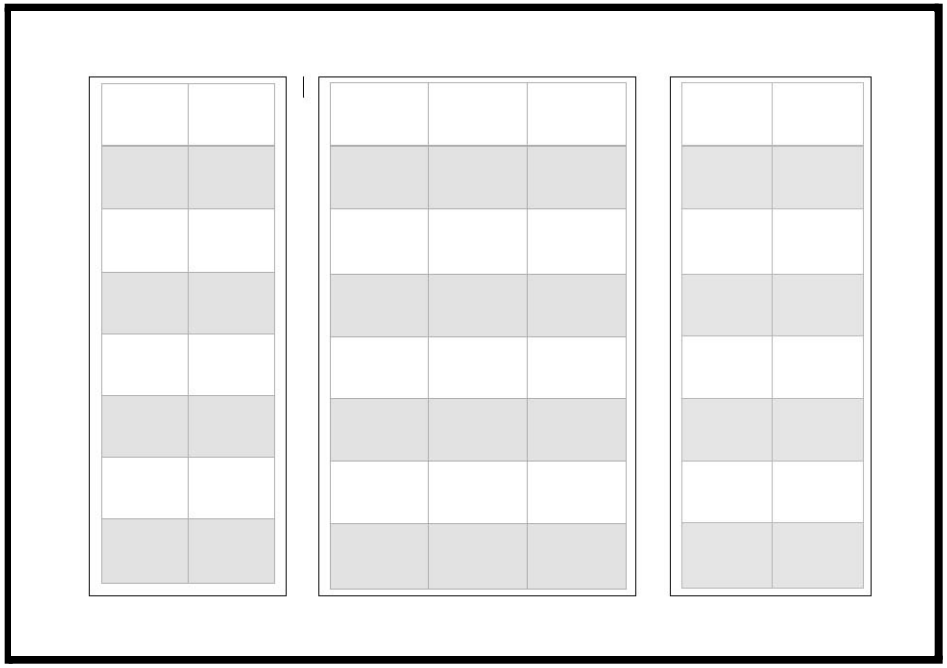
Procedure:

Step 1:

- Lay out the chart paper on the teacher's desk.
- Distribute post-it notes or coloured sheets to each learner.
- Ask learners to write their names on the paper and decorate it.

Step 2:

- Now invite learners to come up to the teacher's desk in turns and place their name tag in a manner that it would reflect where they sit in the classroom.
- Select learners at random (and not in the order of their seating) so that they have to figure out their place on the chart.
  Tip: Ask the learner who sits right in the center to come up first to place his nametag. This way, other learners can find their places from the center.
- In the end, the chart will look something like this, depending upon the seating arrangement of the class.



- Hang this chart up in class.

Step 3:

- Now, ask the learners to answer the following questions by looking at the map:
    a. Who sits in the northeastern-most corner of the class?
    b. How did they determine their seating position in class?
    c. Who sits to the east and the west of each learner? (Learners sitting in the corner rows can determine who sits to the north and south of them.)

Step 4:

- Talk to the class briefly about cartography. Tell them about how maps were first made and what the use of compasses is.

- Talk to learners about the various kinds of maps, particularly political maps, physical maps and thematic maps, and discuss why they are important.
- Tell learners about online navigation maps that we can view on mobile phones and how they help us.

Core Activity:

Summary: Conduct an activity where learners explore how to locate places on a map using Warli Art.

Procedure:

Step 1:

- Introduce learners to the Warli Art form. Tell learners about Jivya Soma Mashe who played a massive role in popularising the Warli Art form.
- Educate learners about Mashe and show them some of his works. Tell learners about the importance of indigenous art forms to the local communities that practise them.

Step 2:

- Show learners this video on Warli Art.
- Tell learners about where Warli Art is practised and the importance of indigenous art in any community or culture.

Step 3:

- Divide the class into groups of 3.
- Give each group a square sheet of paper with a 3x3 grid.
- Ask learners to number all the boxes in the grid by naming the rows with alphabets, and the columns with numbers. Therefore, each box will be named with a combination of an alphabet and a number, such as A1, B2, C3 and so on.
- Draw the following grid on the blackboard while you give the instructions to help learners follow.

A1	**A2**	**A3**
B1	**B2**	**B3**
C1	**C2**	**C3**

- Explain how to use the grids to draw the required motifs in Warli Art style by giving clear stepwise instructions to learners.

Step 4:

- Give learners a list of motifs that they can use. Ask them to pick any 3-5 motifs and draw them in the grid as they like.
- Given below is a list of motifs that can be used:
    a. A dancing woman

b. A man with a stick
c. Birds in the sky
d. Grass/short plants
e. A drum
f. A person playing the drum
g. A child flying a kite
h. A palm tree
i. A small hut
j. A sun
k. A woman with a pot on her head
l. A person playing the flute

- Ask learners to colour the motifs as they have previously seen in the instructional video. Learners can colour either with paints or crayons, as they see fit.

Step 5:

- Once learners are done with their paintings, ask them to present their grids to the class.
- Ask some follow-up questions like the ones given below, to answer which, learners have to locate motifs in their paintings using the grid.
  a. Which motif is located in grid B1?
  b. Are any motifs sharing two squares? If yes, name the two squares.
  c. Is there any square where no motifs have been added? Name it.

Extension Activity:

- Ask learners to enter their home addresses on Google Earth. They must take a screenshot and print the picture of their home as shown on Google Earth. They can paste this picture in their books.
- Give learners a political map of India. Ask them to colour any 10 states or Union Territories of India and to mark and memorize the names of their capital cities.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

The activities facilitate learners' understanding the importance of maps, and help them explore how to create maps and use them.

Suggested Rubric for Assessing Art Integrated Learning

PARAMETERS	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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Grade: Grade 3, SA 1

Subject: EVS - II

Lesson: Parts of India and its Government

Learning Outcome(s):

- Assesses the functions of the different parts of the Indian government
- Develops an understanding of the different levels of the Indian government - in villages, towns, cities and states

Integrated Art Form(s):

- Collage making

Materials Required:

Ice-Breaker:

1) Paper for making chits
2) Thumb tacks

Core Activity:

1) Paper
2) Glue
3) Old newspapers/magazines/waste paper
4) Markers

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Collage making

Time Needed:

Ice-Breaker: 20 min

Core Activity: 50 min

Ice-Breaker:

Summary: Conduct an activity to teach learners features of the different levels of government.

Procedure:

Step 1:

- Divide the class into two groups.
- Instruct Group A to make chits with features of the different levels of the government. For example:
    - Located in New Delhi
    - Headed by Chief Minister
    - Looks after roads and water supply
    - Takes care of defence matters

Step 2:

- Make three columns on the board with the headings ‘Central Government’, ‘State Government’ and ‘Local Government’.
- Ask members of Group B to open the chits and write down the given features on the board in the correct columns.
- Allot 20 minutes for this activity.
- After the activity, summarise the functions of each level of government.

Core Activity:

Summary: Conduct a group activity in which learners use the techniques of collage making to design an awareness poster about the works of the government at different levels.

Procedure:

Step 1:

- Divide the class into three groups.
- Assign a topic to each group, namely city, town or village..

Step 2:

- Introduce learners to the craft of making a collage.
- Share the video on collage making to help them gain a better understanding of the process.

Step 3:

- Ask learners to name a few services that the government provides us with, for our welfare - e.g., healthcare, education, public transport and so on.
- Ask each group to select one of the mentioned services and design an awareness poster highlighting key features of the chosen service. Note: Each group must select one service and highlight it in the assigned level of administration. For example, the group assigned 'city' can choose to create their awareness poster on the public transport system.
- Ask learners to decorate their posters using collages. Ask them to paste pictures related to their chosen service. For example, the group which makes a poster on the public transport system can paste pictures of vehicles (buses, trains, cars and so on), different people that work in this service sector (such as bus conductor, auto-rickshaw driver), etc. to make the collage more detailed.
- Instruct learners to include the following points in their posters.
    a. What are the good aspects of the service?
    b. What are some of the problems commonly faced when availing the service?
    c. How accessible are these services to the common people?
    d. How can these services be improved?

Step 4:

- Allot 50 minutes for this activity.
- Once learners complete the activity, display their posters in class and have a discussion on the services that the government should improve. For example, better sanitation facilities in villages, improved transport services in the suburbs and towns, and so on.

Extension activity:

Ask learners to play this game on India's states and union territories with the help of their parents.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity facilitates learners' analysis of the different units of the government and their functions at different levels through the craft of collage making.

Suggested Rubric for Assessing Art Integrated Learning

	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
PARAMETERS	RATING	4	3	2	1
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Grade: 3, SA 1

Subject: EVS II

Concept: India's Physical Features

Learning Outcome(s):

- Identifies the physical features of India
- Develops an understanding of the location of India in relation to its neighbours

Integrated Art Form(s):

- Grain Art

Materials Required:

Ice-Breaker:

1) A4/A3 sheets
2) Sketch pens (yellow, brown, green, blue)

Core Activity:

1) An enlarged print of a map of India and its neighbours (given after the Assessment Rubric at the end of the lesson plan)
2) Different types of grains and pulses
3) Glue
4) Craft paper

5) Cardboard
6) Poster colours
7) Markers
8) Brushes

Resources (External References):

Ice-Breaker:

- The tippy tippy tap game

Core Activity:

- Grain Art

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

Ice-Breaker:

Summary: Conduct a group activity where learners make a tippy tippy tap game based on the location and the physical features of India.

Procedure:

Step 1:

- Divide the class into groups of four.
- Inform learners that they are going to make a paper folding game called tippy tippy tap after they watch a tutorial video on how to make it.
- Play the video. Ask the groups to follow the instructions given in the video to make their tippy tippy tap game.

- Instruct the groups to write questions related to the physical features and the location of India on the outside flap of the folded triangles.
- You can help the groups by giving them the following examples of questions they can write:
    a) Which region lies to the south of the Himalayan Mountains?
    b) Which region is also known as the Thar Desert?
    c) Which river divides the Peninsular Plateau into two parts?
    d) Name the group of islands located in the Arabian Sea.
- Ask the groups to write the answers to the questions under the folded triangle flaps.

Step 2:

- After the groups have made their games, they can take turns to ask questions to members of other groups.
- Allot 20 minutes for this activity.
- Conclude this activity with a discussion on the physical features of the region the learners live in.

Core Activity:

Summary: Conduct a group activity that helps learners learn about the location of India and employ the techniques of grain art to make a physical map of India along with its neighbours.

Procedure:

Step 1:

- Divide the class into ten groups.
- Assign one neighbour of India to each group. India can be assigned to two groups. Each group takes a separate area on the map to work on.
- Give the enlarged map of India and its neighbours (provided after the Assessment Rubric at the end of the lesson plan) to the groups for tracing their assigned countries.
- Ask the groups to paste the traced outline of the country on cardboard and cut it out along the traced lines.

Step 2:

- The groups can choose the grains they want to paste. Suggest using smaller grains for the pasting activity to make the task easier and faster.
- Ensure that learners use different grains for each country.
- Show learners this video to show how grain pasting must be done.
- Allot 45 minutes for this activity.

Step 3:

- After the activity, keep the maps away for drying, and assign each group a slot (day and time) for displaying their map.
- Ask learners to write the names of the countries assigned to them and paste on the respective maps. Assemble the maps of all the groups in the area assigned for displaying the maps.
- Install the cut-outs as per the map of India and its neighbours (provided after the Assessment Rubric at the end of the lesson plan).
- Allot 15 minutes for this activity.

Step 4:

- Ask learners if they can locate India and name its neighbours.
- Conclude the activity by discussing why it is important to maintain good relations with the neighbouring countries.

Extension Activity:

Ask learners to find out the capitals and currencies of India's neighbours and write them in your notebook.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

These activities facilitate learners' analysis of the location of India vis-à-vis its neighbouring countries.

Suggested Rubric for Assessing Art Integrated Learning

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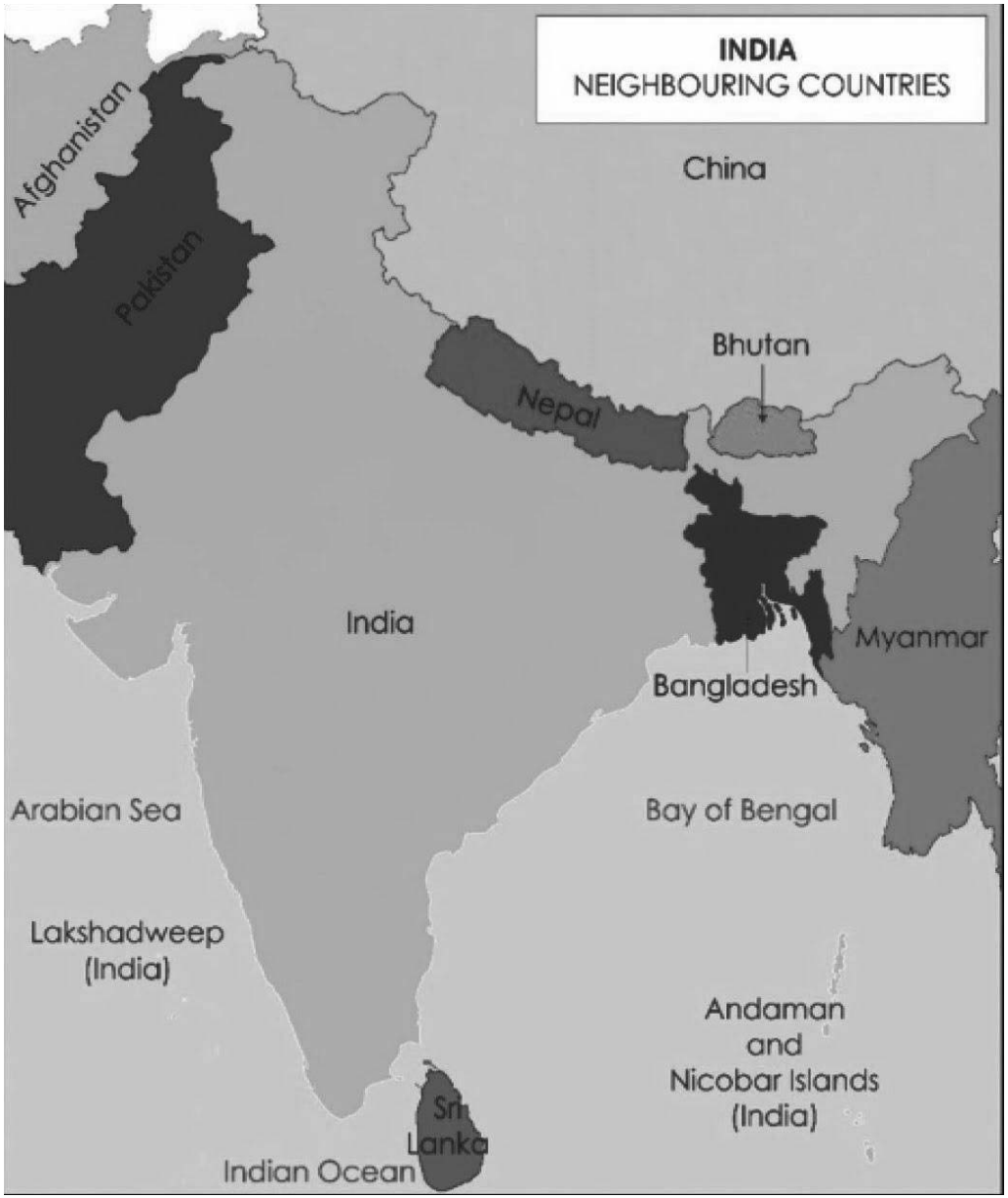
Images for Core Activity



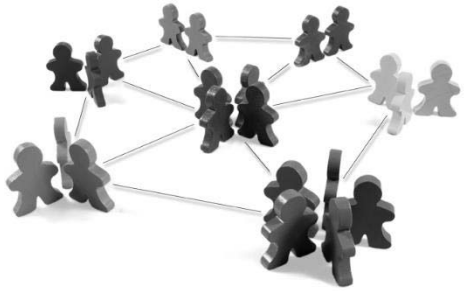
How to Create an Effective Learning Environment?

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

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

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

Social studies is all about locating oneself in the complex maze of society and understanding how the world is interrelated. The goal of social studies for learners at the primary level is to develop an understanding based on observation and illustration rather than abstraction. Below are some goals of teaching social studies at the primary school level:



- ☆ to develop the skills of observation, identification and classification
- ☆ to develop in learners a holistic understanding of the environment with an emphasis on the inter-relationship of the natural and social environments
- ☆ to sensitise learners to social issues and develop in them a respect for difference and diversity

While social studies is a fascinating subject, learners often find it difficult to like if they come to think of it as just a lot of rote learning. Teaching-learning of social studies can in fact be one of the most enjoyable experiences of school life if done through innovative ways. Here are some ideas and ways for making the teaching of social studies more engaging and relevant:

1) **Use ample graphic organisers and visual aids:** Social studies is a subject that particularly requires more graphic organisers and visual aids to make it come alive and help learners 'see' what is being taught or discussed. Do not lose any opportunity to represent something visually, be it a mind map, a geographical map or a timeline to organise information.

2) **Relate it to their lives:** Social studies has 'life around us' as its basis. If this connection does not come out clearly while teaching the subject, there is a high possibility of learning happening by rote. Especially for the primary level, ask learners to share examples from their lives. Ensure you have an inclusive approach and do not allow any biases to creep into the discussion.

3) **Cooperative and peer learning:** This is a method that works really well with social studies. At the primary level, it is important to develop empathy in learners. The easiest way of doing this is by exposing them to the perspectives and lives of their classmates.

Remember to be sensitive to aspects of gender, religion, caste and class in your classroom.

We do not see things as they are, we see things as <u>we</u> are.

End-of-Term Reflection

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

1) _____

2) _____

3) _____

4) _____

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

1) _____

2) _____

3) _____

4) _____

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

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

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

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

1) _____

2) _____

3) _____

4) _____

5) _____