Teacher Companion Book

classklap BY Eupheus

Rosewood

EVS - II (Social Studies)

Name of teacher:_____

Section(s) taught:_____

Class 4

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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Contents

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

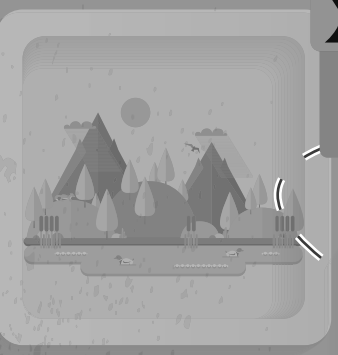
Introduces new concepts to build on the prerequisite knowledge/skills to understand and achieve the objective of the topic

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.

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.

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

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

Quick questions to check learners' understanding

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

What?

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

Why?

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

How to use?

Teacher

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

Learners

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

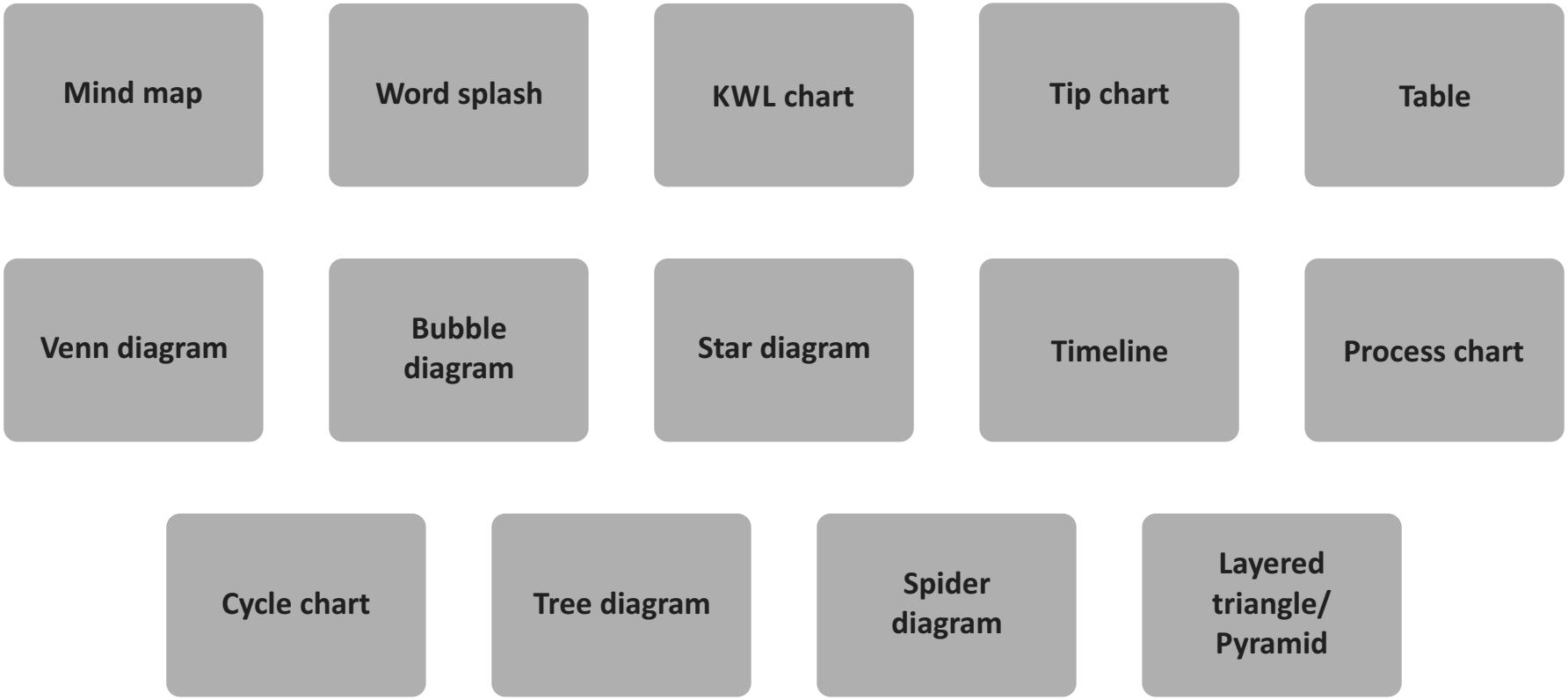
Sample

- 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.

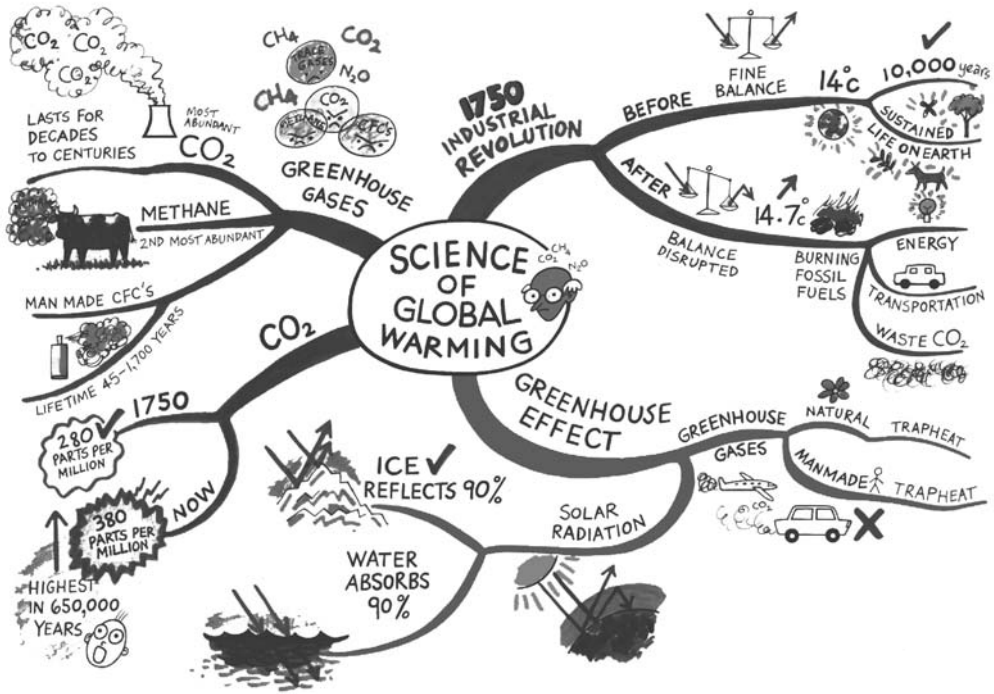
Note: Descriptions provided for samples of teaching strategies may vary from the content in the 'Transactional Tip' section of the lesson plan. Teachers need to plan on the same lines.

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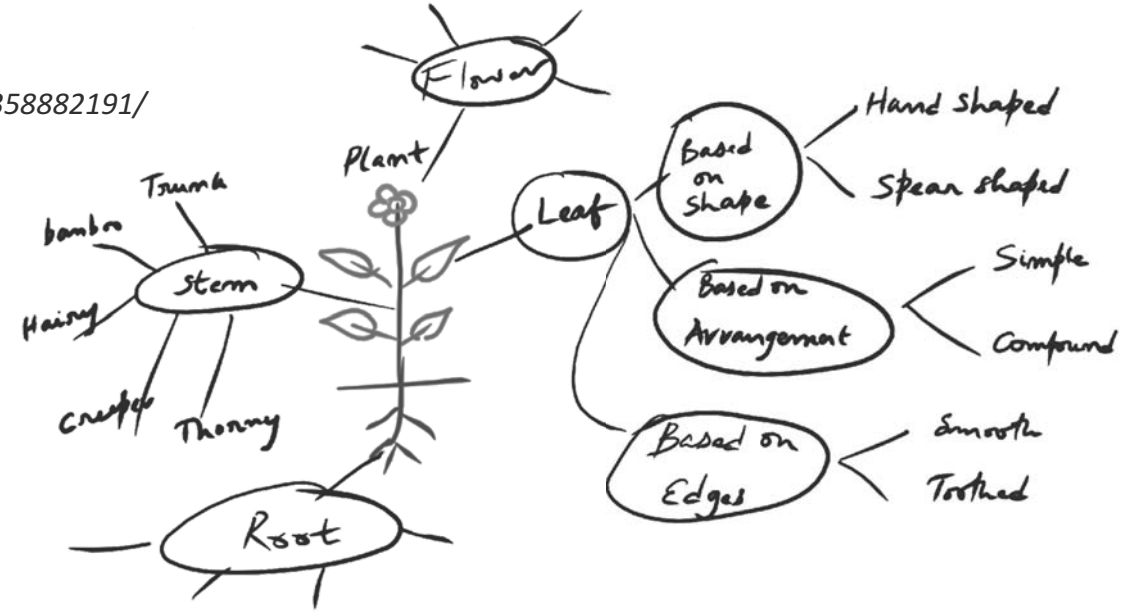
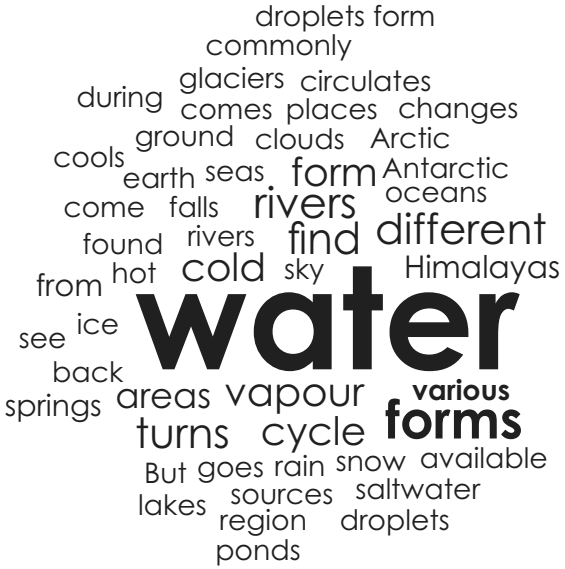
- Useful to build connections between concepts
- Helps in understanding information and discovering new relationships

Sample blackboard illustration:



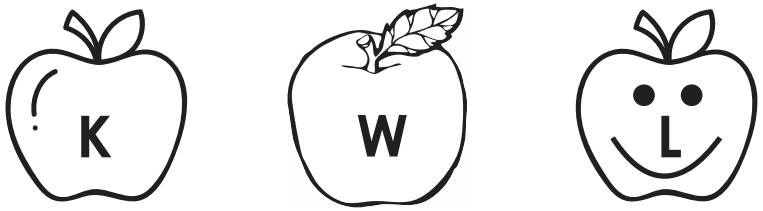
Word splash



- 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

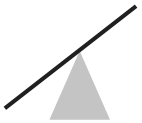
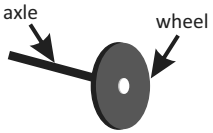
KWL chart

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.	

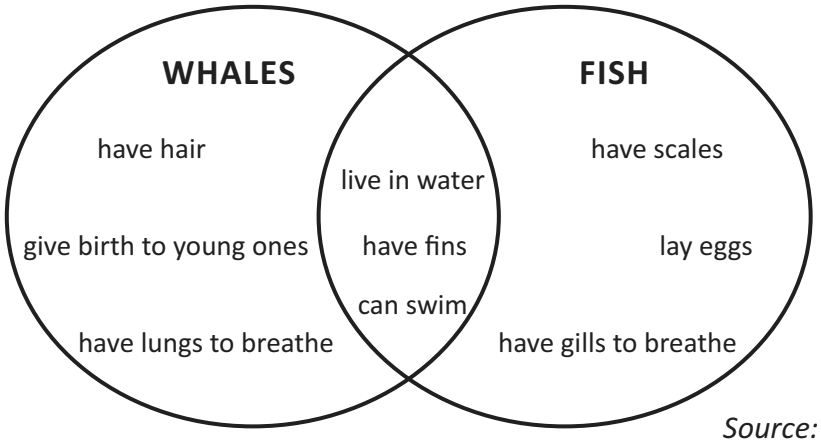
Helps learners to remember and understand complex terms with the help of pictures and information

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

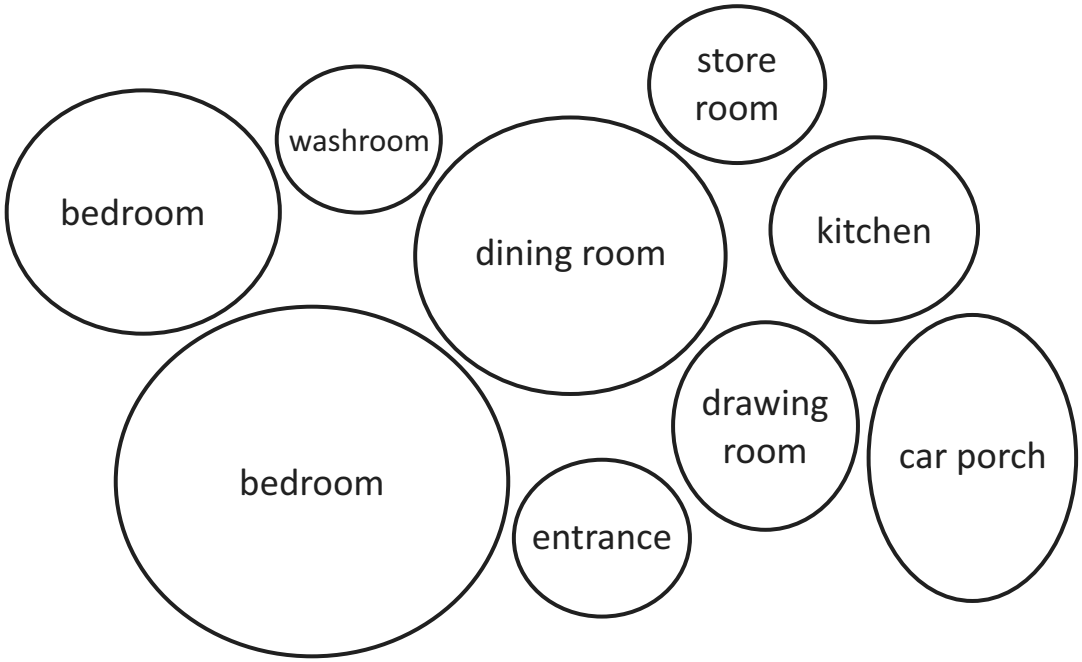


- Useful for remembering logical relationships between groups of things
- Can be used to indicate what is common and what is different between two things or groups of things

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

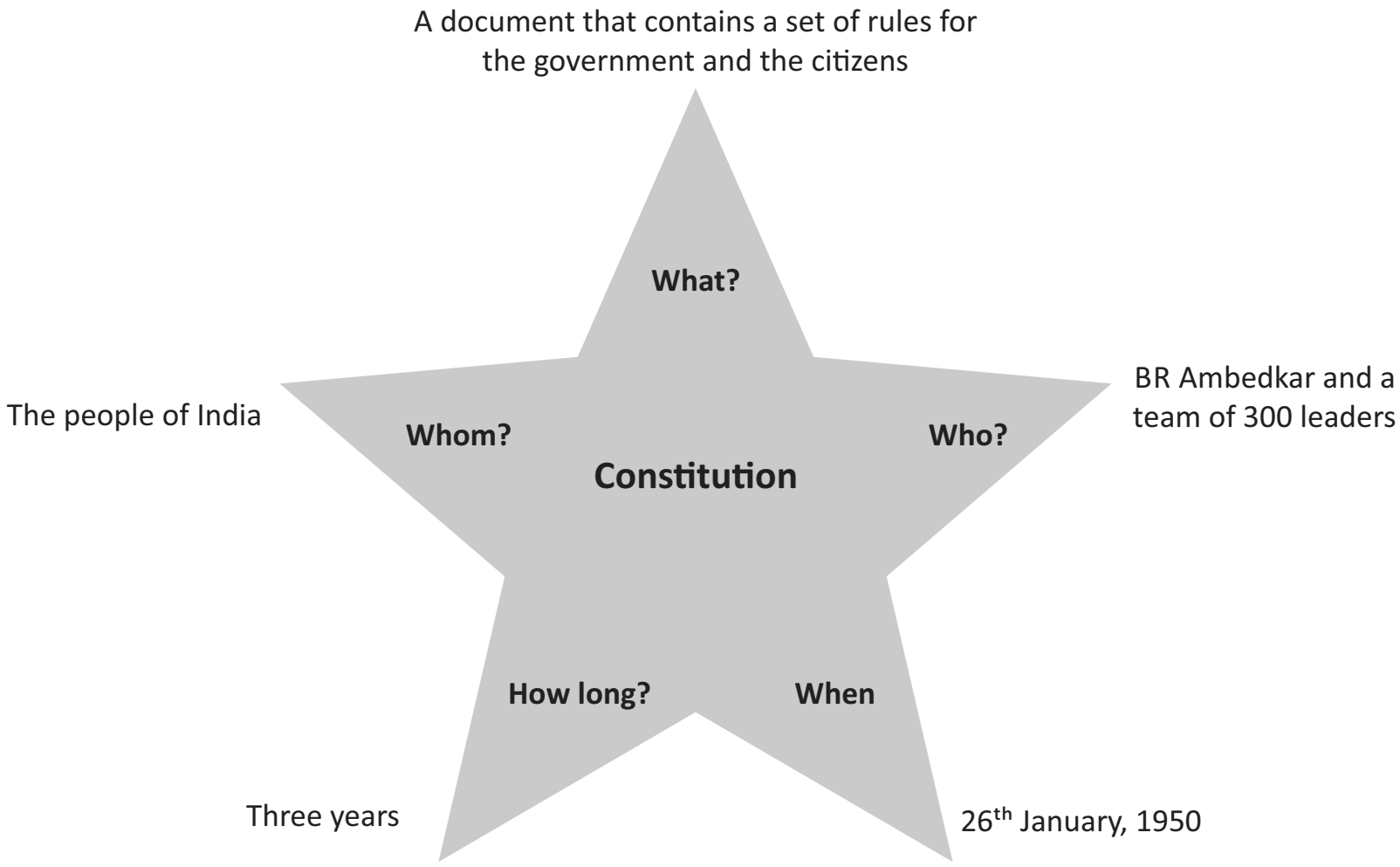
Bubble diagram

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



Star diagram

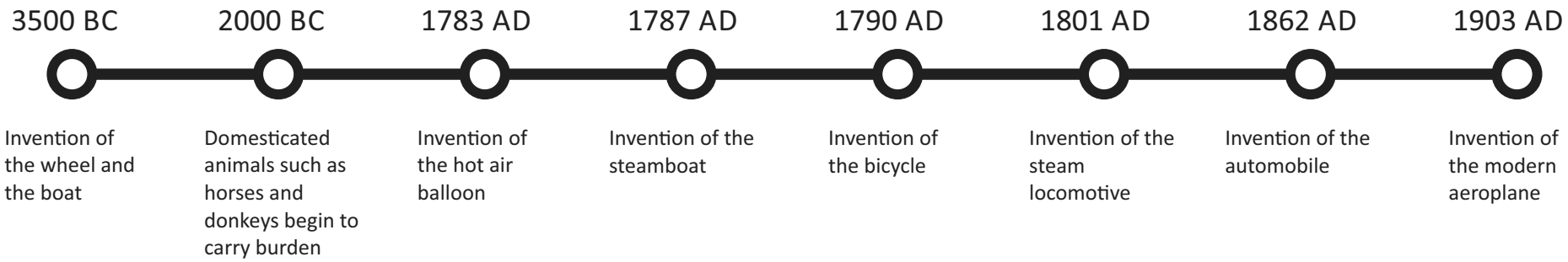
Can be used to describe the key points of a story or event using the 5Ws



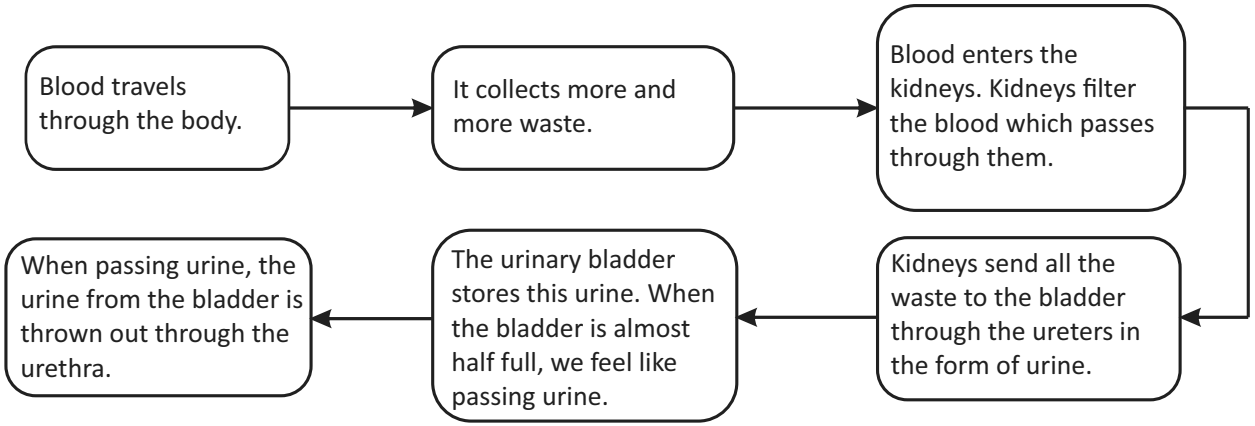
Timeline

Useful to recall events in chronological order with dates

Timeline of evolution of transportation

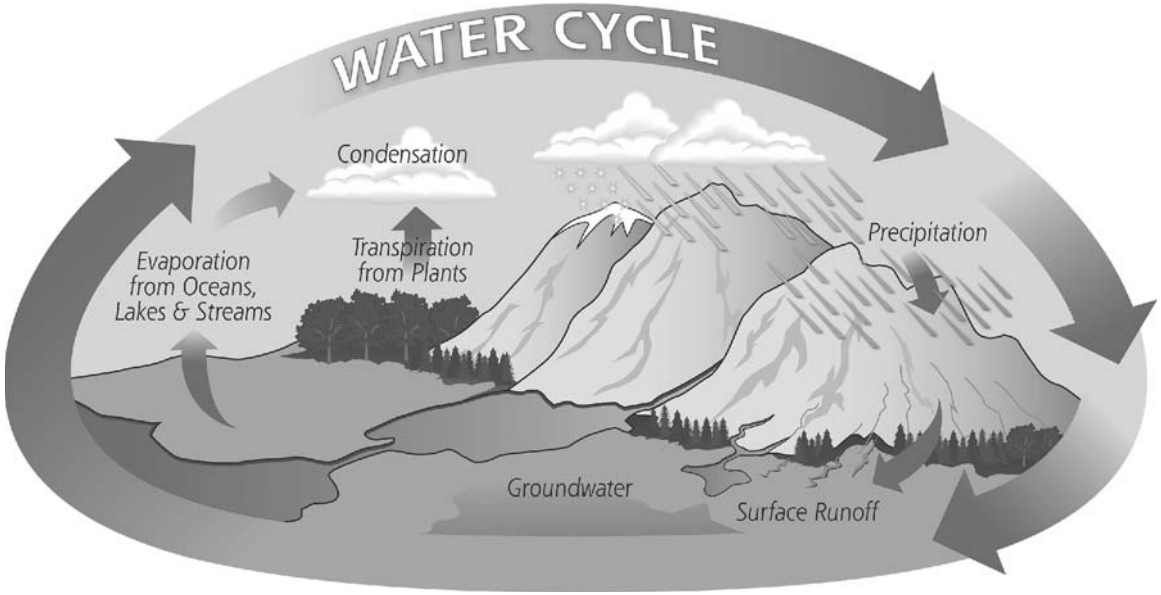


Process chart



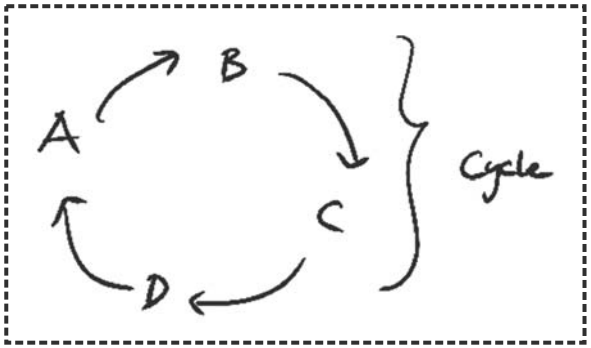
Useful to represent and remember information that follows a particular sequence

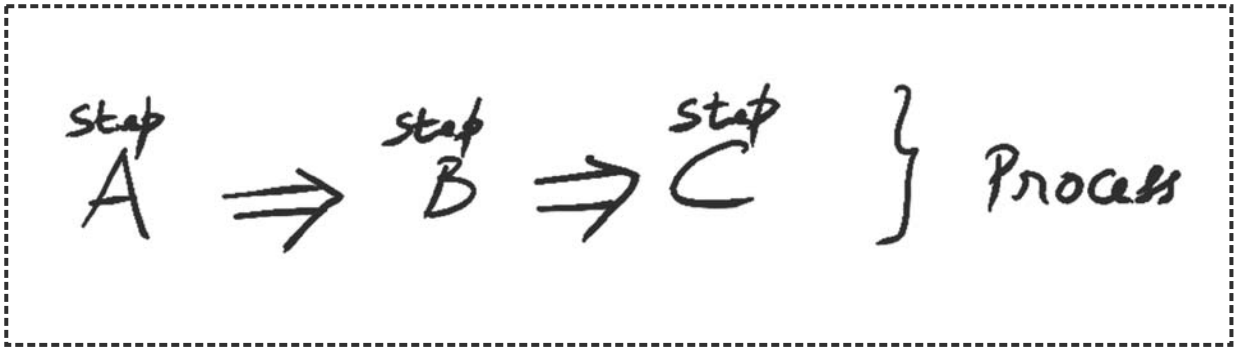
Cycle chart



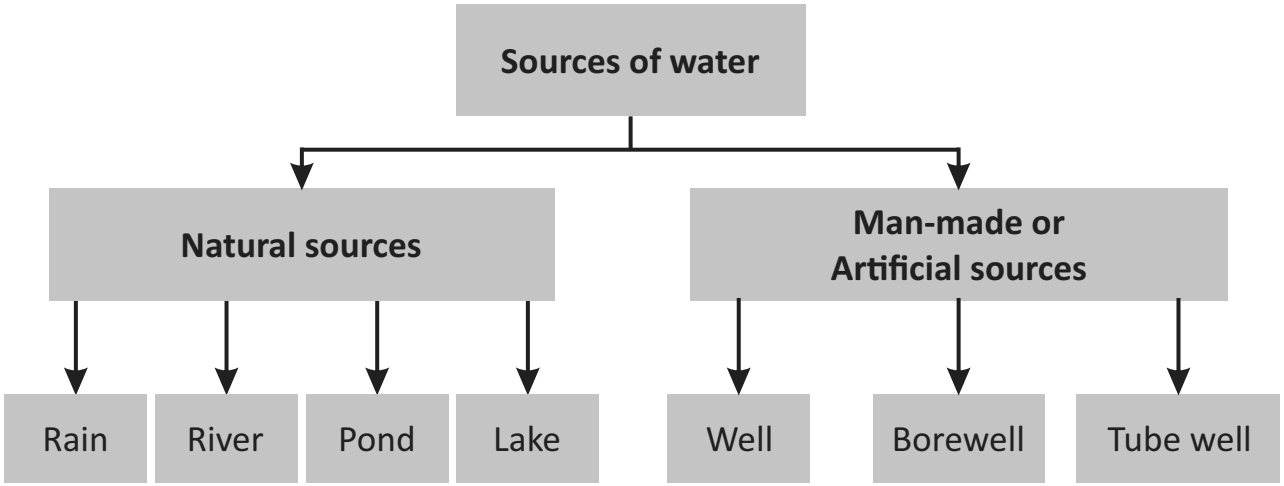
- Useful to represent and remember information that follows a particular sequence
- Both open-ended simple process or closed cycles can be used

Sample blackboard illustrations:





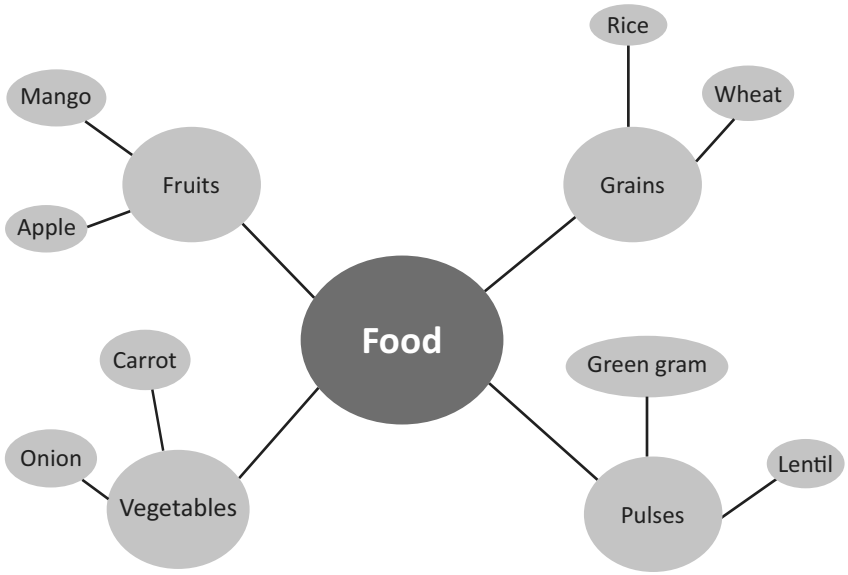
Tree diagram



Helps in classifying or categorising information

Spider diagram

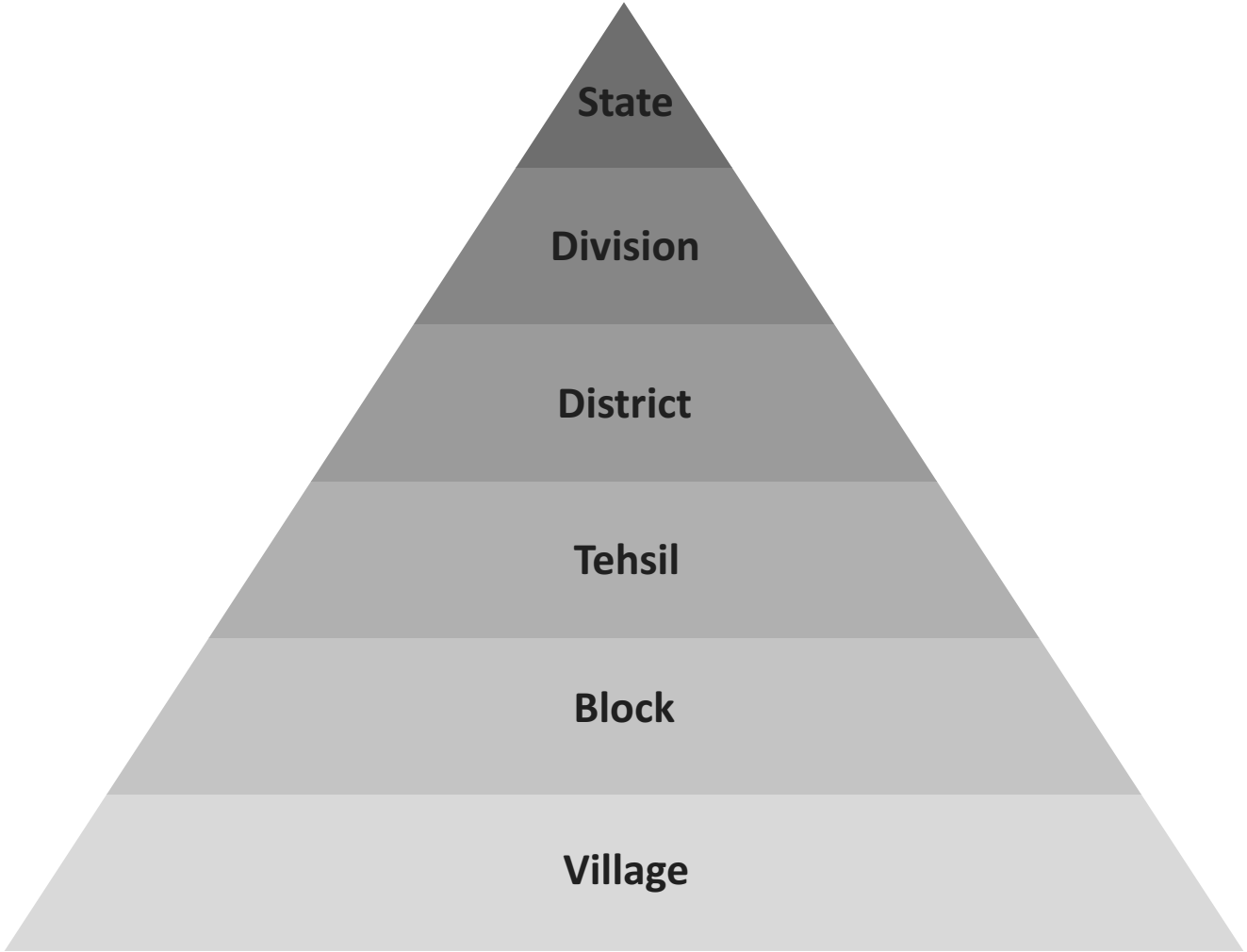
- Useful to represent and remember complex topics
- Useful to build connections within a concept or between concepts



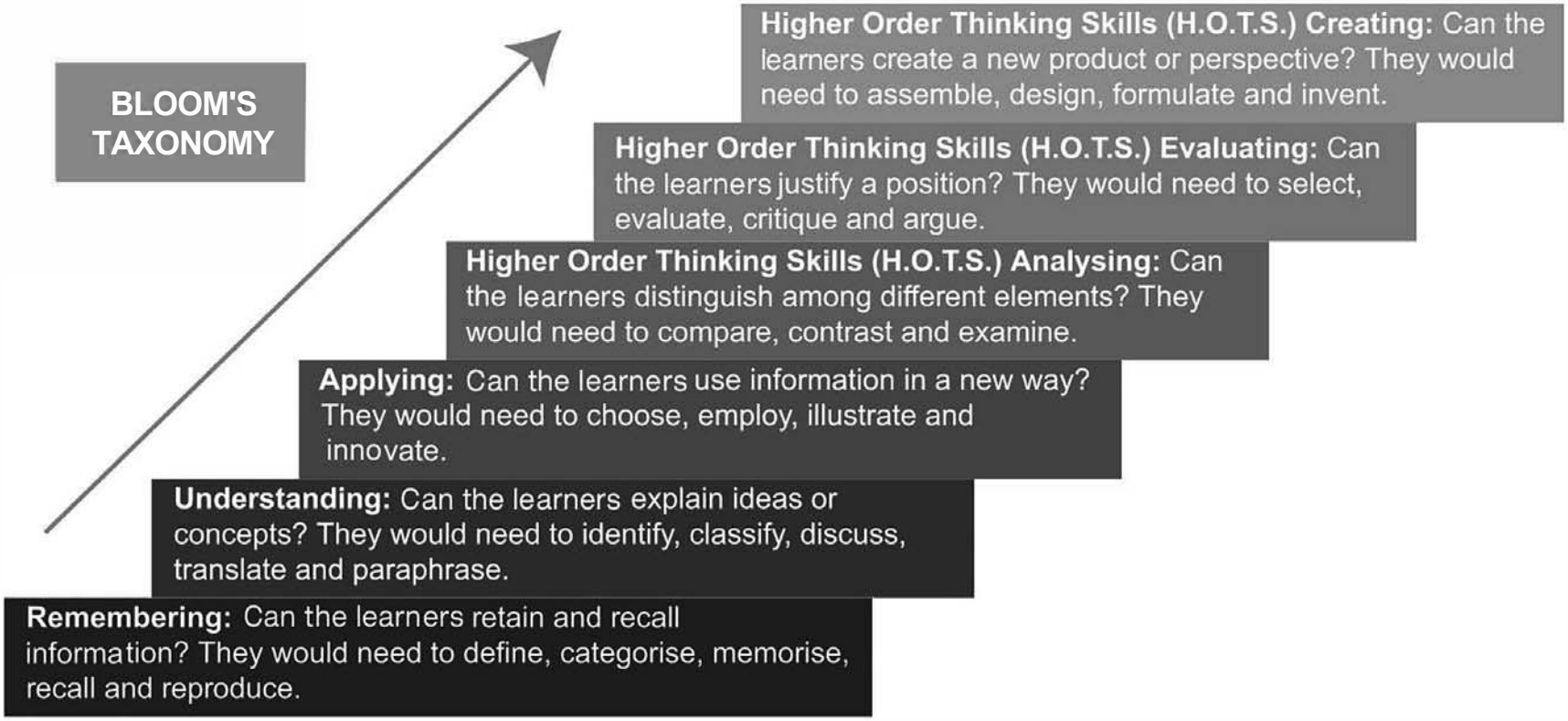
Layered triangle/Pyramid

- 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 4 SST 2 Part						
Part	Lesson No.	Lesson Name	Teaching Days	Exam Syllabus		
				FA Coverage	SA Coverage	PA Coverage
1	1	Explorations, Discoveries and Inventions	6	FA1	SA1	PA1
1	2	Continents and Oceans on Earth	6	FA1	SA1	PA1
1	3	What Does the Earth Look Like?	6	FA2	SA1	PA1
1	4	Understanding Rivers	5	FA2	SA1	X
1	5	India's Rivers	5	X	SA1	X
2	6	Natural Resources: Forests	5	FA3	SA2	PA2
2	7	Natural Resources: Soil	5	FA3	SA2	PA2
2	8	Indian History and Culture	6	FA4	SA2	PA2
2	9	The Indian Constitution	6	FA4	SA2	X
2	10	Public Facilities	5	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 4

			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 4

			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 4

			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 4

			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 4

			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 4

			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 4

			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_50M

EVS-II - Class 4

			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_40M

EVS-II - Class 4

			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_80M

EVS-II - Class 4

			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
Online Resource	World Map	1) Explorations, Discoveries and Inventions
	World Map	2) Continents and Oceans on Earth
	/ndiaPhysical M Map □	3) What Does the Earth Look Like?
	World Map	
		4) Understanding Rivers
	India Physical Map	
	India Physical Map	5) India's Rivers
	India Political Map	
Learners to bring	Chart paper	1) Explorations, Discoveries and Inventions
	Colours	
	Blank sheet of paper	
	Blank sheets of paper	2) Continents and Oceans on Earth
	Colours	
	Atlas	

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Learners to bring	Modelling clay	3) What Does the Earth Look Like?
	Colours	
	Blank world map	
	Colours	
	Blank sheets of paper	4) Understanding Rivers
	Blank sheets of paper	5) India's Rivers
	Blank map of India	
Teacher to arrange	Pictures of famous explorers	1) Explorations, Discoveries and Inventions
	Chart Paper	2) Continents and Oceans on Earth
	Globe	
	Smartphone with a map application	
	Newspaper clippings on river pollution	4) Understanding Rivers
Storyweaver resource	Miss Bandicota Bengalensis Discovers the Old Caves	1) Explorations, Discoveries and Inventions

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Online resource	Soil Chart	7) Natural Resources: Soil
	Kingdoms Chart	8) Indian History and Culture
	Dutiful Citizen Chart	9) The Indian Constitution
	Our Villages Chart	10) Public Facilities
Learners to bring	Blank sheet of paper	6) Natural Resources: Forests
	Chart paper and colours	
	Pictures of different types of forests	
	Blank political map of India	7) Natural Resources: Soil
	Blank sheets of paper	
	Chart paper and sketch pens	
	Chart papers and sketch pens	8) Indian History and Culture
	Colours	
	Blank sheet of paper	
	Blank sheets of paper	9) The Indian Constitution

Teaching Aids List (For Planning)

Type of Teaching Aid	Name of the Teaching Aid	Lesson Used in
Learners to bring	Blank sheets of paper	10) Public Facilities
	Chart paper and sketch pens	
	Colours	
Teacher to arrange	Blank sheets of paper	9) The Indian Constitution
	Pictures of damaged public property and monuments	

LESSON PLANS AND TEACHER REFERENCE MATERIAL

A – Curriculum to Learning Objectives:
Study of Maps and Introduction to History

Prior Knowledge	• *How people travelled many years ago* • *How to study past events* • *The Earth as a planet*

Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
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 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	9	What Is History?	9.a 9.b 9.c 9.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
4	1	Explorations, Discoveries and Inventions	1.a 1.b 1.c 1.d	• explorations, discoveries and inventions • differences between discoveries and inventions • discoveries and inventions used in daily life • a few everyday things that have been invented by children
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	• the positions of continents and oceans • continental drift • latitudes and longitudes • finding a sea route from one place to another
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

A – Curriculum to Learning Objectives:
Study of Maps and Introduction to History

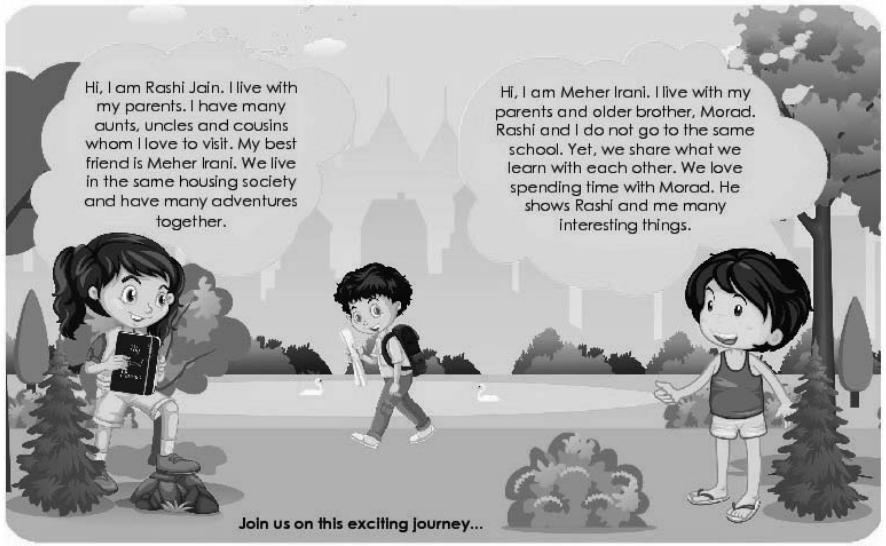
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
5	2	Latitudes and Longitudes	2.a 2.b 2.c 2.d	• latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • time difference and standard time • using longitudes to calculate time
5	4	Early Human Beings	4.a 4.b 4.c 4.d	• early human beings • changes in early human beings • how agriculture and tools changed the lives of early human beings • comparing modern and ancient clothing
5	5	Ancient Civilizations	5.a 5.b 5.c 5.d	• meaning of civilization and life in ancient civilizations • why ancient civilizations grew • how climate is related to civilization • features of ancient civilizations

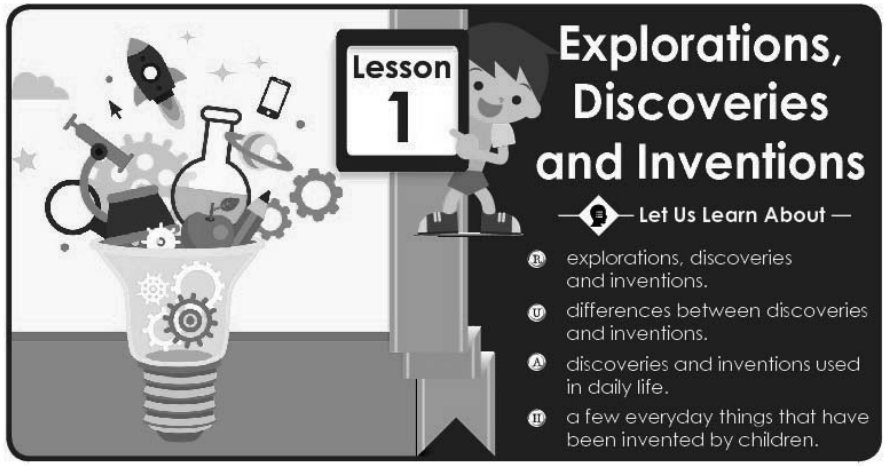
B – Vision-to-Action Plan: 1 Explorations, Discoveries and Inventions

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	1-3 (THK, REM)	1.a	• Recognise the characters of Rashi, Meher and Morad • Define exploration and discuss some famous explorers	• Interactive Discussion • Guided Learning	• World Map • Pictures of famous explorers	WB: Pgs. 1, 2 (Q 3, 4, 11)	WB: Pg. 2 (Q 12)	
2 DD/MM/YYYY	3-4 (REM)	1.a	• Define discovery and invention • List some useful discoveries and inventions	• Interactive Discussion	–	WB: Pg. 1 (Q 1, 2)	Bring chart paper and colours.	
3 DD/MM/YYYY	4 (REM)	1.a	• Make a poster on an important discovery or invention	• Activity Method	• Chart paper and colours	WB: Pg. 2 (Q 7)	Find out about some famous inventions and discoveries.	
4 DD/MM/YYYY	4-5 (UND)	1.a 1.b	• Analyse the importance of discoveries and inventions • Distinguish between discoveries and inventions	• Flipped Classroom	–	WB: Pg. 2 (Q 8, 9, 10)	WB: Pgs. 3, 5 (Q 15, 19) 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	5 (UND, APP)	1.b 1.c	• List a few important discoveries and inventions used in daily life	• Guided Learning • Peer Learning – Pair	• Blank sheet of paper	WB: Pg. 4 (Q 16, 17)	WB: Pg. 2, 3 (Q 13, 14)	
6 DD/MM/YYYY	6 (H.O.T.S., AF)	1.a 1.b 1.c 1.d	• List some of the inventions designed by children • Summarise the concepts covered in the lesson	• Interactive Discussion • Summarising	–	WB: Pg. 2 (Q 5, 6)	WB: Pg. 5 (Q 18, 20)	

Annual Day:	Day:	Actual Date:	Page(s)
1/28	1/6	_____	1,2,3





Important Words **Duration: 1 min**

–

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

Interactive Discussion:

- Ask learners to read the speech bubbles in pairs.
- Ask:
  - Name the three characters that you have read about.
  - Do Rashi and Meher go to the same school?
  - What do Rashi and Meher do together?
  - What does Morad show Meher and Rashi?
- Encourage learners to ask any questions that they might have regarding these characters.

Class Pulse Check **Duration: 2 min**

1) Name the three characters who will join us in our exciting journey.

Annual Day:	Day:	Actual Date:	Page(s)
1/28	1/6	_____	2

Think

Rashi is at Meher's house. Meher's elder brother, Morad, is telling them about a girl named Laura Dekker from New Zealand.

Laura Dekker

Morad: *There is a girl from New Zealand named Laura Dekker. When she was 14 years old, she decided to sail around the world all by herself.*

Rashi: *Really? Did she manage to do it?*

Morad: *Yes! It took her two years to complete the entire journey.*

Rashi: *That is so cool!*

Morad*: She is the youngest person to have sailed around the whole world alone.*

Q. What did Laura Dekker decide to do when she was 14 years old?

(A) swim around the world alone (B) sail around the world alone

(C) fly around the world alone (D) drive around the world alone

Remembering

In the olden days, it was only possible to travel across Asia, Africa and Europe by land. However, many rulers from Asia, Europe and Africa blocked the different roads passing through their lands. So, people had to find new ways to reach these places.

EXPLORATIONS

When people travel to unknown areas, they learn about them. Searching for a place or finding out more about an unknown place is called **exploration**. Explorers are people who travel and find out more about a place.

Important Words **Duration: 1 min**

- **Today:** exploration

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

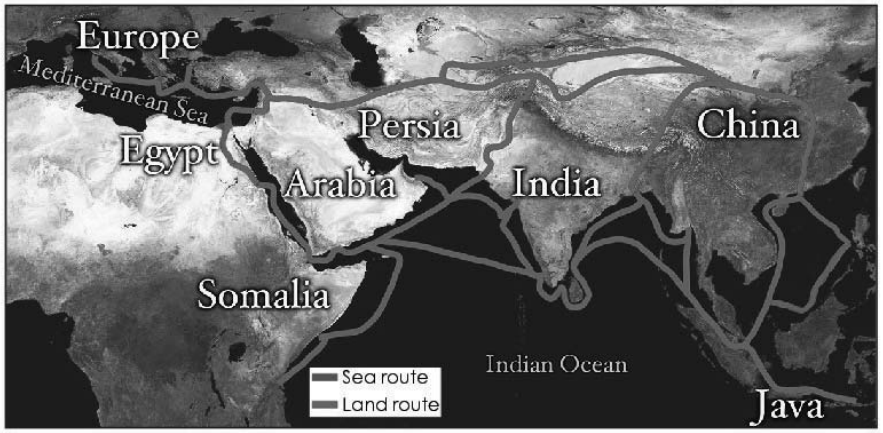
Guided Learning:

- Choose learners to read 'Think' (TB: Pg. 2).
- Ask learners to answer the 'Think' question (TB: Pg. 2).
- Read 'Remembering' (TB: Pg. 2).
- Define exploration.
- Explain why new routes were needed to be discovered in the olden days and how they made lives easier.

Class Pulse Check **Duration: 2 min**

1) What did Laura Dekker decide to do when she was 14 years old? (Think, TB: Pg. 2)
2) Who is an explorer?

Annual Day:	Day:	Actual Date:	Page(s)
1/28	1/6	_____	3



Land and sea routes used by traders and explorers

Some famous explorers were as follows.

1) **Vasco da Gama:** He was the first European to discover a sea route to reach India from Europe.
2) **Alexandrine Tinne:** She explored the path followed by the River Nile in Africa for the first time.
3) **Ferdinand Magellan:** He was the first person who went around the entire world.
4) **Yuri Gagarin:** He was the first person to travel to space.

Sometimes, exploration may lead to a discovery.


Vasco da Gama


Alexandrine Tinne


Ferdinand Magellan


Yuri Gagarin

DISCOVERIES

Finding or learning about something that no one knows about is called a **discovery.**

Discoveries are made in every field. A few of them are as follows.

- **Fire:** One of the most important discoveries made by early human beings was finding out how fire could be created and used.

Important Words

–

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

Guided Learning:

- Draw learners' attention to the map on TB: Pg. 3. Outline the different land and sea routes used by traders and explorers on the Classklap World Map.
- Circulate pictures of famous explorers and explain why they are famous. (Hints: Megasthenes, Fa Hien, David Livingstone)
- Describe famous explorers and their explorations mentioned on TB: Pg. 3.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Name an explorer and mention what they explored.

Annual Day:	Day:	Actual Date:	Page(s)
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- **Medicine:** Charaka was a very learned man from ancient India. He discovered the importance of cleanliness for proper digestion and good health. He is usually known as the 'Father of Medicine' in India.
- **Fingerprint:** Look at the tips of your fingers. Can you see patterns on your skin? These are fingerprints. Each human being has a different set of fingerprints. About 100 years ago, fingerprints began to be used to find criminals.

A fingerprint

INVENTIONS

The process of designing and creating something new, which did not exist earlier, is called an **invention**.

All tools and machines are examples of inventions. They generally make our lives easier. They help us to complete our work faster. Some important inventions are as follows.

A basic wheel

- **Wheel:** The wheel is one of the most important inventions. It made travel and transport faster and easier.
- **Paper:** The Chinese invented paper to wrap **delicate** materials. But soon, people found out that it was useful for writing too.
- **Ballpoint pen:** In 1938, L J Biro invented the first ballpoint pen. Before this, people could only use fountain pens that needed to be dipped in ink.

Paper

Understanding

IMPORTANCE OF DISCOVERIES AND INVENTIONS

Humans have discovered many things in nature. Very often, discoveries led to inventions. Inventions generally make our lives simple. For example, the discovery of fire led to many different inventions.

Discoveries and inventions are related to each other. However, there are certain differences between them.

Important Words **Duration: 1 min**

- **Last class:** exploration
- **Today:** discovery, invention, delicate

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

Interactive Discussion:

- Choose learners to read 'Discoveries' and 'Inventions' (TB: Pgs. 3, 4).
- Discuss the discoveries and inventions mentioned in the TB.
- Ask learners if they know about other famous discoveries and inventions. Ask if they can name famous discoverers and inventors.
- Point out the interconnection between discoveries and inventions.
- Discuss, 'Are discoveries and inventions being made in the present day?'
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Name two discoveries and two inventions that have made our life easy.
2) **Discovery/Exploration** is finding something that no one knows about.

Annual Day:	Day:	Actual Date:	Page(s)
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Important Words **Duration: 1 min**

- **Last class:** acrobat
- **Today:** –

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

Activity Method:

- Divide the class into groups of five.
- Assign 'discovery' or 'invention' to each group.
- Ask each group to make a poster on the assigned topic.
- The poster must include a drawing of an important discovery/invention and information about its discoverer/inventor.
- Ask the groups to present their posters in class.
- Ask learners to solve the allotted WB question in class.
- For homework, ask learners to read about people whose discoveries and inventions are used by us today.

Class Pulse Check **Duration: 2 min**

1) How has the discovery of fire helped us?
2) When was the first ballpoint pen invented?

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

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Important Words

–

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

Flipped Classroom:

- Ask learners to read 'Importance of Discoveries and Inventions' (TB: Pg. 4).
- Choose learners to talk about the famous discoveries/ inventions and discoverers/inventors they have found out about.
- Ask learners to mention why these discoveries and inventions are important.
- Allow each learner 2–3 minutes to speak.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Name one invention that is related to the discovery of fire.
2) A car is **a discovery/an invention.**

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THE DIFFERENCE BETWEEN DISCOVERY AND INVENTION

Discovery	Invention
Discovery is finding for the first time an information, a place or an object that already exists.	Invention is the process of creating or designing a new object.
Example: fire	Example: stove

Sort the given items into discoveries and inventions. Tick the correct column for each.

	Discovery	Invention
wheel		
oxygen		
computers		
red panda		
television		
gravity		
Australia		

Application

Many discoveries and inventions from the past are still used by us in the present day. Can you list five discoveries and five inventions that you use in your daily life? Think about the objects and materials in your home, school or other places that you have visited. Write them down in the table given below.

	Discoveries	Inventions
1)		
2)		
3)		
4)		
5)		

Important Words

- **Last class:** discovery, invention, delicate
- **Today:** –

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

Guided Learning:

- Using a mind map, explain the difference between discoveries and inventions.
- Emphasise how these have made our life easier and more comfortable.
- Ask learners to fill in the table in the 'Understanding' section on TB: Pg. 5.
- Discuss the correct answers in class.

Peer Learning - Pair/Group:

- Ask learners to read the 'Application' section and fill the given table in pairs.
- Ask each pair to make a bubble diagram of the discoveries and inventions they have listed.
- Choose a few learners to share what they have made.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) Name a discovery, other than fire, that led to many different inventions.

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

Let us read about some inventions designed by children.

Ice pop: It was invented by an 11-year-old boy named Frank Epperson. On a winter night, he left a glass of powdered soda and water outside. The soda water in the glass froze. The next morning, he found a frozen piece of ice on a stick. This gave him the idea of making flavoured ice pops.

Earmuffs: These were invented by a 15-year-old boy named Chester Greenwood. He was feeling cold even though he had wrapped a scarf around his ears. With the help of his grandmother, he used wire and animal fur to make the first earmuffs.

Trampoline: It was invented by a 16-year-old boy named George Nissen. He wanted to jump like the **acrobats** and performers whom he saw in the circus. So, he built the first trampoline.

Ice pop

Earmuffs

Earmuffs keep our ears warm.

Trampoline

Amazing Facts

Many animals also know how to use different kinds of tools for different purposes.
Example: An elephant uses a stick to scare away the flies that trouble it. It holds the stick with its trunk and flicks it around to scare the flies away.

New Word

1) delicate – something that may break easily
2) acrobat – someone who jumps skilfully to entertain people

Important Words **Duration: 1 min**

- **Today:** acrobat

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

Summarising:

- Summarise explorations, discoveries and inventions using a mind map. Ask learners:
  - What have you learnt about explorations, discoveries and inventions?
  - How do these things affect you in your daily life?
- Ask learners to solve the allotted WB questions in class.

Interactive Discussion:

- Choose learners to read 'H.O.T.S.'.
- Ask learners if they have any ideas for inventions. Discuss with them how they can work on those ideas.
- Ask learners to read 'Amazing Facts'.

Class Pulse Check **Duration: 1 min**

1) How was the ice pop invented?

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	**True/False:** Alexandrine Tinne discovered River Nile in Africa. (Ans. False)	Period 1 - explorations, discoveries and inventions	
2	Abhi says the wheel is an invention. Anu says it is a discovery. Who among the two is correct? (Ans. Abhi)	Period 4 - differences between discoveries and inventions	
3	**True/False:** Discoveries and inventions of the past cannot be used in the present day. (Ans. False)	Period 5 - discoveries and inventions used in daily life	
4	How old was Chester Greenwood when he invented earmuffs? (Ans. 15 years old)	Period 6 - a few everyday things that have been invented by children	

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: Explorations, Discoveries and Inventions

Think

1) What did Laura Dekker decide to do when she was 14 years old? *(TB, Pg. 2)*

(A) swim around the world alone

(B) sail around the world alone

(C) fly around the world alone

(D) drive around the world alone

Ans. (B) sail around the world alone

Understanding

1) Sort the given items into discoveries and inventions. Tick the correct column for each. *(TB, Pg. 5)*

Ans.

	Discovery	Invention
wheel		✓
oxygen	✓	
computers		✓
red panda	✓	
television		✓
gravity	✓	
Australia	✓	

Application

1) Many discoveries and inventions from the past are still used by us in the present day. Can you list five discoveries and five inventions that you use in your daily life? Think about the objects and materials in your home, school or other places that you have visited. Write them down in the table given below. *(TB, Pg. 5)*

Ans. Learner's response

Sample:

	Discoveries	Inventions
1)	Rubber	Eraser
2)	Spices	Light bulb
3)	Tea	Bronze
4)	Electricity	Internet
5)	Copper	Glue

Explorations, Discoveries and Inventions

Remembering

Multiple Choice Questions

1) Which among the following inventions made travel and transport faster and easier for humans? [**B**]

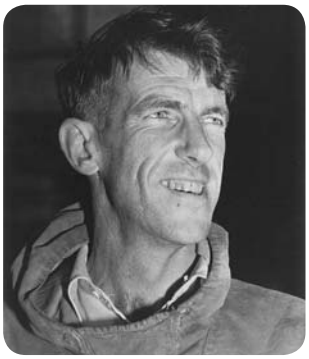
(A) ballpoint pen (B) wheel (C) computer (D) paper

2) Who among the following was the first person to travel to space? [**D**]

(A)

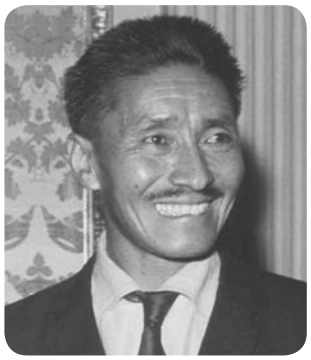
Neil Armstrong

(B)



Edmund Hillary

(C)



Tenzing Norgay

(D)

Yuri Gagarin

Fill in the Blanks

3) Alexandrine Tinne explored the path followed by the River _____**Nile**_____ for the first time.

4) Vasco da Gama discovered a way to reach _____**India**_____ by sea.

Very Short Answer Questions

5) Who is usually called the 'Father of Medicine' in India?

Ans. Charaka

6) Which Chinese invention was initially used to wrap delicate materials?

Ans. Paper

Short Answer Question

7) Define 'discovery'. Give an example.

Ans. Finding or learning about something that no one knows about is called discovery. Fire is an example of a discovery.

Understanding

Write 'True' or 'False'

8) Discoveries and inventions are not related to each other. [**False**]

9) The discovery of fire led to the invention of the stove. [**True**]

10) The mobile phone is a discovery. [**False**]

11) Ferdinand Magellan was the first person to travel around the world. [**True**]

Short Answer Questions

12) Why did people start exploring new routes to Asia and Africa? Give two reasons for your answer.

Ans. Earlier, people from Europe travelled to places in Asia and Africa by land. Many rulers from these places blocked the routes passing through their lands. Therefore, people started to explore new routes by sea. They also wanted to find faster ways to reach these places.

13) Why is fire considered a discovery but matchstick an invention?

Ans. Fire is considered a discovery because no one knew about it before it was discovered. Early humans also discovered how to create and use fire. A matchstick was created to

produce fire. So, a matchstick is an invention.

Long Answer Question

14) Given below is a table with a few inventions. Describe how people worked before these inventions. Also mention the changes in people's lives after these inventions.

Ans.

Inventions	What people did earlier	Changes due to the inventions
Ballpoint pen	People used fountain pens that had to be dipped in ink again and again.	It made writing easy and quicker.
Paper	People used cloth, parchment, tablets and leaves for writing.	It helped in the development of mass writing and printing.
Telephone	People used to send messages through letters, messengers or pigeons.	People can directly talk to their relatives and friends at any distance.
Calendar	People calculated date and time with the help of positions of the Sun and the Moon.	Calendars helped one to quickly know the date.

Application

Multiple Choice Questions

15) Which of the following is not an invention? [**D**]

(A) 
flashlight

(B) 
flood light

(C) 
light bulb

(D) 
lightning

16) Which of these is an example of an invention? [**D**]

(A) 
starfish

(B) 
star tulips

(C) 
stars

(D) 
telescope

Short Answer Questions

17) Classify the following into inventions or discoveries.

a) 
microwave

Invention

b) 
water

Discovery

c) 
sewing machine

Invention

d) 
fingerprint

Discovery

18) Christopher Columbus was an explorer who discovered America. How did some explorations lead to discoveries? Explain with the help of an example.

Ans. Learner's response

Sample: An explorer is a person who travels to a place to know more about it. Columbus wanted to travel to India, instead he discovered the Bahamas.

Long Answer Question

19) Name any four inventions that you use at school. How are these inventions useful?

Ans. Learner's response

Sample: I use pens, tables, chairs and tubelights. Pens help me to write. Tables and chairs are useful to sit and study. Tubelights provide light in the classroom.

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

Long Answer Question

20) What would you like to invent or discover? Why?

Ans. Learner's response

Sample: I would like to discover an unknown place because I like travelling. I would like to go on a trip and find out about a new place, people living in that place — their culture and language.

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

Prior Knowledge		• *Earth as an oblate sphere* • *Rotation and revolution of the Earth*		
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 a 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
4	2	Continents and Oceans on Earth	2.a 2.b 2.c 2.d	• the positions 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.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • using the colours on a map to point out the landforms on it
4	4	Understanding Rivers	4.a	• rivers and the parts of a river
4	7	Natural Resources: Soil	7.a	• definition of soil, layers of soil and types of soil found in India
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.c 2.d	• latitudes and longitudes • features of latitudes and longitudes; grids and coordinates • time difference and standard time • using longitudes to calculate time
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: 2 Continents and Oceans on 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	7-8 (THK, REM)	2.a	• Describe the continents of the world	• Interactive Discussion • Questioning	• World Map	WB: Pg. 7 (Q 12)	WB: Pg. 7 (Q 13)	
2 DD/MM/YYYY	8-9 (REM)	2.a	• Describe the oceans of the world	• Interactive Discussion • Flipped Classroom	• World Map	WB: Pgs. 6, 7 (Q 3, 8, 9)	WB: Pg. 7 (Q 11, 14) Bring a blank sheet of paper and colours.	
3 DD/MM/YYYY	9-10 (UND)	2.b	• Identify the layers of the Earth • Explain continental drift	• Peer Learning – Pair • Guided Learning	• Blank sheet of paper and colours • A chart paper	WB: Pg. 8 (Q 15, 16)	WB: Pg. 8 (Q 18, 19) Bring a blank sheet of paper.	
4 DD/MM/YYYY	10-11 (APP)	2.c	• Define latitudes and longitudes • Differentiate between latitudes and longitudes	• Guided Learning • Questioning	• Globe • Blank sheet of paper	WB: Pg. 6 (Q 1, 2, 4, 5)	WB: Pgs. 6, 7 (Q 6, 7, 10) Bring an atlas and colours.	

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	11-12 (APP, H.O.T.S.)	2.c 2.d	• Locate places using coordinates • Use an atlas to find sea routes from one place to another	• Real-life Connect • Peer Learning – Pair	• Atlas • Smartphone with a map application • Colours	WB: Pg. 8 (Q 17)	Bring colours.	
6 DD/MM/YYYY	12 (AF)	2.a 2.b 2.c 2.d	• Summarise the topics covered in the concept	• Summarising	• Colours	WB: Map Practice, Pg. 25 (Q 2)	WB: Pg. 9 (Q 20)	

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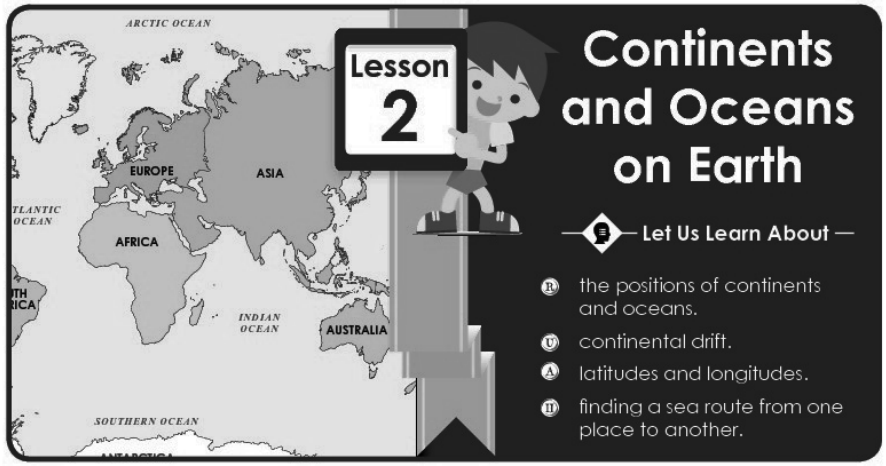

Think

There are many people who can tell us about the Earth.

Rashi: *Meher, can you guess what an oceanographer studies?*

Meher: *I do not know!*

Rashi: *An oceanographer studies the oceans. They study plant and animal life under the sea. An oceanographer also studies the movement of ocean water. They even get to dive into the ocean in special robot* ***vehicles****!*

Meher: *Wow! Now I want to be an oceanographer!*

An oceanographer

Q. Can you guess what an oceanographer studies?

(A) the stars and planets (B) the oceans

(C) lakes and rivers (D) rain and snow

Important Words **Duration: 1 min**

- **Today:** vehicles

Transactional Tip(s) **Duration: 7 min**

Interactive Discussion:

- Choose three learners to read aloud 'Think' (TB: Pg. 7).
- Ask learners to solve the 'Think' question (TB: Pg. 7).
- Ask, 'Would you like to be an oceanographer? Why?'
- Discuss with learners the work that oceanographers do.

Class Pulse Check **Duration: 1 min**

1) Can you guess what an oceanographer studies? (Think, TB: Pg. 7)

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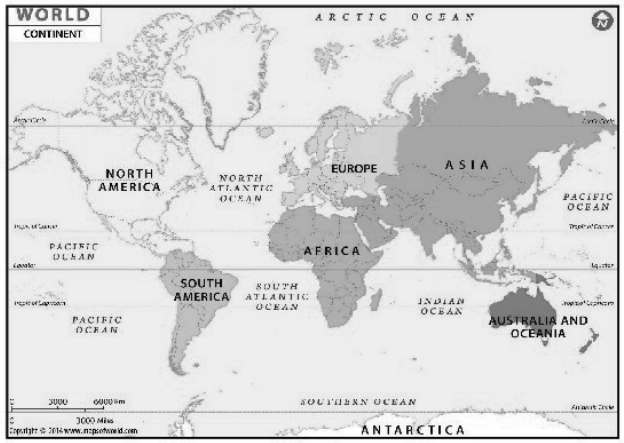
Remembering

We have learned earlier that the Earth is the third planet from the Sun in the solar system. We have also learned that the shape of the Earth is an oblate sphere. It rotates on its axis and revolves around the Sun on a fixed path.

Let us now learn about the different features of the Earth such as **continents** and **oceans**.



A map showing continents and oceans

CONTINENTS

Continents are the very large land masses on the Earth. There are seven continents. From the largest to the smallest, the seven continents are as follows.

1) Asia 2) Africa 3) North America 4) South America
5) Antarctica 6) Europe 7) Australia

People live on all the continents except Antarctica. The South Pole is located in Antarctica and is mostly covered in ice.

OCEANS

Oceans are extremely large bodies of salty water that cover three-fourths of the Earth's surface. They are the biggest source of water on the Earth. The oceans separate some of the continents from each other. The five oceans of the world, from the largest to the smallest are as follows.

Important Words **Duration: 1 min**

- **Today:** continents, oceans

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

Questioning:

- Ask learners to read the first paragraph of 'Remembering' (TB: Pg. 8).
- Choose learners to read 'Continents' (TB: Pg. 8).
- Ask the learners to identify the different continents on the map on TB: Pg. 8.
- Choose learners to identify the continents on the Classklap World Map.
- Conduct a quick quiz session based on continents. Ask:
  - Which is the largest continent?
  - Which is the smallest continent?
  - On which continent do we live?
  - Name the continents in the southern hemisphere.
  - Name the continents present in both the northern and the southern hemispheres.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 2 min**

1) The very large landmasses on Earth are called continents/oceans.
2) Name the second-largest continent in the world.

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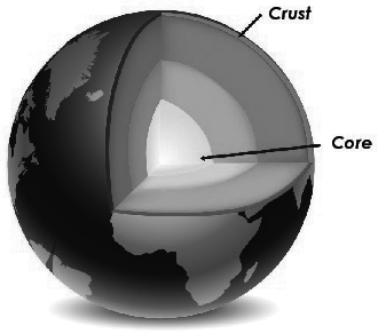
1) **The Pacific Ocean:** It covers nearly one-third of the Earth's surface. The deepest point in the world's oceans, Challenger Deep, is located in the Mariana Trench in the Pacific Ocean. The Mariana Trench is located near Japan.
2) **The Atlantic Ocean:** It covers nearly one-fifth of the Earth's surface.
3) **The Indian Ocean:** It is the only ocean to be named after a country — India.
4) **The Southern Ocean:** It is also called the Antarctic Ocean. It is the ocean that surrounds Antarctica.
5) **The Arctic Ocean:** It is located in the northern hemisphere and mostly in the northern polar region. It is the shallowest of the world's oceans.

Look at the map of the world on the previous page to see the positions of the oceans and continents.

Understanding

CONTINENTAL DRIFT

The Earth's **appearance** has been changing since its formation. Inside the Earth, the temperature is very high. This has melted the rocks at the centre of the Earth. We live on the hard, outermost, rocky layer of the Earth. This is called its **crust**. This layer is cooler and harder compared to the Earth's interior.



Layers of the Earth

The crust is made of many sections. The continents are located on these sections. These sections of rock were a part of one big piece, and all the continents were joined together.

Important Words **Duration: 1 min**

- **Last class:** vehicles, continents, oceans
- **Today:** –

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

Flipped Classroom:

- Divide learners into five groups.
- Assign an ocean to each group.
- Ask the groups to come forward and talk about:
  - the features of their assigned ocean
  - the continents around that ocean and the directions in which they lie
- Learners may use the Classklap World Map for this.
- You can also use pictures or videos from the internet to revise the continents and the oceans of the world.
- Ask learners to solve the allotted WB questions in class.

Interactive Discussion:

- Introduce the idea of an ocean.
- Ask learners to read 'Oceans' (TB: Pgs. 8, 9).
- Distinguish between seas and oceans.
- Ask learners if they have seen a sea or an ocean.
- Identify the different oceans on the Classklap World Map.

Class Pulse Check **Duration: 1 min**

1) The Atlantic Ocean covers nearly **one-fourth/one-fifth** of the Earth's surface

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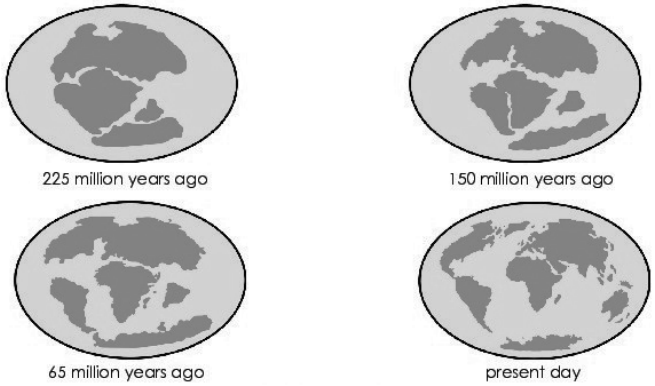
9/28	3/6	_____	10,9

After many years of moving around, the continents have reached their current positions. This is called the **continental drift.**



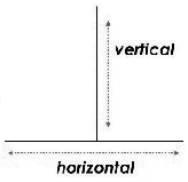
Continental drift

The continents are always moving around very slowly. Even now, the continents are constantly moving. Most of the time, we cannot feel the effects of these movements. However, sometimes, they can be felt. Example: A section of the continent of Asia moved recently. The movement caused the land to push against the rest of the continent. This caused a major earthquake in Nepal in 2015.

Application

LATITUDES AND LONGITUDES

Directions



Horizontal and vertical lines

There are four main directions: north (N), south (S), east (E) and west (W). They are based on the positions of certain points on the Earth. The **North Pole** is the point at the top of the Earth. The **South Pole** is the point at the bottom. So, north is the direction towards the North Pole, and south is the direction towards the South Pole. The axis of the Earth passes through these poles. Based on these points, we can draw imaginary **vertical** and **horizontal** lines around the Earth. These lines are placed at regular **intervals**. They are called latitudes and longitudes. They are measured in degrees. Example: 1° N

Important Words **Duration: 1 min**

- **Today:** continental drift

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

Guided Learning:

- Explain continental drift.
- Demonstrate the changes happening during a continental drift using chart paper. Push the chart paper from both sides until the centre starts rising. Then, pull the paper from the sides until it tears.
- Explain that these kinds of movements have caused the continents to be what they are in the present.
- Ask learners to observe the pictures showing continental drift on TB: Pg. 10.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) What is continental drift?

Annual Day:	Day:	Actual Date:	Page(s)
9/28	3/6	_____	9

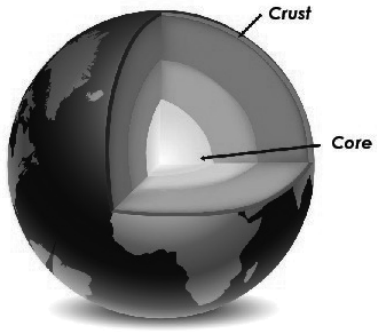
1) **The Pacific Ocean:** It covers nearly one-third of the Earth's surface. The deepest point in the world's oceans, Challenger Deep, is located in the Mariana Trench in the Pacific Ocean. The Mariana Trench is located near Japan.
2) **The Atlantic Ocean:** It covers nearly one-fifth of the Earth's surface.
3) **The Indian Ocean:** It is the only ocean to be named after a country — India.
4) **The Southern Ocean:** It is also called the Antarctic Ocean. It is the ocean that surrounds Antarctica.
5) **The Arctic Ocean:** It is located in the northern hemisphere and mostly in the northern polar region. It is the shallowest of the world's oceans.

Look at the map of the world on the previous page to see the positions of the oceans and continents.

Understanding

CONTINENTAL DRIFT

The Earth's **appearance** has been changing since its formation. Inside the Earth, the temperature is very high. This has melted the rocks at the centre of the Earth. We live on the hard, outermost, rocky layer of the Earth. This is called its **crust**. This layer is cooler and harder compared to the Earth's interior.



Layers of the Earth

The crust is made of many sections. The continents are located on these sections. These sections of rock were a part of one big piece, and all the continents were joined together.

Important Words **Duration: 1 min**

- **Today:** appearance, crust

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

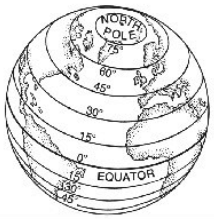
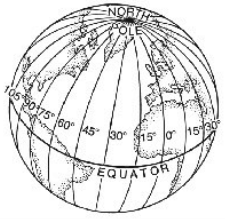
Peer Learning - Pair :

- Ask learners to read the first paragraph of 'Understanding' (TB: Pg. 9).
- Divide learners into pairs and ask them to make a drawing of the Earth's different layers.
- Have one learner draw and the other learner label the layers.

Class Pulse Check **Duration: 1 min**

1) **True/False:** The crust forms the innermost layer of the Earth.

Annual Day:	Day:	Actual Date:	Page(s)
10/28	4/6	_____	11,10

Latitudes	Longitudes
	
Latitudes are imaginary horizontal lines around the Earth running from east to west.	**Longitudes** are imaginary vertical lines connecting the North Pole to the South Pole.
The Equator is the imaginary line that divides the Earth into two horizontal halves. They are called the northern and the southern **hemispheres.**	The Prime Meridian and the 180° meridian are the imaginary lines that divide the Earth into two vertical halves. They are called the eastern and the western hemispheres.
Latitudes are used to study the different **climatic** zones.	Longitudes help us to know the different **time zones**.

Every place is situated on a latitude and longitude. The **coordinates** of a place mark the point where a latitude and longitude cross one another. This can be used to locate any place on the Earth. Even the place where you are, at this very moment, has exact coordinates! Example: 27.1750° N, 78.0419° E are the coordinates of the Taj Mahal in Agra, India. If you look for these coordinates on the internet, it will direct you to the Taj Mahal.

Using coordinates to find a place on the internet

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

Use an atlas to find and mark the cities given below on the blank world map. Label all the oceans as well. Next, connect the cities by drawing the shortest possible routes using the oceans on the map.

a) New York, North America to Sydney, Australia
b) Mumbai, Asia to Rio de Janeiro, South America
c) London, Europe to Shanghai, Asia

Important Words **Duration: 1 min**

- **Last class:** continental drift, appearance, crust
- **Today:** latitudes, longitudes, hemispheres, climatic, time zones

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

Questioning:

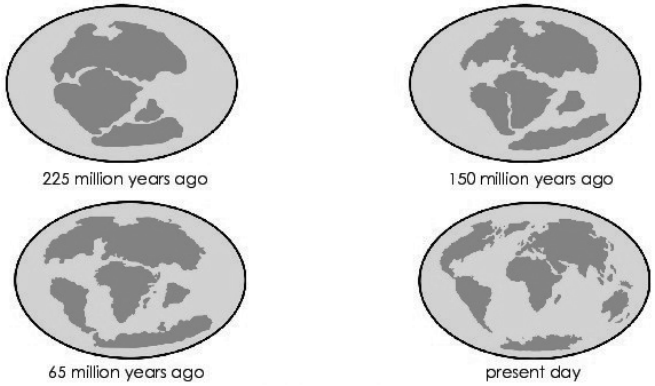
- Ask the learners to make questions on what they have studied in 'Latitudes and Longitudes' .
- They can use the following hints.
  - the location of the two poles
  - definition of 'longitude' and 'latitude'
  - the Equator and the Prime Meridian
  - hemispheres
  - climatic zones and time zones
- Choose learners to ask their questions to the rest of the class.
- Encourage other learners to respond.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) We can know about different time zones using **latitudes/longitudes.**

Annual Day:	Day:	Actual Date:	Page(s)
10/28	4/6	_____	10

After many years of moving around, the continents have reached their current positions. This is called the **continental drift.**



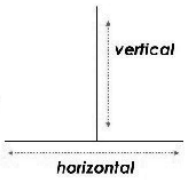
Continental drift

The continents are always moving around very slowly. Even now, the continents are constantly moving. Most of the time, we cannot feel the effects of these movements. However, sometimes, they can be felt. Example: A section of the continent of Asia moved recently. The movement caused the land to push against the rest of the continent. This caused a major earthquake in Nepal in 2015.

Application

LATITUDES AND LONGITUDES

Directions



Horizontal and vertical lines

There are four main directions: north (N), south (S), east (E) and west (W). They are based on the positions of certain points on the Earth. The **North Pole** is the point at the top of the Earth. The **South Pole** is the point at the bottom. So, north is the direction towards the North Pole, and south is the direction towards the South Pole. The axis of the Earth passes through these poles. Based on these points, we can draw imaginary **vertical** and **horizontal** lines around the Earth. These lines are placed at regular **intervals**. They are called latitudes and longitudes. They are measured in degrees. Example: 1° N

Important Words **Duration: 1 min**

- **Last class:** continental drift, appearance, crust
- **Today:** North Pole, South Pole, vertical, horizontal, intervals

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

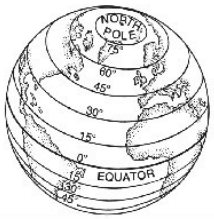
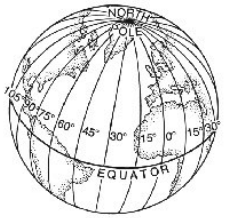
Guided Learning:

- Select learners to read the first paragraph of 'Application' (TB: Pg. 10).
- Describe the four main directions with respect to the poles.
- Draw a grid on the board and explain what latitudes and longitudes are.
- Point out latitudes and longitudes on a globe. Identify the Equator and Prime Meridian.
- Outline the differences between latitudes and longitudes. Take learners through the table on TB: Pg. 11.

Class Pulse Check **Duration: 2 min**

1) What are latitudes and longitudes?

Annual Day:	Day:	Actual Date:	Page(s)
11/28	5/6	_____	11

Latitudes	Longitudes
	
Latitudes are imaginary horizontal lines around the Earth running from east to west.	**Longitudes** are imaginary vertical lines connecting the North Pole to the South Pole.
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Every place is situated on a latitude and longitude. The **coordinates** of a place mark the point where a latitude and longitude cross one another. This can be used to locate any place on the Earth. Even the place where you are, at this very moment, has exact coordinates! Example: 27.1750° N, 78.0419° E are the coordinates of the Taj Mahal in Agra, India. If you look for these coordinates on the internet, it will direct you to the Taj Mahal.

Using coordinates to find a place on the internet

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

Use an atlas to find and mark the cities given below on the blank world map. Label all the oceans as well. Next, connect the cities by drawing the shortest possible routes using the oceans on the map.

a) New York, North America to Sydney, Australia
b) Mumbai, Asia to Rio de Janeiro, South America
c) London, Europe to Shanghai, Asia

Important Words **Duration: 1 min**

- **Last class:** latitudes, longitudes, hemispheres, climatic, time zones, North Pole, South Pole, vertical, horizontal, intervals
- **Today:** coordinates

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

Peer Learning - Pair/Group:

- Define coordinates. Read the last paragraph of 'Application' (TB: Pg. 11).
- Ask learners to use an atlas to find out the coordinates of New Delhi, Amsterdam, Tokyo, Buenos Aires and Los Angeles.
- Using the internet, show learners the exact coordinates of the school.
- Ask learners to find out the coordinates of their homes.

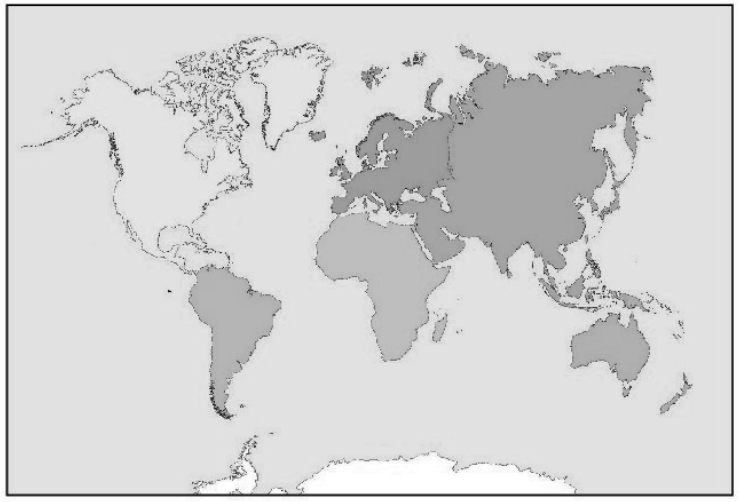
Real-life Connect :

- Define coordinates. Read the last paragraph of 'Application' (TB: Pg. 11).
- Ask learners to use an atlas to find out the coordinates of New Delhi, Amsterdam, Tokyo, Buenos Aires and Los Angeles.
- Using the internet, show learners the exact coordinates of the school.
- Ask learners to find out the coordinates of their homes.

Class Pulse Check **Duration: 2 min**

1) What are coordinates used for?
2) Which seas/oceans will you cross while travelling from Mumbai to Rio de Janeiro by sea?

Annual Day:	Day:	Actual Date:	Page(s)
12/28	6/6	_____	12



Amazing Facts

As you have read, the continents are constantly moving because of the movements happening deep under the surface of the Earth. The continent of Australia is moving northwards, away from its original position.

New Words

1)	vehicle	–	a machine used to travel from one place to another
2)	appearance	–	the way that something looks
3)	interval	–	gap; breaks
4)	hemisphere	–	a shape like a ball cut into two halves; a half-sphere
5)	climatic	–	related to the usual and long-term weather conditions
6)	time zone	–	an area of the Earth that has the same time

Important Words **Duration: 1 min**

- **Last class:** latitudes, longitudes, hemispheres, climatic, time zones, North Pole, South Pole, vertical, horizontal, intervals
- **Today:** –

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

Summarising:

- Ask learners to read 'Amazing Facts' (TB: Pg. 12).
- Using a spider diagram, summarise the topics covered in the lesson.
- Ask them to discuss with a partner:
  - What have they learnt continents and oceans?
  - How does the study of continents and oceans help us in our daily life?
  - Why is it important to learn about latitudes and longitudes?
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 2 min**

1) How many layers does the Earth have?
2) Name any two continents and two oceans.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	In which hemispheres is the continent of Australia located? (Ans. Southern hemisphere and eastern hemisphere)	Period 1 - the positions of continents and oceans	
2	Sara has gone sailing to the North Pole region. Which ocean is she sailing on? (Ans. Arctic Ocean)	Period 2 - the positions of continents and oceans	
3	The continental drift takes place at a very **slow/fast** rate. (Ans. slow)	Period 3 - continental drift	
4	**True/False:** The Prime Meridian divides the Earth into two horizontal halves. (Ans. False)	Period 4 - latitudes and longitudes	
5	Mariam wants to travel from India to Malaysia. Can she travel by sea? (Ans. Yes)	Period 5 - finding a sea route from one place to another	

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: Continents and Oceans on Earth

Think

1) Can you guess what an oceanographer studies? *(TB, Pg. 7)*

   (A) the stars and planets

   (B) the oceans

   (C) lakes and rivers

   (D) rain and snow

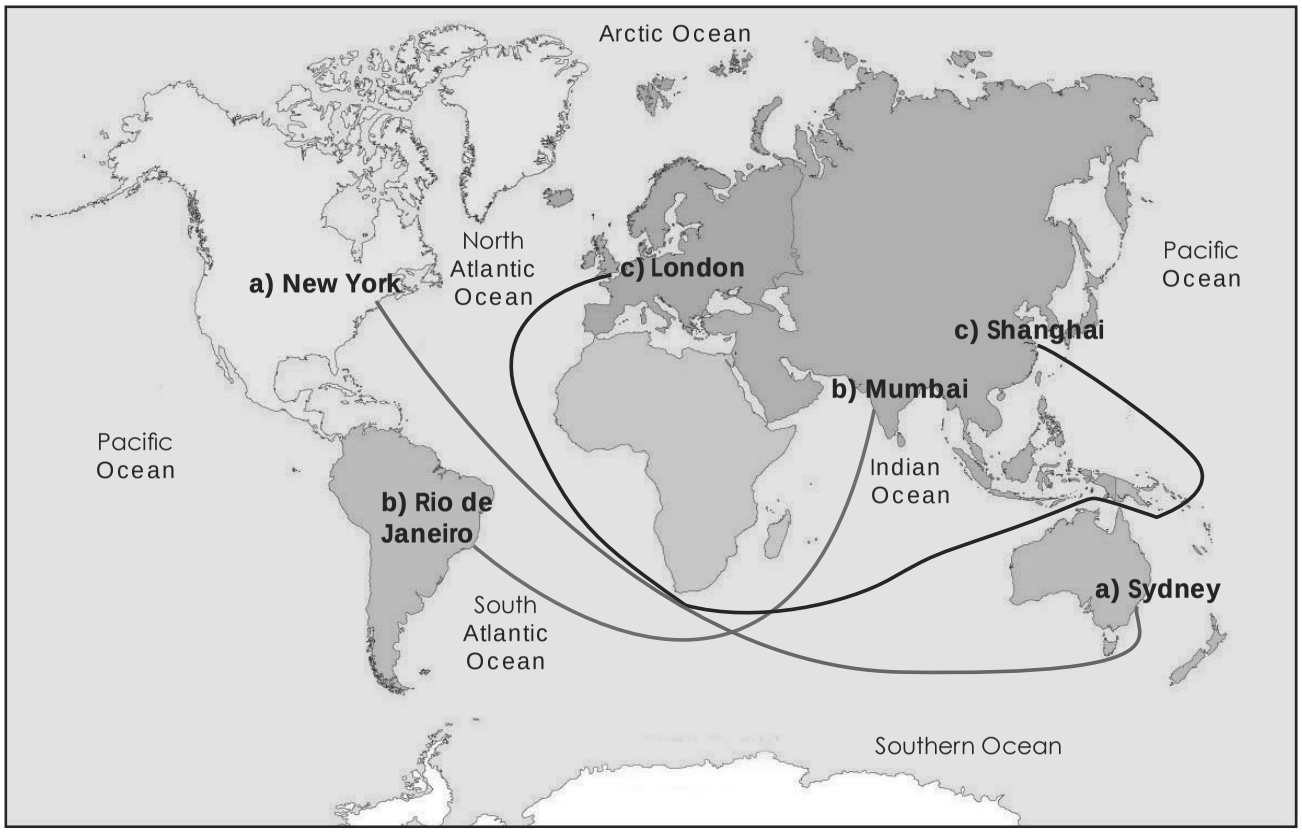
Ans. (B) the oceans

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

1) Use an atlas to find and mark the cities given below on the blank world map. Label all the oceans as well. Next, connect the cities by drawing the shortest possible routes using the oceans on the map. *(TB, Pg. 11)*

a) New York, North America to Sydney, Australia
b) Mumbai, Asia to Rio de Janeiro, South America
c) London, Europe to Shanghai, Asia

Ans.


Arctic Ocean
North Atlantic Ocean
a) New York
c) London
Pacific Ocean
c) Shanghai
b) Mumbai
Pacific Ocean
Indian Ocean
b) Rio de Janeiro
a) Sydney
South Atlantic Ocean
Southern Ocean

Continents and Oceans on Earth

Remembering

Multiple Choice Questions

1) How many main directions are there? [**D**]

(A) one (B) two (C) three (D) four

2) What is half of the Earth known as? [**A**]

(A) hemisphere (B) interval (C) tropic (D) coordinate

Fill in the Blanks

3) The _____**Arctic**_____ Ocean is the shallowest of the world's oceans.

4) The axis of the Earth passes through the _____**poles**_____.

Answer in One Word

5) Name the imaginary lines which connect the North and South Poles.

Ans. Longitudes

6) Name the imaginary lines used to study the different climatic zones of the Earth.

Ans. Latitudes

Short Answer Question

7) Which longitudes divide the Earth into two equal halves? What are these halves known as?

Ans. The Prime Meridian and 180° meridian divide the Earth into two equal halves. These halves are called the eastern and western hemispheres.

Understanding

Circle the Correct Word

8) **Seas** / **Oceans** are the largest saltwater bodies.

9) Antarctica is surrounded by the **Arctic Ocean** / **Southern Ocean**.

10) The **South Pole** / **North Pole** is located in Antarctica.

11) The deepest point in the world is located in the **Pacific Ocean** / **Indian Ocean**.

Short Answer Questions

12) What are continents? How many continents are there?

Ans. Continents are the very large land masses on the Earth. There are seven continents.

13) Name the continent on which people cannot live. Why?

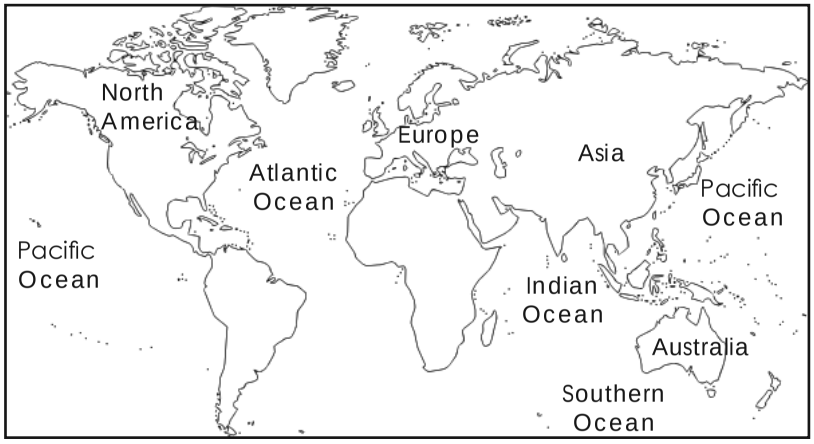
Ans. People cannot live in Antarctica because it is mostly covered in ice throughout the year.

Long Answer Question

14) Label the following continents and oceans on the map of the world given below.

a) Pacific Ocean b) Europe c) Atlantic Ocean d) North America
e) Southern Ocean f) Australia g) Indian Ocean h) Asia

Ans.



Application

Multiple Choice Questions

15) A famous geologist spoke about a discovery made in the rocky layer of the Earth. Which layer was he talking about? [**C**]

(A) core (B) atmosphere (C) crust (D) mantle

16) What could be caused by the movements of continents? [**A**]

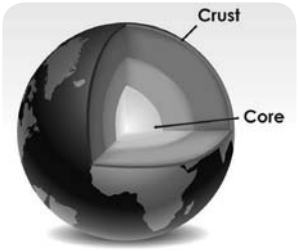
(A) earthquakes (B) floods (C) famines (D) forest fires

Short Answer Questions

17) Suhail's uncle Iqbal travels a lot for work. At times, he only messages the coordinates of a place and not the name of the city he is visiting. Can Suhail locate the place his uncle is visiting from the coordinates? How can he do so?

Ans. Every place is situated on a latitude and a longitude. Together, they make the coordinates of a place. Therefore, they can be used to locate any place on the Earth. Suhail can use the coordinates to locate the place his uncle is visiting on a globe.

18) On which layer of the Earth does life mostly exist? Give reasons for your answer.



Ans. Life mostly exists on the crust because this layer is cooler and harder compared to the Earth's interior.

Long Answer Question

19) Number the pictures to show the correct order of events. In the correct order, which event would the pictures show? What would have happened if the event did not take place?

2

3

1

Ans. The pictures show how continental drift took place. The formation of continents as they are today would not be possible if continental drift had not taken place.

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

Long Answer Question

20) This is a picture of the Louvre Museum. It is located in France, Europe. Find out its coordinates. Will you be able to reach the museum using only the coordinates? Why do you think so?

Ans. 48.8606° N, 2.3376° E are the coordinates of the Louvre Museum. Yes, I will be able to reach the museum using only the coordinates as these can be used to locate any place on the Earth.

Map Practice

2) On the world map, mark and colour the following.

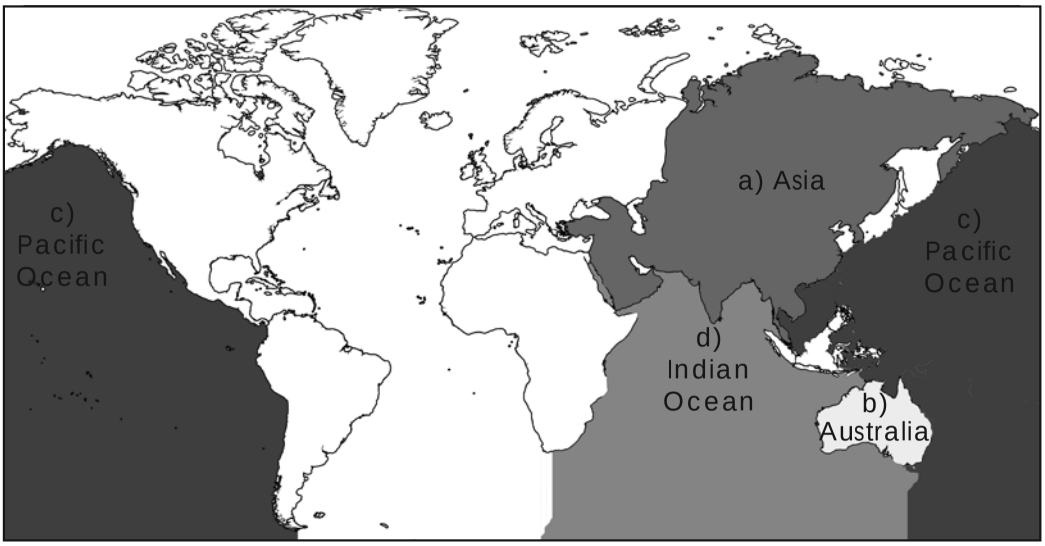
a) the largest continent (red) _____**Asia**_____

b) the smallest continent (yellow) _____**Australia**_____

c) the largest ocean (blue) _____**Pacific Ocean**_____

d) the only ocean to be named after a country (green) _____**Indian Ocean**_____

Ans._



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

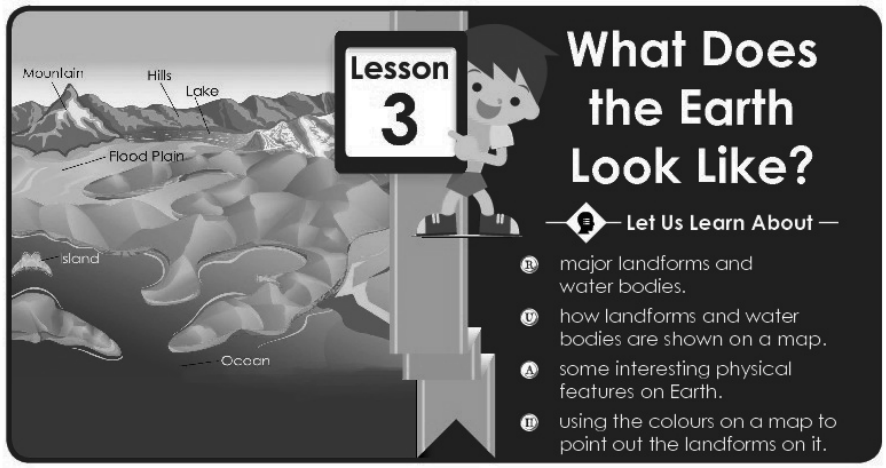
Prior Knowledge		• *Names of landforms and water bodies* • *Continents and oceans of the world*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	2	The Shape of the Earth	2.a	• the shape of the Earth and its movements
3	3	Using and Making Maps	3.a 3.b 3.c	• maps and what we 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.b	• the six regions of India
4	2	Continents and Oceans on Earth	2.a 2.c	• the positions of continents and oceans • latitudes and longitudes
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
4	4	Understanding Rivers	4.a 4.b	• rivers and the parts of a river • the important uses of rivers
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	• latitudes and longitudes
5	3	The Climatic Zones of the Earth	3.b 3.d	• factors that affect the climate, climatic zones • climatic zones and countries

B – Vision-to-Action Plan: 3 What Does the Earth Look Like?

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	13-15 (THK, REM)	3.a	• Define physical features • Recognise and list the different landforms	• Interactive Discussion • Guided Learning	• India Physical Map	WB: Pg. 10 (Q 1, 2, 3)	WB: Pgs. 10, 12 (Q 7, 14)	
2 DD/MM/YYYY	14-15 (REM)	3.a	• Recapitulate the different landforms • Recognise and list the various water bodies	• Guided Learning • Questioning	• India Physical Map	WB: Pg. 10 (Q 4, 5)	WB: Pg. 10 (Q 6) Bring modelling clay and colours.	
3 DD/MM/YYYY	14-15 (REM)	3.a	• Make models of different landforms and water bodies	• Activity Method	• Modelling clay and colours	WB: Pg. 14 (Q 19)	WB: Pg. 14 (Q 20)	
4 DD/MM/YYYY	15-16 (UND)	3.b	• Outline how landforms and water bodies are shown on a map	• Peer Learning – Pair • Questioning	• India Physical Map	WB: Pg. 11 (Q 8, 9, 10, 11) WB: Map Practice, Pg. 25 (Q 1)	WB: Pgs. 11, 12, 13 (Q 12, 13, 18) Bring a blank world map. Bring colours.	

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	16-17 (APP)	3.c	• Locate the famous physical features on the Earth	• Guided Learning • Activity Method	• World Map • Blank world map • Colours	WB: Pg. 12 (Q 15)	WB: Pg. 13 (Q 16)	
6 DD/MM/YYYY	17 (H.O.T.S., AF)	3.a 3.b 3.c 3.d	• Identify physical features on a map using colours • Summarise the topics covered in the lesson	• Questioning • Summarising	• World Map	WB: Pg. 13 (Q 17)	–	

Annual Day:	Day:	Actual Date:	Page(s)
13/28	1/6	_____	13,14



Think

Meher challenges Rashi to name a few water bodies.

Rashi: *That is easy! Oceans, rivers and lakes!*

Meher: *There are many more!*

Rashi: *Really?*

Meher: *Seas are also salty, like oceans, but they are smaller than oceans. But in the past, two large water bodies, the Black Sea and the Caspian Sea, were also called 'oceans'.*

Caspian Sea — the largest saltwater lake in the world

Rashi: *That is strange! Why?*

Meher: *People during that time did not know that these large seas were smaller than the other big oceans around continents. Another interesting fact is that the Caspian Sea is not a sea but actually the largest saltwater lake in the world.*

Q. Which of the following is not a water body?

(A) lake (B) ocean (C) river (D) hill

13

Important Words

–

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

Interactive Discussion:

- Choose learners to read 'Think'.
- Discuss with learners the differences between oceans and seas.
- Ask learners to answer the 'Think' question on TB: Pg. 13.
- Discuss with learners if they have seen mountains, hills, rivers while travelling to different places.

Class Pulse Check **Duration: 1 min**

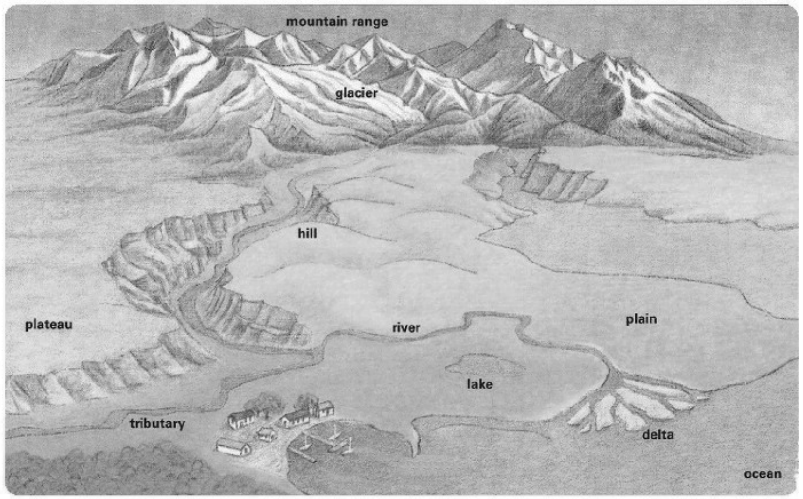
1) Which of the following is not a water body? (Think, TB: Pg. 13)

Annual Day:	Day:	Actual Date:	Page(s)
13/28	1/6	_____	14

Remembering

People have physical features like height, weight, physical structure and so on. Similarly, the Earth also has physical features. **Physical features** are the formations of land, or landforms, and water bodies on the Earth. These are of two kinds — landforms and water bodies.

LANDFORMS



Different types of physical features

Plain: A plain is a flat area on the surface of the Earth.

Plateau: A raised land with a flat top is called a plateau. A plateau looks like a table.

Hill: A hill is an area of land which is naturally higher than the surrounding area.

Mountain: A mountain is a tall, rocky area of land. It is much higher than the surrounding areas. Mountains have **peaks** and are much taller and usually **steeper** than hills.

Valley: A valley is the land between hills or mountains. It is much lower than the surrounding land. It is usually V-shaped.

Island: An island is an area of land surrounded by water on all sides.

Peninsula: A peninsula is a body of land that is surrounded by water on three sides. A part of

Important Words **Duration: 1 min**

- **Today:** physical features, peaks, steeper

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

Guided Learning:

- Define and explain the term 'physical feature'.
- Ask learners to read 'Landforms' (TB: Pgs. 14, 15).
- Draw two columns on the board. Help learners to make a list of the different landforms and their features. A sample has been given below.

Landform	Feature
1) Plain	Flat area
2) Plateau	Raised land with flat top
3) Hill	Land higher than surrounding area
4) Mountain	Tall, rocky area of land
5) Valley	Land between hills or mountains

- Using the Classklap India Physical Map, show the learners where these different landforms can be found in India.
- Ask learners to solve the allotted WB questions in class.

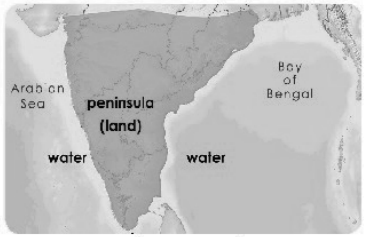
Class Pulse Check **Duration: 3 min**

1) What are the physical features of the Earth?
2) Name any five landforms.

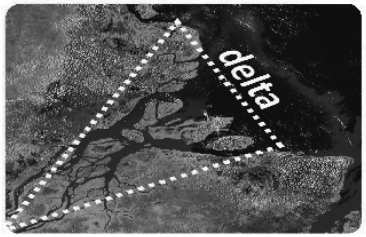
Annual Day:	Day:	Actual Date:	Page(s)
14/28	2/6	_____	15

the peninsula remains connected to the mainland, and it extends into the water.

Delta: A river delta is formed at the mouth of a river as it flows into an ocean, sea or another large water body. It is formed by the deposition of soil at the mouth of a river. It often looks like a triangle.



Indian peninsula



A delta

WATER BODIES

Sea: A sea is a large saltwater body. But it is smaller than an ocean. Many seas join the oceans. For example, the waters of the Arabian Sea join the Indian Ocean.

River: A river is a flowing body of water that follows a course on land.

Lake: A lake is a large body of water which is surrounded by land. Some lakes are very big, and in the past, a few people called them seas. Lakes are not flowing bodies of water. Ponds are smaller than lakes.

Glacier: A glacier is a slowly moving river of ice.

Iceberg: An iceberg is a large piece of ice, broken off a glacier, floating out to the sea or ocean.

Perito Moreno Glacier, South America

Understanding

READING MAPS

How can we show physical features on a map?

Last year, you learned that a **map** is usually a flat drawing of a place as seen from above. How can we show the differences among tall mountains, hills, plateaus and plains on a map? Different colours are used to show the physical features on a map. The colours on a map are also mentioned in the key of the map. The colour for each physical feature is mentioned on the next page.

Important Words **Duration: 1 min**

- **Last class:** physical features, peaks, steeper
- **Today:** –

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

Guided Learning:

- Read aloud 'Water Bodies' (TB: Pg. 15).
- Draw two columns on the board. Help learners to make a list of the different water bodies and their features.
- Using the Classklap India Physical Map, show the learners where these different water bodies can be found in India.

Questioning:

- Ask learners to work in pairs and frame five questions from 'Remembering' to revise landforms and water bodies.
- Choose learners to ask the questions. Ask other learners to answer these.
- Ask learners to solve the allotted WB questions in class.

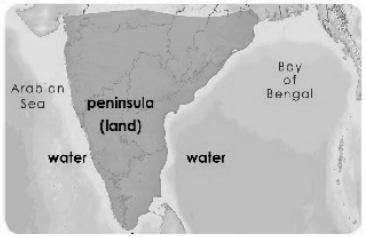
Class Pulse Check **Duration: 3 min**

1) How is a valley different from an island?
2) What is the difference between a glacier and an iceberg?

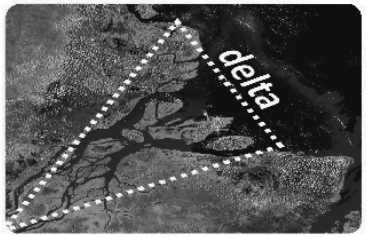
Annual Day:	Day:	Actual Date:	Page(s)
15/28	3/6	_____	15

the peninsula remains connected to the mainland, and it extends into the water.

Delta: A river delta is formed at the mouth of a river as it flows into an ocean, sea or another large water body. It is formed by the deposition of soil at the mouth of a river. It often looks like a triangle.



Indian peninsula



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Glacier: A glacier is a slowly moving river of ice.

Iceberg: An iceberg is a large piece of ice, broken off a glacier, floating out to the sea or ocean.

Perito Moreno Glacier, South America

Understanding

READING MAPS

How can we show physical features on a map?

Last year, you learned that a **map** is usually a flat drawing of a place as seen from above. How can we show the differences among tall mountains, hills, plateaus and plains on a map? Different colours are used to show the physical features on a map. The colours on a map are also mentioned in the key of the map. The colour for each physical feature is mentioned on the next page.

Important Words

–

Transactional Tip(s) **Duration: 29 min**

Activity Method:

- Divide the learners into five or six groups. Assign each of the groups two to three landforms or water bodies.
- Ask the learners to use the modelling clay and colours to make models of the landforms or water bodies assigned to them.
- Choose learners from each group to do a short presentation on their assigned landform or water body using their model.
- Encourage other learners to ask questions.
- Ask learners to solve the allotted WB question in class.

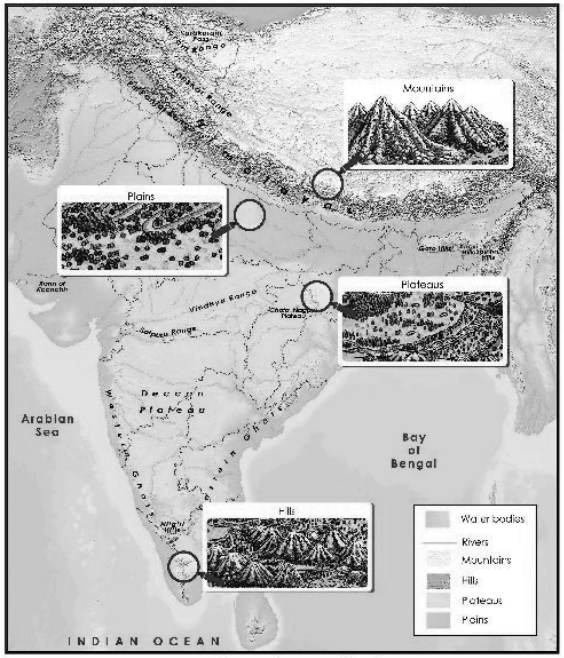
Class Pulse Check **Duration: 1 min**

1) Name a landform which needs a water body to be formed.

Annual Day:	Day:	Actual Date:	Page(s)
16/28	4/6	_____	16

Study the map and the key to know the physical features of India.

Green: plains **Light brown:** tall mountains **Yellow:** plateaus **Blue:** water **Brown:** hills



Physical map of India

Application

Here are a few exciting facts about the physical features of the Earth.

- The West Siberian Plains are the largest plains in the world.
- The largest plateau in the world is the Tibetan Plateau. It is ten times bigger than the Indian state of Uttar Pradesh.
- The Himalayas are the tallest mountains in the world.
- The Arabian Peninsula is the world's largest peninsula.
- Greenland is the largest island in the world.

Important Words **Duration: 1 min**

- **Today:** map

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

Peer Learning - Pair/Group:

- In pairs, ask learners to read 'Reading Maps'(TB: Pgs. 15, 16).
- Ask them to observe the map on TB: Pg. 16.
- Ask the pair of learners to discuss the different colours they see on the map with each other.
- Explain the significance of colours on the map to the learners using the Classklap India Physical Map.

Questioning:

- Ask each pair to study the colours on the map and answer the following.
  - What is the most common landform in India?
  - Which is the most prevalent landform in your state?
  - What type of water bodies are present in India?
  - What kind of water bodies surround India?
- Ask learners to solve the allotted WB questions in class.

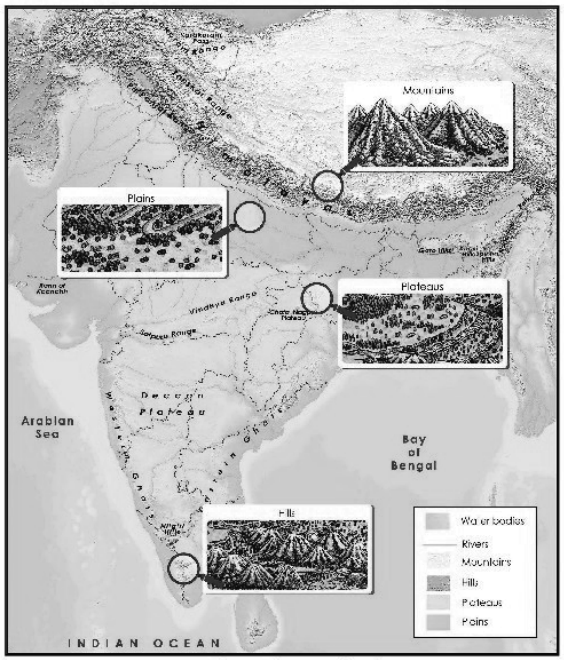
Class Pulse Check **Duration: 1 min**

1) What are the colours brown and green used to show on a map?

Annual Day:	Day:	Actual Date:	Page(s)
17/28	5/6	_____	16

Study the map and the key to know the physical features of India.

Green: plains **Light brown:** tall mountains **Yellow:** plateaus **Blue:** water **Brown:** hills



Physical map of India

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- Greenland is the largest island in the world.

Important Words **Duration: 1 min**

–

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

Activity Method:

- Ask learners to identify the locations of the physical features mentioned in 'Application' on the Classklap World Map.
- Ask learners to mark and label the locations mentioned on a blank world map using the appropriate colours.
- Ask them to label the continents on which the physical features are located as well.
- Ask learners to solve the allotted WB question in class.

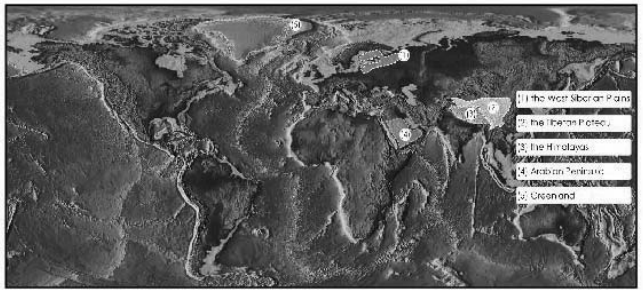
Guided Learning:

- Read 'Application' (TB: Pg. 16).
- Help the learners to locate the places mention in 'Application' using an atlas and make a note of the colours used to mark them.
- Help learners to identify the continents where these places are located using the Classklap World Map.

Class Pulse Check **Duration: 1 min**

1) In which continent are the tallest mountains in the world located?

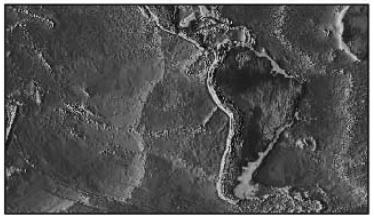
Annual Day:	Day:	Actual Date:	Page(s)
18/28	6/6	_____	17,17



Some physical features of the Earth

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

1) Look at the given map. Identify the plains and mountains using the colours on the map.



Amazing Facts

The ocean can be deeper than our tallest mountain. While Mount Everest is 8,848 m tall, the deepest point on the Earth, Challenger Deep located in the Pacific Ocean, is about 10,994 m deep. That is about 2,000 m more than the height of Mount Everest!

New Words

1)	peak	–	the pointed top of a hill or a mountain that is its highest point
2)	steep	–	having a slope that rises or falls quickly

Important Words

- **Last class:** map
- **Today:** –

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

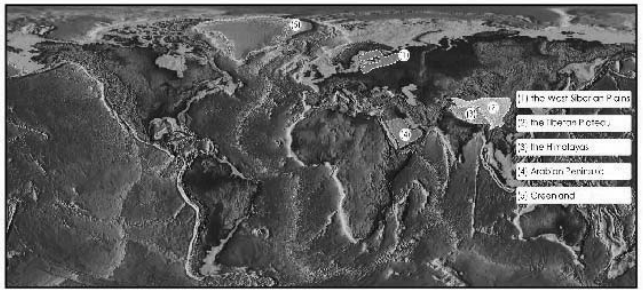
Questioning:

- Conduct a quiz related to the use of colours on maps. Ask:
  - Why are colours used on maps?
  - Can we use the same colour to represent all landforms?
  - What colour is used to represent plateaus?
  - What colour is used to represent tall mountains?
  - With which colour will you show rivers on a map?
- Ask the learners to solve 'H.O.T.S.' (TB: Pg. 17) in pairs.

Class Pulse Check **Duration: 1 min**

1) How are water bodies shown on a map?

Annual Day:	Day:	Actual Date:	Page(s)
18/28	6/6	_____	17



Some physical features of the Earth

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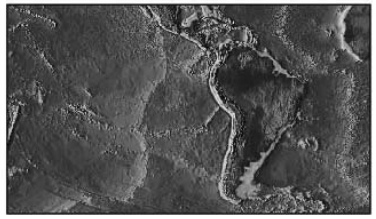

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New Words

1)	peak	–	the pointed top of a hill or a mountain that is its highest point
2)	steep	–	having a slope that rises or falls quickly

Important Words

–

Transactional Tip(s)

Summarising:

- Summarise the physical features found on the earth using a tree diagram.
- Discuss with learners how knowing about physical features can be helpful.
- Read 'Amazing Facts'.
- Show the learners the location of Mount Everest, Mariana Trench and Challenger Deep using the Classklap World Map.
- Ask learners to solve the allotted WB question in class.

Class Pulse Check

1) Name the water bodies surrounding India.
2) Name the deepest point on Earth.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Which major landform usually has a V-shape? (Ans. Valley)	Period 1 - major landforms and water bodies	
2	Jessy wants to mark water bodies and plateaus on a map of India. What can she use to show them? (Ans. Colours)	Period 4 - how landforms and water bodies are shown on a map	
3	Name the largest plains in the world. (Ans. The West Siberian Plains)	Period 5 - some interesting physical features on Earth	
4	Which colour can be used on the map to show snow covered mountains? (Ans. White)	Period 6 - using the colours on a map to point out the landforms on it	

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: What Does the Earth Look Like?

Think

1) Which of the following is not a water body? *(TB, Pg. 13)*

   (A) lake

   (B) ocean

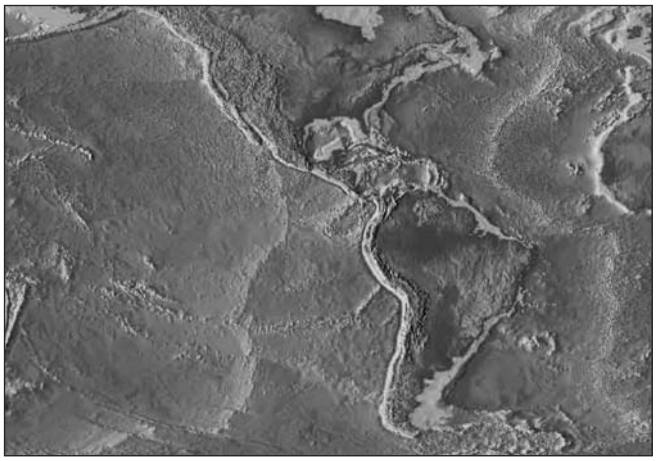
   (C) river

   (D) hill

Ans. (D) hill

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

1) Look at the given map. Identify the plains and mountains using the colours on the map. *(TB, Pg. 17)*



Ans. Plains: green, Mountains: brown

What Does the Earth Look Like?

Remembering

Multiple Choice Questions

1) What is a flat area of land on the surface of the Earth called? [**A**]

(A) plain (B) plateau

(C) hill (D) mountain

2) Which landform on Earth is usually V-shaped? [**D**]

(A) hill (B) peninsula

(C) plain (D) valley

Fill in the Blanks

3) A/An _____**plateau**_____ is a landform that looks like a table.

4) A/An _____**iceberg**_____ is a large piece of ice floating in the sea.

Answer in One Word

5) Identify the water body shown in the picture.

Ans. Glacier

6) Name a water body surrounded by land on all sides.

Ans. Lake/Pond (Accept any relevant response.)

Short Answer Question

7) Define 'physical features'. Give an example.

Ans. Physical features are the formations of land, or landforms, and water bodies on the Earth. Example: mountains

Understanding

Match the Following

	Colour		Physical feature
8)	green	d	a) water
9)	yellow	c	b) hill
10)	brown	b	c) plateau
11)	blue	a	d) plain

Short Answer Questions

Observe the given map and answer questions 12 and 13.

12) Identify the landform which makes up the southern part of India. How is it different from the landform of Sri Lanka?

Ans. The landform in southern part of India is a peninsula. Sri Lanka is an island nation; it is surrounded by water on all sides. However, the Indian peninsula is surrounded by water on three sides.

13) How can you differentiate between mountains and plains on the map?

Ans. On a map, mountains are shown in light brown and plains are shown in green.

Long Answer Question

14) Identify the landform. What shape does it look like? How is it formed? Can you name one place in India that is famous for this landform?

Ans. The landform shown in the picture is a delta. It is triangular in shape. It is formed at the mouth of a river where it flows into an ocean or a sea. Sundarbans in India is famous for this landform.

Application

Multiple Choice Questions

15) Morad went trekking beyond the Himalayas. He then trekked across an extremely cold plateau. Can you guess which plateau he crossed? [**A**]

(A) the Tibetan Plateau
(B) the Deccan Plateau
(C) the Chota Nagpur Plateau
(D) the Columbia Plateau

16) The given map shows Greenland. What type of landform is it? [**C**]

(A) a peninsula (B) a mountain (C) an island (D) a hill

Short Answer Questions

17) Study the map of South America. Mention any four physical features on the continent by looking at the colours on the map.

Ans. The four physical features on the continent of South America are as follows.

Green – Plains Yellow – Plateaus

Brown – Hills Blue – Water bodies

18) Give two ways to differentiate between a mountain and a hill.

Ans. Mountains are much taller and usually steeper than hills. Some mountains may be covered in snow. Hills are lower in height and do not receive snowfall.

Long Answer Question

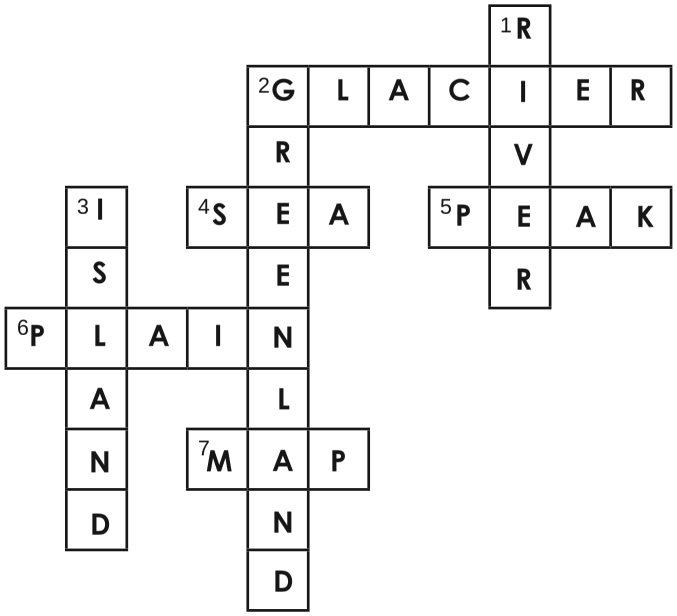
19) Read the clues and complete the crossword.

Down

1. A flowing body of water
2. Largest island in the world
3. Landform surrounded by water on all sides

Across

2. The type of water body which is the main source of water for the river Ganga
4. A large saltwater body smaller than the ocean
5. The pointed top of a mountain
6. A flat area of land good for growing crops
7. A flat drawing of a place as seen from above



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

Long Answer Question

20) Which is your favourite landform or water body? Why?

Ans. Learner's response

Sample: Snowcapped mountains are my favourite type of landforms. These mountains are covered in snow for most of the year. They look beautiful. Many tourists visit these mountains.

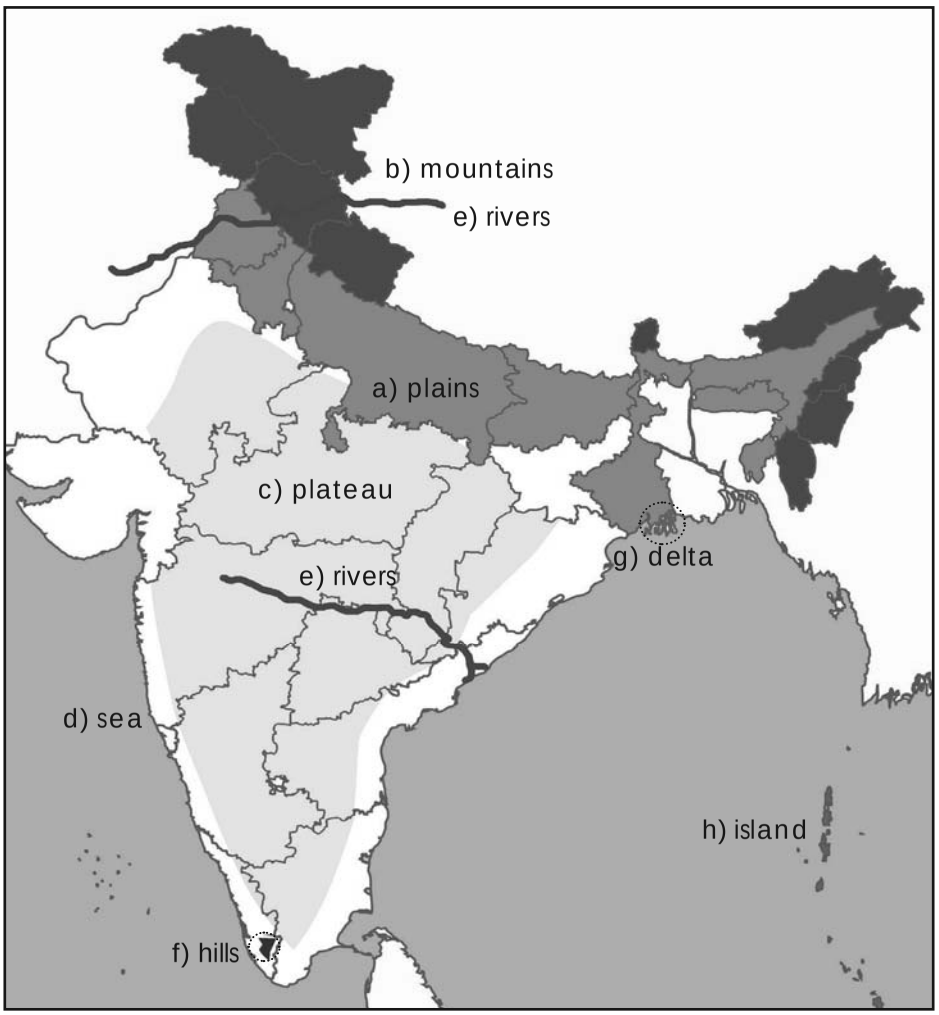
Map Practice

1) Mark the following physical features on the map with the colours given in the brackets.

a) plains (green) b) mountains (purple) c) plateau (yellow)

d) sea (light blue) e) rivers (dark blue) f) hills (brown)

g) delta (red) h) island (orange)



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

Prior Knowledge		• *Continents and oceans* • *Landforms and water bodies*		
Class	**L. No.**	**Lesson Name**	**L. Obj. No.**	**Learning Objectives**
3	4	India's Physical Features	4.a 4.b 4.c	• the location of India • the six regions of India • how physical features affect the lives of people
4	3	What Does the Earth Look Like?	3.a 3.b 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • using the colours on a map to point out the landforms on it
4	4	Understanding Rivers	4.a 4.b 4.c 4.d	• rivers and the parts of a river • the important uses of rivers • the pollution of rivers • ways to reduce river pollution
4	5	India's Rivers	5.a 5.b 5.c 5.d	• 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 • underground rivers

B – Vision-to-Action Plan: 4 Understanding Rivers

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	18-19 (THK, REM)	4.a	• Define river	• Real-life Connect • Interactive Discussion	–	–	WB: Pg. 16 (Q 13)	
2 DD/MM/YYYY	19-20 (REM)	4.a	• Outline the journey of a river • Describe the parts of a river	• Guided Learning • Activity Method	• India Physical Map	WB: Pg. 15 (Q 1, 2, 3, 4)	WB: Pgs. 15, 18 (Q 5, 6, 7, 18) Bring a blank sheet of paper.	
3 DD/MM/YYYY	20-21 (UND)	4.b	• List the main uses of rivers	• Peer Learning – Group • Questioning	• Blank sheet of paper	WB: Pg. 16 (Q 8, 9, 10, 11)	WB: Pgs. 16, 17 (Q 14, 16) Bring a blank sheet of paper.	
4 DD/MM/YYYY	21 (APP)	4.c	• Identify the causes of river pollution	• Real-life Connect • Questioning	• Newspaper clippings on river pollution • Blank sheet of paper	WB: Pgs. 16, 17 (Q 12, 15)	WB: Pg. 18 (Q 17) Read 'H.O.T.S.' (TB: Pg. 22) and prepare a presentation. 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 (H.O.T.S., AF)	4.a 4.b 4.c 4.d	• Analyse the ways one can reduce river pollution • Summarise the concepts learned in the lesson	• Activity Method • Summarising	• Blank sheet of paper	WB: Pg. 19 (Q 19)	WB: Pg. 19 (Q 20)	

Annual Day:	Day:	Actual Date:	Page(s)
19/28	1/5	_____	18,19

Think

Mr Irani's school friend has come to visit the Irani family after many months.

Meher: *Hello, Ajay Uncle! How are you?*

Ajay Uncle: *Hi, Meher. I am well. I have been very busy with work.*

Meher: *Yes, I heard you telling Papa and Ma that you were doing some work to keep Mumbai's rivers clean. What work do you do for the rivers?*

A polluted river

Ajay Uncle: *Well, Meher, I work with an* ***NGO*** *that cleans Mumbai's rivers. We organise events to pick up the waste thrown into rivers. We talk to school children about keeping rivers clean. We also speak to the government to make cleanliness rules strict. It is very important to clean rivers because the health of our villages and cities depends on them.*

Meher: *Oh! Are rivers really that important?*

Important Words **Duration: 1 min**

- **Today:** NGO

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

Real-life Connect :

- Read 'Think'.
- Ask learners to describe a nearby river. Ask them to recollect as many details as possible. You can ask them the following questions.
  - What did the river look like?
  - Was it clean or dirty?
- If the river is polluted, learners should describe how it happened.
- Explain the concept of a river.

Class Pulse Check **Duration: 1 min**

1) Who is responsible for keeping the rivers clean? (Think, TB: Pg. 19)
2) What is a river? Explain in your own words.

Annual Day:	Day:	Actual Date:	Page(s)
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Q. Who is the responsible for keeping the rivers clean?

(A) children (B) the government

(C) adults (D) all of the above

Remembering

A **river** is a large natural stream of flowing water. Usually, rivers flow towards a large water body like a sea or ocean. Sometimes, rivers also flow into caves under the ground.

Rivers provide water, which is necessary for all kinds of life forms. Various kinds of organisms live in rivers. Many kinds of plants and trees grow only near rivers. Also, many animals and insects get food and water from rivers. They are important for the growth of **civilizations**. Many important ancient cities started near rivers.

A river begins on a high ground or in hills or mountains and flows down from the higher ground to the lower ground. It begins as a small stream and gets bigger as it flows onwards. The journey of a river is divided into high, middle and low areas.

JOURNEY OF A RIVER

High Areas

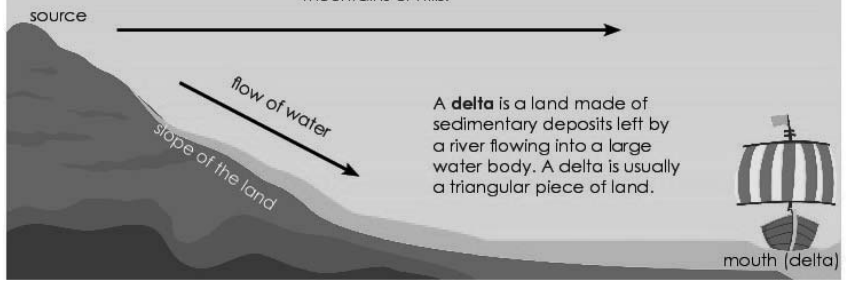
The place where a river begins is called its **source**. It is usually on high land. The water flows down very fast. It carries rocks and other materials with it.

Middle Areas

Here, the river slows down. The slope of the land is less. The river deposits **sediments** along the middle course. Sediments are the muddy and rocky materials brought down by a river from the mountains or hills.

Low Areas

The **mouth** of the river is where it meets a large water body such as a sea or an ocean. The mouth falls in the low areas. A river sometimes forms a delta at the mouth.



Important Words **Duration: 1 min**

- **Today:** river, civilizations

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

Interactive Discussion:

- Choose learners to read the first two paragraphs of 'Remembering' (TB: Pg. 19).
- Outline the importance of rivers for the growth of civilizations.
- Make a word splash on the board on the importance of rivers.
- Complete the word splash using responses from the learners.

***Note to Teacher:**
Please delete 'the' in the learners' copies.

Class Pulse Check **Duration: 1 min**

1) A river is a large **natural/artificial** stream of flowing water.

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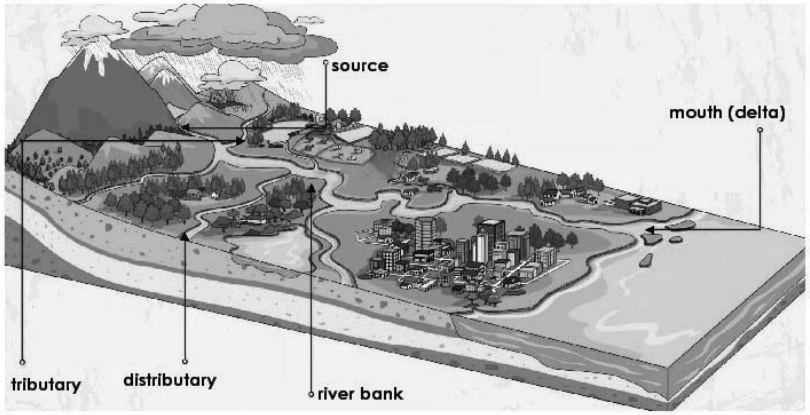

A picture showing the course of a river

Smaller streams and rivers from different places which join the main rivers are called **tributaries**.

When the main river breaks in the middle, different streams are formed. These are called **distributaries**.

Soil brought down from the mountains by a river is called **silt**. During the rainy season, rivers become full and flow over their banks. As a result, neighbouring areas get flooded. When the water from the flood flows away, mud or silt is left behind.

Understanding

USES OF RIVERS

Some ways in which rivers are helpful to people are shown in the picture below. Let us discuss the uses in more detail.

Important Words **Duration: 1 min**

- **Last class:** NGO , river, civilizations
- **Today:** river bank, tributaries, distributaries, silt

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

Activity Method:

- Divide the class into three groups.
- Ask them to study the infographic showing the different parts of a river.
- Let each group pretend to be at a different point on the journey of a river. Group 1 lives in the high areas; group 2 in the middle areas, and group 3 lives in the low areas.
- Let them speak about how the river appears to them and which parts of the river they can see.
- Discuss the different parts of the river.
- Explain how the journey of a river leads to the formation of tributaries and distributaries.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) What is a river bank?

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Q. Who is the responsible for keeping the rivers clean?

(A) children (B) the government

(C) adults (D) all of the above

Remembering

A **river** is a large natural stream of flowing water. Usually, rivers flow towards a large water body like a sea or ocean. Sometimes, rivers also flow into caves under the ground.

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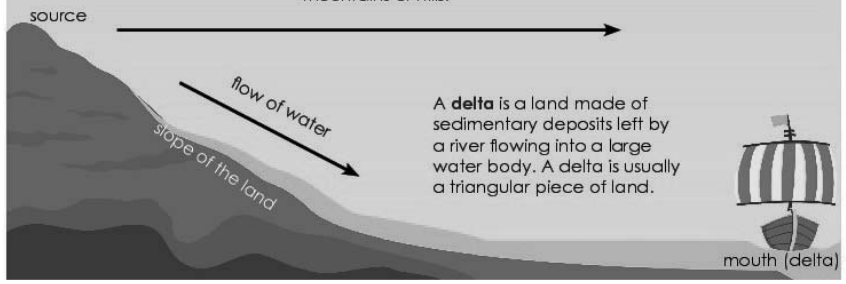
JOURNEY OF A RIVER

High Areas	Middle Areas	Low Areas
The place where a river begins is called its **source**. It is usually on high land. The water flows down very fast. It carries rocks and other materials with it.	Here, the river slows down. The slope of the land is less. The river deposits **sediments** along the middle course. Sediments are the muddy and rocky materials brought down by a river from the mountains or hills.	The **mouth** of the river is where it meets a large water body such as a sea or an ocean. The mouth falls in the low areas. A river sometimes forms a delta at the mouth.



Important Words **Duration: 1 min**

- **Today:** source, sediments, mouth, delta

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

Guided Learning:

- Read the third paragraph of 'Remembering'.
- Explain the journey of a river with the aid of the diagram on TB: Pg. 19.
- Show the river Ganga on the Classklap India Physical Map. Trace the journey of the river. Identify the high, the middle and the low areas of Ganga on the map.

Class Pulse Check **Duration: 2 min**

1) **True/False:** A river begins on a high ground and flows to a lower ground.
2) What do you mean by the 'mouth' of a river?

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1) **Agriculture:** Silt brought from the mountains by rivers is very **fertile**. It is very good for growing crops. Thus, it is helpful to farmers. Crops need water to grow. Rivers provide water for farming. The process of supplying water from a river to the fields to grow crops is called **irrigation**. This water is supplied in the required amount at regular gaps.
2) **Fishing:** Rivers are a source of food such as fish, crabs, prawns and so on. These are sources of food for many humans and animals.
3) **Transportation:** Travelling by **waterways** is the cheapest form of transportation. Rivers provide a natural and easy way to travel or transport goods by boats and steamers.
4) **Generating electricity:** Several rivers move from high areas to middle areas. The force of water falling from a great height can be used to generate electricity. **Dams** help in holding water and generating electricity.
5) **Recreation:** People also use rivers for recreation. Some of these recreational activities are swimming, boating, fishing, birdwatching and so on. In the high areas, river rafting is popular. In the low areas, **parasailing** is popular.

A riverboat

A dam used to generate electricity

Rafting on a river

Application

RIVER POLLUTION

Unfortunately, nowadays, rivers are being polluted. Here are some reasons for river pollution.

1) Waste from farms, cities and factories is dumped in rivers.
2) People throw plastic into rivers. Fish, birds and other creatures eat this plastic and die.
3) After various festivals, people **immerse idols** of gods and goddesses into rivers. Very often, the paint used on these idols poisons underwater creatures.
4) Often, dead animals are also dumped in rivers.

The water from polluted rivers can cause many diseases. The Ganga is one of the most polluted rivers in India.

Important Words **Duration: 1 min**

- **Last class:** river bank, tributaries, distributaries, silt, source, sediments, mouth, delta
- **Today:** fertile, irrigation, waterways, generating, dams, recreation, parasailing

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

Peer Learning - Pair/Group:

- Ask learners to read 'Uses of Rivers' (TB: Pgs. 20, 21).
- Divide the class into five groups and allocate one use of a river to each group.
- Ask them to make a mind map for each use.
- Each group can draw the mind map on the board and explain to the class one main use of a river.
- They can mention instances where they have seen people using rivers. (Hint: people washing clothes in the river)

Questioning:

- Conduct a quiz on the uses of a river.
- Ask learners questions such as the following:
  - Mention ways in which rivers can be used for recreation.
  - You have to transport goods. Which route is cheapest?
  - Name two things you can eat which comes from rivers.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Mention any two uses of rivers.

Annual Day:	Day:	Actual Date:	Page(s)
22/28	4/5	_____	21

1) **Agriculture:** Silt brought from the mountains by rivers is very **fertile**. It is very good for growing crops. Thus, it is helpful to farmers. Crops need water to grow. Rivers provide water for farming. The process of supplying water from a river to the fields to grow crops is called **irrigation**. This water is supplied in the required amount at regular gaps.
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The water from polluted rivers can cause many diseases. The Ganga is one of the most polluted rivers in India.

Important Words **Duration: 1 min**

- **Last class:** river bank, tributaries, distributaries, silt, source, sediments, mouth, delta
- **Today:** immerse, idols

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

Questioning:

- Ask learners to work in pairs and make five questions on river pollution.
- Choose learners to present their questions to the class.
- Ask the other learners to answer the questions.
- Ask learners to solve the allotted WB questions in class.

Real-life Connect :

- Ask learners to read 'River Pollution' (TB: Pg. 21).
- Show newspaper clippings that mention pollution of water.
- You can also discuss the Bellandur Lake incident in Bengaluru.
- Ask learners if they have seen the effects of river pollution or seen people do things that may pollute the river.
- Discuss with learners the effects of river pollution.

Class Pulse Check **Duration: 2 min**

1) How does plastic pollute rivers?
2) **True/False:** Washing clothes in the river does not cause river pollution.

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

WAYS TO REDUCE RIVER POLLUTION

Look at the pictures of polluted rivers. Plan a presentation in groups of five to find ways by which rivers can be kept clean. Make sure the ways can be used by common people.




Amazing Facts

Given below are some important rivers of the world.

1) River Nile in Africa
2) River Yangtze in Asia
3) River Amazon in South America
4) River Danube in Europe

The River Nile is around 6,690 km long. It is longer than the distance between Kashmir in the north and Kanyakumari in the south of India!

Important Words **Duration: 1 min**

- **Last class:** fertile, irrigation, waterways, generating, dams, recreation, parasailing
- **Today:** –

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

Activity Method:

- Divide the learners into five or six groups.
- Ask them to discuss their presentations with each other.
- Choose learners from each group to do their presentation for the rest of the class.
- Ask questions to the learners who are presenting. (Hints: Are the method practical? Can they be used by common people?)

Class Pulse Check **Duration: 1 min**

1) Mention one way to reduce pollution in rivers.

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New Words

1)	NGO	–	Non-Governmental Organisation; a group of people who want to help citizens without being a part of the government
2)	civilization	–	a group of people who live together and share the same culture
3)	river bank	–	the land along a river
4)	recreation	–	things people do for fun
5)	fertile	–	rich in nutrients to produce more crops
6)	waterway	–	a river or a body of water that boats or ships use to go from one place to another
7)	generate	–	make; produce
8)	dam	–	a wall built across a river to store water
9)	parasail	–	fly through the air wearing a parachute while being pulled by a boat
10)	immerse	–	lower something in water
11)	idol	–	a statue of a god or goddess

Important Words

–

Transactional Tip(s) **Duration: 9 min**

Summarising:

- Ask learners to read 'Amazing Facts'.
- Help learners to summarise parts of a river and uses of a river with a spider diagram. They can also answer the following questions.
  - What did you learn about rivers?
  - How can this lesson be helpful in daily life?
- Ask learners to solve the allotted WB question in class.

Class Pulse Check **Duration: 1 min**

1) A delta is **triangular/round** in shape.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	The place where a river begins is called its_____. (Ans. source)	Period 2 - rivers and the parts of a river	
2	Raghu is a farmer. He has a boat. How can he make use of the river? (Ans. Farming, transport; accept any relevant answer)	Period 3 - the important uses of rivers	
3	**True/False:** Dead animals when thrown into rivers cause pollution. (Ans. True)	Period 4 - the pollution of rivers	
4	Will river pollution be less if factories stopped dumping chemical waste in rivers? (Ans. Yes)	Period 5 - ways to reduce river pollution	

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: Understanding Rivers

Think

1) Who is responsible for the keeping rivers clean? *(TB, Pg. 19)*

(A) children

(B) the government

(C) adults

(D) all of the above

Ans. (D) all of the above

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

1) Look at the pictures of polluted rivers. Plan a presentation in groups of five to find ways by which rivers can be kept clean. Make sure the ways can be used by common people. *(TB, Pg. 22)*




Ans. In their presentations, the learners may include the following.

- How people could be fined for polluting rivers
- How to make people aware of the harmful effects of using water from polluted rivers
- How factories can treat the polluted water before letting it flow into rivers
- How to prevent people from throwing garbage or bathing in the rivers

Understanding Rivers

Remembering

Multiple Choice Questions

1) What are smaller rivers which join the main river called? [**B**]

(A) distributaries (B) tributaries

(C) sediments (D) delta

2) Which part of a river falls in low areas? [**C**]

(A) creek (B) peninsula

(C) mouth (D) source

Fill in the Blanks

3) The place where a river begins its journey is called its _____**source**_____.

4) Soil brought down from mountains by rivers is called _____**silt**_____.

Very Short Answer Questions

5) Where does a river slow down during its journey?

Ans. Middle areas

6) Name the streams that are formed when a main river breaks up.

Ans. Distributaries

Short Answer Question

7) Define 'delta'. How is it formed?

Ans. A delta is usually a triangular piece of land. A delta is a land made of sedimentary deposits left by a river flowing into a large water body.

Understanding

Circle the Correct Word

8) Rivers provide a natural way to travel by **boats** / **cars**.

9) **Dams** / **Houses** help to hold water and generate electricity.

10) In the high areas, the river is usually **fast** / **slow**.

11) **Swimming** / **Farming** is a recreational activity done in rivers.

Short Answer Questions

12) Mention two ways in which rivers are helpful to people. How does pollution of rivers affect these activities?

Ans. Rivers are helpful to people as they provide water for agriculture. They are also a source of food. Pollution harms fishes in river and also crops.

13) Ancient civilizations like the Harappan Civilization started near rivers. Explain why rivers were important for the growth of such civilizations.

Ans. Rivers provided water for drinking, agriculture and for other household works. Many plants and trees grew near the rivers. Therefore, many ancient civilizations started near rivers.

Long Answer Question

14) Guess the activities shown in the given pictures. Identify the purpose for which rivers are used in the pictures.

Ans.

Parasailing

Recreational activity

Irrigation

Agriculture

Floating market

Transportation

Fishing

Source of food

Application

Multiple Choice Questions

15) Which of the following is not a reason for river pollution? [**D**]

(A) 

waste water from industries

(B) 

plastic thrown into rivers

(C) 

immersing idols

(D) 

dolphin playing in the river

16) For which of the following activities do we not use rivers? [**D**]

(A) 

farming

(B) 

swimming

(C) 

fishing

(D) 

trekking

Short Answer Questions

17) One of the largest lakes in Bengaluru, the Bellandur Lake, has spilled toxic froth many times since 2015. In 2017, many industries around the lake were shut down. Why do you think that happened?

Ans. The industries dumped their wastes directly into the lake water. Due to this, the water is polluted. To decrease pollution, the industries around the lake were shut down.

18) Look at the word splash below. Using terms from the word splash, show the journey of a river.

Mouth
Tributary **Delta** River bank
Source
Distributary

Ans.

High Areas	Middle Areas	Low Areas
Source	Tributary, River bank, Distributary	Mouth, Delta

Long Answer Question

19) Mention two reasons why we need to look after rivers. Describe two ways in which you can help to look after rivers.

Ans. Learner's response

Sample: We should look after rivers as the silt brought by rivers is good for farming.

Rivers also provide us with drinking water without which we cannot live.

We can help to look after rivers by not throwing waste such as plastic into them, not immersing idols or not polluting the river water.

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

Long Answer Question

20) Find out the river that is closest to your home. List its length and the states that it passes through. Mention if any dams are built on it.

Ans. Learner's response

Sample: River Narmada flows closest to my home. The length of this river is around 1312 km. It passes through the states of Madhya Pradesh, Maharashtra and Gujarat.

The Sardar Sarovar Dam is built on this river.

A – Curriculum to Learning Objectives: Physical Geography of India

Prior Knowledge	• *Course of a river* • *Features of a river* • *Landforms and water bodies in India*

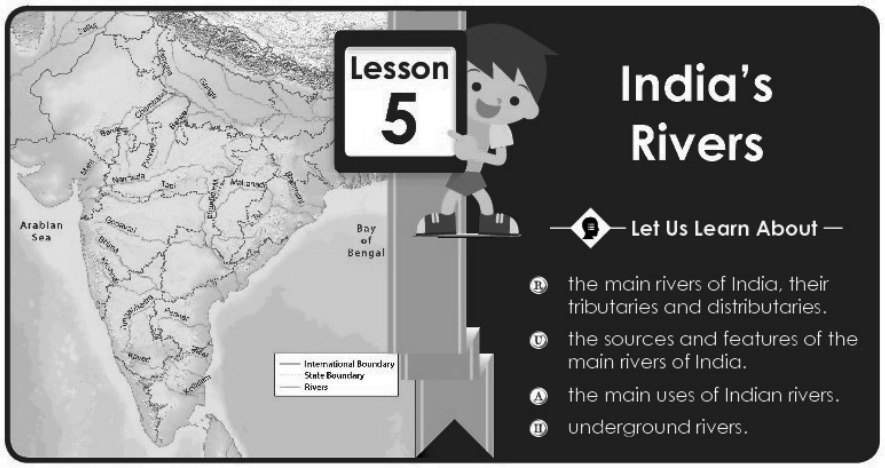
Class	L. No.	Lesson Name	L. Obj. No.	Learning Objectives
3	4	India's Physical Features	4.a 4.b 4.c	• the location of India • the six regions of India • how physical features affect the lives of people
4	3	What Does the Earth Look Like?	3.a 3.b 3.d	• major landforms and water bodies • how landforms and water bodies are shown on a map • using the colours on a map to point out the landforms on it
4	4	Understanding Rivers	4.a 4.b 4.c 4.d	• rivers and the parts of a river • the important uses of rivers • the pollution of rivers • ways to reduce river pollution
4	5	India's Rivers	5.a 5.b 5.c 5.d	• 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 • underground rivers

B – Vision-to-Action Plan: 5 India's Rivers

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	24-25 (THK, REM)	5.a	• Classify the major rivers in India on the basis of their source • Define and list the perennial and non-perennial rivers	• Interactive Discussion • Guided Learning	• India Physical Map	WB: Pg. 20 (Q 6, 7)	Read 'Himalayan Rivers' (TB: Pg. 25)	
2 DD/MM/YYYY	25-26 (REM)	5.a	• List and discuss the Himalayan and peninsular rivers in India and their tributaries	• Flipped Classroom • Questioning	• India Political Map	WB: Pg. 20 (Q 1, 2, 3, 4) WB: Map Practice, Pg. 28 (Q 5)	WB: Pg. 21 (Q 8, 9, 10, 11) Bring a blank sheet of paper.	
3 DD/MM/YYYY	27-28 (UND)	5.b	• Differentiate rivers based on their sources • Discuss the features of Indian rivers	• Peer Learning – Group • Interactive Discussion	• Blank sheet of paper • India Physical Map	WB: Pgs. 20, 21 (Q 5, 12, 13)	WB: Pg. 24 (Q 19) 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	
4 DD/MM/YYYY	28 (APP)	5.c	• Identify the important uses of Indian rivers	• Guided Learning • Questioning	• Blank sheet of paper	WB: Pg. 22 (Q 14, 16)	WB: Pg. 22 (Q 15, 17) Bring a blank map of India and a blank sheet of paper.	
5 DD/MM/YYYY	28-29 (H.O.T.S., AF)	5.a 5.b 5.c 5.d	• Explain the concept of underground rivers • Summarise the concepts covered in the lesson	• Summarising • Activity Method	• India Physical Map • Blank map of India • Blank sheet of paper	WB: Pg. 23 (Q 18) WB: Map Practice, Pg. 26 (Q 3)	WB: Pg. 24 (Q 20) WB: Map Practice, Pg. 27 (Q 4)	

Annual Day:	Day:	Actual Date:	Page(s)
24/28	1/5	_____	24,25



Think

Ajay Uncle: *Which is the longest river in India?*

Meher: *Is it the river Ganga?*

Ajay Uncle: *That is right! River Ganga is the longest river in India. It is 2,510 km long. The second-longest river is in the south of India — Godavari — which is 1,465 km long.*

Meher: *Wow! That is really long!*

River Ganga

Q. Which is the longest river in India?

(A) Narmada (B) Godavari

(C) Brahmaputra (D) Ganga

Important Words

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

Interactive Discussion:

- Read 'Think' (TB: Pg. 24).
- Ask learners to solve the 'Think' question.
- Discuss with learners the importance of rivers in daily life.
- Recapitulate how rivers are useful.

Class Pulse Check **Duration: 1 min**

1) Which is the longest river in India? (Think, TB: Pg. 24)

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

India has many rivers, big and small. Some of the important rivers of India are the following.

- Indus
- Ganga
- Narmada
- Tapi
- Godavari
- Krishna
- Mahanadi
- Brahmaputra

All the major Indian rivers have their source at one of the following.

1) **The Himalayan and the Karakoram mountain ranges in northern India:** They have long courses and run from the source to the seas. These are called **Himalayan rivers**.
   Example: Indus, Ganga and Brahmaputra
2) **The Vindhya and Satpura mountain ranges and Chota Nagpur Plateau in central India or the Sahyadri hills (Western Ghats) in western India:** These are called **peninsular rivers**.
   Example: Mahanadi, Krishna, Kaveri and Godavari

Indian rivers can also be divided according to their water levels.

The Himalayan rivers have water throughout the year. Rivers that flow throughout the year are known as **perennial rivers**. Example: Ganga, Indus, Bramhaputra

Many of the peninsular rivers do not have a constant flow of water all year. Rivers which do not have a constant flow throughout the year are known as **non-perennial rivers**. They have a seasonal or periodic flow of water. Example: Godavari, Mahanadi, Krishna

Let us learn more about some rivers of India.

HIMALAYAN RIVERS

1) **Indus**: It is one of the longest rivers in the world. Its five major tributaries are the Chenab, Jhelum, Ravi, Beas and Sutlej. These tributaries meet the Indus in Punjab in Pakistan. 'Punj' means 'five' and 'ab' means 'water'.
2) **Ganga**: It is the longest river in India. It meets the River Yamuna at Prayagraj (earlier called Allahabad). The Chambal and Betwa rivers are the tributaries of the Yamuna. The Son river is a tributary of the Ganga. The Hooghly river in West Bengal is a major distributary of the Ganga.
3) **Brahmaputra**: Beginning in Tibet, the Brahmaputra enters India in Arunachal Pradesh and flows through Assam. It then meets the Ganga in Bangladesh and flows into the Bay of Bengal.

Important Words **Duration: 1 min**

- **Today:** Himalayan rivers, Western Ghats, peninsular rivers, perennial rivers, non-perennial rivers

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

Guided Learning:

- Read the first two paragraphs of 'Remembering'.
- Using the Classklap India Physical Map, show learners the important rivers of India.
- Read and explain the definition of perennial and non-perennial rivers from the pin-up note.
- Explain why the source of important Indian rivers lie in the mountain ranges.
- Make two columns on the board with headings: Himalayan rivers, peninsular rivers.
- Ask learners to list the names of important rivers in India. Help them to categorise the rivers into Himalayan and peninsular rivers.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 3 min**

1) How can we classify Indian rivers?
2) What are perennial and non-perennial rivers?

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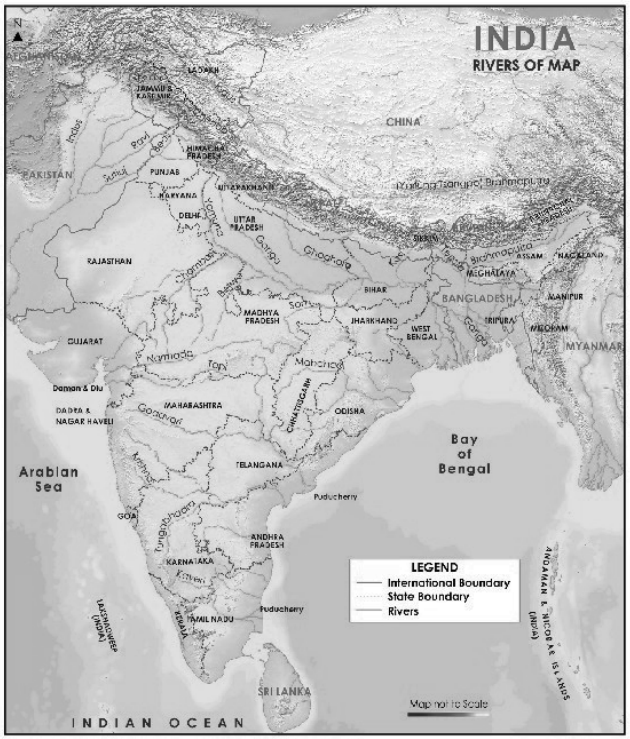
PENINSULAR RIVERS

1) **Mahanadi**: The major tributaries of Mahanadi are Shivnath, Jonk and Hasdeo. It flows through the states of Chhattisgarh and Odisha.
2) **Godavari**: This is the second-longest river in India. Some tributaries of the Godavari are Pranhita and Indravati. It flows through Maharashtra, Chhattisgarh, Telangana and Andhra Pradesh.
3) **Krishna**: The Tungabhadra is the largest tributary of the Krishna river. The Krishna flows through the states of Maharashtra, Karnataka, Telangana and Andhra Pradesh.
4) **Narmada and Tapi**: These rivers flow from the east to the west. The Narmada and the Tapi flow through the states of Madhya Pradesh, Maharashtra and Gujarat.



Rivers of India

Important Words

- **Last class:** Himalayan rivers, Western Ghats, peninsular rivers, perennial rivers, non-perennial rivers
- **Today:** –

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

Questioning:

- Read aloud 'Peninsular Rivers'.
- Use the Classklap India Political Map to show the states through which these rivers flow.
- Ask learners:
  - Name a river in your state.
  - Name two rivers that have a constant flow of water throughout the year.
  - Of which river is Hasdeo the major tributary?
  - Which river flows through the state of Madhya Pradesh into the Arabian sea?
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Name any three peninsular rivers of India.

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Remembering

India has many rivers, big and small. Some of the important rivers of India are the following.

- Indus
- Ganga
- Narmada
- Tapi
- Godavari
- Krishna
- Mahanadi
- Brahmaputra

All the major Indian rivers have their source at one of the following.

1) **The Himalayan and the Karakoram mountain ranges in northern India:** They have long courses and run from the source to the seas. These are called **Himalayan rivers**.
   Example: Indus, Ganga and Brahmaputra
2) **The Vindhya and Satpura mountain ranges and Chota Nagpur Plateau in central India or the Sahyadri hills (Western Ghats) in western India:** These are called **peninsular rivers**.
   Example: Mahanadi, Krishna, Kaveri and Godavari

Indian rivers can also be divided according to their water levels.

The Himalayan rivers have water throughout the year. Rivers that flow throughout the year are known as **perennial rivers**. Example: Ganga, Indus, Bramhaputra

Many of the peninsular rivers do not have a constant flow of water all year. Rivers which do not have a constant flow throughout the year are known as **non-perennial rivers**. They have a seasonal or periodic flow of water. Example: Godavari, Mahanadi, Krishna

Let us learn more about some rivers of India.

HIMALAYAN RIVERS

1) **Indus**: It is one of the longest rivers in the world. Its five major tributaries are the Chenab, Jhelum, Ravi, Beas and Sutlej. These tributaries meet the Indus in Punjab in Pakistan. 'Punj' means 'five' and 'ab' means 'water'.
2) **Ganga**: It is the longest river in India. It meets the River Yamuna at Prayagraj (earlier called Allahabad). The Chambal and Betwa rivers are the tributaries of the Yamuna. The Son river is a tributary of the Ganga. The Hooghly river in West Bengal is a major distributary of the Ganga.
3) **Brahmaputra**: Beginning in Tibet, the Brahmaputra enters India in Arunachal Pradesh and flows through Assam. It then meets the Ganga in Bangladesh and flows into the Bay of Bengal.

Important Words **Duration: 1 min**

–

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

Flipped Classroom:

- Divide the class into three groups and assign one Himalayan river to each group.
- Ask each group to prepare a short presentation on the special features of the assigned river.
- Ask two members from each group to do the presentation. They can use the Classklap India Political Map to show the states through which the rivers flow.

Class Pulse Check **Duration: 2 min**

1) Which is the longest river in India?
2) Which river meets the Ganga in one of India's neighbouring countries?

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Understanding

SOURCES OF INDIAN RIVERS

The source of a river, very often, is in the mountains or hills. Mountain range like the Himalayas and Karakoram are very high. They have snow on their peaks. This snow melts in summer and trickles down the mountainsides in small streams. These streams flow into rivers. Such rivers are called **snow-fed** rivers. When rivers are formed due to the melting of glaciers, they are called **glacier-fed** rivers.

The rivers of central and southern India are mostly **rain-fed rivers**. This means that they receive water from the monsoon rains.

Snow or glacier-fed rivers of northern India	Rain-fed rivers of central and southern India
• perennial rivers	• seasonal rivers — they lose a lot of water during summer
• flow slowly when they reach the plains	• flow faster than rivers of northern India due to rocky and uneven land
• few **waterfalls** (A waterfall is formed when water falls from a great height.)	• many waterfalls Example: Jog Falls in Karnataka

FEATURES OF INDIAN RIVERS

1) In the high areas, a river flows fast. It rubs against rocks and breaks them into smaller pieces. It carries these small rocks and stones as well as soil down along with it.
2) A river leaves small rocks and stones as well as soil at the bottom of valleys or takes them down to the plains.
3) These rivers also form large **basins**. A river basin is the area which gets water and silt from the main river and its tributaries. This is how the Ganga makes the plains very fertile for cultivation.

High areas of the Ganga

4) The rain-fed eastern peninsular rivers such as Mahanadi, Krishna and Godavari, flow towards the east like the Ganga. They deposit silt in the middle and low areas. Deltas form at their mouths. These rivers flow into the Bay of Bengal.
5) Some of the main rain-fed peninsular rivers like Narmada, Periyar and Tapi, flow towards

Important Words **Duration: 1 min**

- **Today:** snow-fed, glacier-fed, rain-fed, waterfalls, basins

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

Peer Learning - Pair/Group:

- Divide the class into groups. Ask each group to read 'Sources of Indian Rivers' (TB: Pg. 27).
- Divide the class into two groups. Ask them to list the features of snow-fed/glacier-fed and rain-fed rivers with examples of each.
- Ask each group to share one feature of each type of river.
- You can also ask them to point out the sources of famous snow/glacier-fed rivers such as the Gangotri glacier on Classklap India Physical Map.

Interactive Discussion:

- Read 'Features of Indian Rivers'.
- Discuss the different features of rivers in different areas. (Hints: the formation of river basins, the formation of deltas)
- Outline the similarities and the differences between the features of the eastward and westward flowing rivers.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) Which type of river would have few waterfalls?
2) What is a river basin?

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the west. They flow faster than the northern rivers and do not deposit as much silt in their middle and low areas. They do not form deltas. These rivers flow into the Arabian Sea.

Application

IMPORTANT USES OF INDIAN RIVERS

Some important uses of Indian rivers are as follows.

1) **Agriculture**
   - Rivers carry soil rich in nutrients (silt). Silt that is carried by the Ganga, Yamuna, Godavari and so on is useful for agriculture.
   - The large basins and deltas of the rivers provide a lot of fertile land for farming.
   - River water is diverted through **canals** to areas where there is no water.
2) **Electricity**
   - The Sardar Sarovar Dam on the Narmada river is an example of a dam built to generate hydroelectricity.
3) **Religion**
   - Many rivers in India are considered sacred. Many religious events are performed on the banks of these rivers.
4) **Fishing**
   - Fishing is done in the Hooghly river in West Bengal. Similarly, many other Indian rivers are the source of fish for Indians.
5) **Transportation**
   - Some waterways are used for transportation. Example: the Ganga-Bhagirathi-Hooghly rivers flowing from Uttar Pradesh to West Bengal, the Bramhaputra river in Assam
6) **Recreation**
   - Rishikesh, on the banks of the Ganga, is a famous spot for river rafting.

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

UNDERGROUND RIVERS

Sometimes, in the middle areas, a river might disappear from the surface of the Earth. This does not always mean that it has dried up. Sometimes, a river finds a crack in the ground and begins to travel under the ground.

Important Words **Duration: 1 min**

- **Last class:** snow-fed, glacier-fed, rain-fed, waterfalls, basins
- **Today:** canals

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

Guided Learning:

- Using a spider diagram, explain to learners the primary and subsidiary uses of Indian rivers.
- Explain what a dam is. Name some important dams in our country.
- Discuss the reasons why dams are required. Differentiate between the uses of dams and canals.
- Explain how some practices such as dumping of industrial waste in rivers result in the pollution of rivers.

Questioning:

- Divide the learners into pairs.
- Ask them to frame five questions on important uses of Indian rivers.
- Ask one pair to ask a question, while another pair answers.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 2 min**

1) How is a canal different from a dam?
2) How do rivers help us to move?

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A few underground rivers from around the world are the Neglinnaya in Moscow and the Fleet in London.

Amazing Facts

The Sundarban delta formed by the Brahmaputra and the Ganga is the largest delta in the world. It is one of the most fertile areas in the world.

New Words

1) Western Ghats – mountains in the western part of India
2) canal – a river made by humans

Important Words

- **Last class:** canals
- **Today:** –

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

Activity Method:

- Ask learners to draw and label the important rivers that they have learnt about on a blank map of India.
- Recapitulate the similarities and differences between Himalayan and peninsular rivers.
- Ask learners to solve the allotted WB questions in class.

Class Pulse Check **Duration: 1 min**

1) Which occupations find rivers to be useful?

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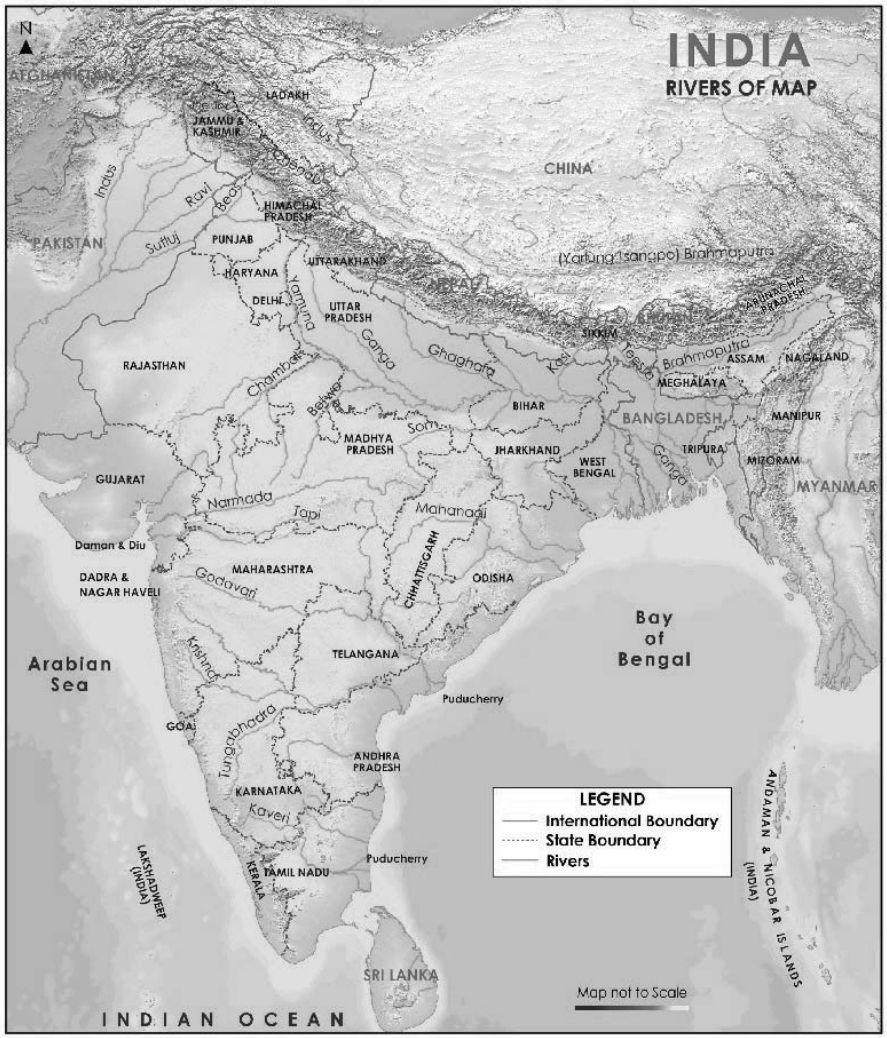

Important Words

–

Transactional Tip(s)

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Class Pulse Check

1) -

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Important Words

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Transactional Tip(s)

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Class Pulse Check

1) -

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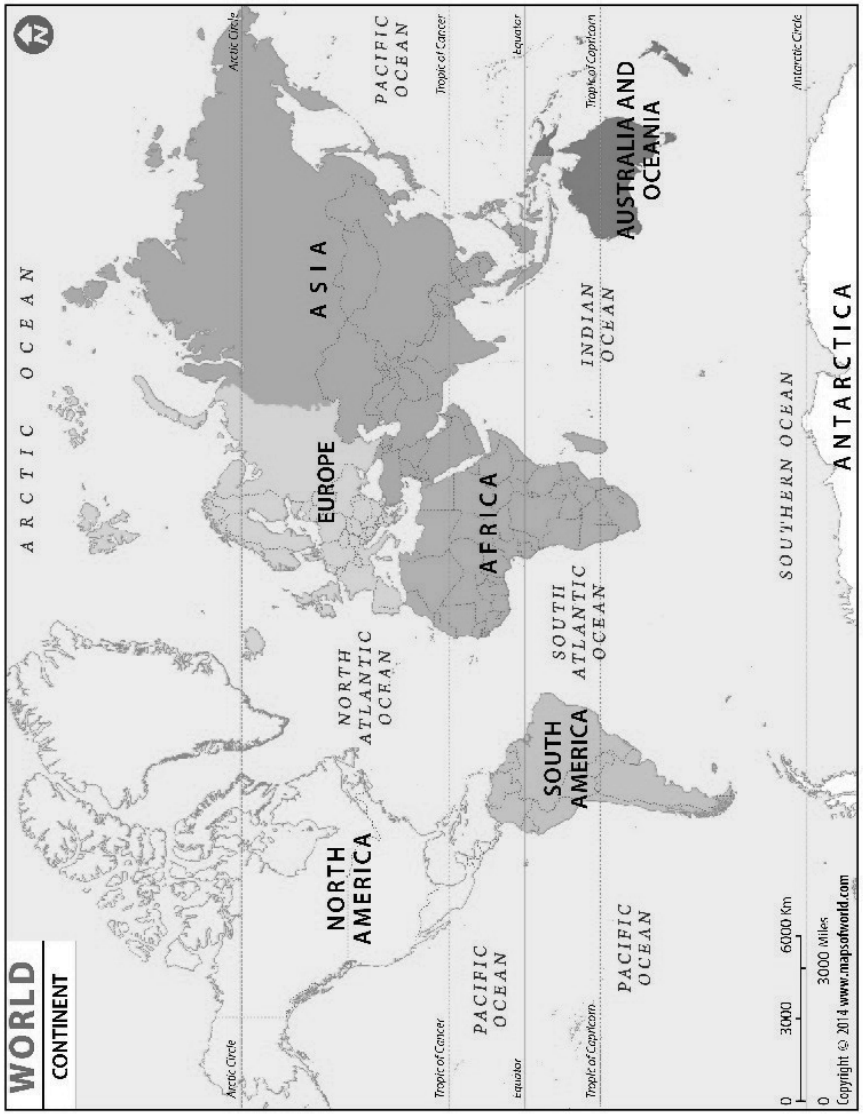

Important Words

–

Transactional Tip(s)

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Class Pulse Check

1) -

Annual Day:	Day:	Actual Date:	Page(s)
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the west. They flow faster than the northern rivers and do not deposit as much silt in their middle and low areas. They do not form deltas. These rivers flow into the Arabian Sea.

Application

IMPORTANT USES OF INDIAN RIVERS

Some important uses of Indian rivers are as follows.

1) **Agriculture**
   - Rivers carry soil rich in nutrients (silt). Silt that is carried by the Ganga, Yamuna, Godavari and so on is useful for agriculture.
   - The large basins and deltas of the rivers provide a lot of fertile land for farming.
   - River water is diverted through **canals** to areas where there is no water.
2) **Electricity**
   - The Sardar Sarovar Dam on the Narmada river is an example of a dam built to generate hydroelectricity.
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6) **Recreation**
   - Rishikesh, on the banks of the Ganga, is a famous spot for river rafting.

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

UNDERGROUND RIVERS

Sometimes, in the middle areas, a river might disappear from the surface of the Earth. This does not always mean that it has dried up. Sometimes, a river finds a crack in the ground and begins to travel under the ground.

Important Words **Duration: 1 min**

–

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

Summarising:

- Summarise the the concept of underground rivers.
- Let the learners read 'Amazing Facts' (TB: Pg. 29).
- Show learners the location of the Sundarbans delta on the Classklap India Physical Map.
- Ask learners to summarise the features of rivers and the Indian rivers with a KWL Chart

Class Pulse Check **Duration: 1 min**

1) Describe an underground river.

C – Exit Assessment

	Suggested questions to test the learning objective(s)	Learning objective(s)	Number of learners who answered correctly
1	Where do most Himalayan rivers have their source? (Ans. The Himalayan and the Karakoram ranges)	Period 1 - the main rivers of India, their tributaries and distributaries	
2	Why do the Himalayan rivers have water throughout the year? (Ans. They are snow-fed.)	Period 3 - the sources and features of the main rivers of India	
3	A river is rain-fed and flows towards the east of the Deccan Plateau. Can this river form a delta? (Ans. Yes)	Period 3 - the sources and features of the main rivers of India	
4	How is the Nagarjuna Sagar Dam built across river Krishna useful? (Ans. Generate hydroelectricity/provide water for irrigation)	Period 4 - the main uses of Indian rivers	

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: India's Rivers

Think

1) Which is the longest river in India? *(TB, Pg. 24)*

(A) Narmada

(B) Godavari

(C) Brahmaputra

(D) Ganga

Ans. (D) Ganga

India's Rivers

Remembering

Multiple Choice Questions

1) Which is the longest river in India? [**A**]

(A) Ganga (B) Yamuna

(C) Indus (D) Godavari

2) Where does the Indus meet five major tributaries? [**D**]

(A) Nagaland (B) Arunachal Pradesh

(C) Maharashtra (D) Punjab (in Pakistan)

Fill in the Blanks

3) The **Hooghly** in West Bengal is a major distributary of the Ganga.

4) **Tungabhadra** is the largest tributary of the river Krishna.

Very Short Answer Questions

5) Where does the Brahmaputra meet the Ganga?

Ans. Bangladesh

6) What are the rivers that have water throughout the year called?

Ans. Perennial rivers

Short Answer Question

7) What are non-perennial rivers? Give an example.

Ans. The rivers which do not have a constant flow of water throughout the year are called non-perennial rivers. Example: Mahanadi

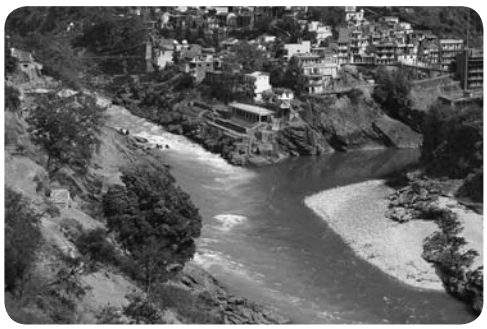
Understanding

Match the Following

	Tributary		River
8)	Betwa	b	a) Mahanadi
9)	Indravati	d	b) Yamuna
10)	Beas	c	c) Indus
11)	Jonk	a	d) Godavari

Short Answer Questions

12) Define 'river basin'. How are river basins useful to us?



Ans. A river basin is the area which gets water and silt from the main river and its tributaries. The river basin makes the plains very fertile for cultivation.

13) Outline a major difference between westward and eastward flowing rivers on the Indian peninsula.

Ans.

Westward flowing rivers	Eastward flowing rivers
a) The westward flowing peninsular rivers do not form deltas. b) These rivers flow into the Arabian Sea. (Accept any one response.)	a) Eastward flowing peninsular rivers form deltas at their mouths. b) These rivers flow into the Bay of Bengal. (Accept any one response.)

Long Answer Question

14) Complete the diagram by providing information about various uses of rivers.

a) Name any two means of water transport.
Boats, ships

b) Any two uses of dams.
Produce electricity, provide water for domestic use

c) Names of two water animals.
Fish, crab

d) Two uses of rivers for agriculture.
Make lands fertile for growing crops, provide water for irrigation

Application

Multiple Choice Questions

15) Lakhan is fishing in a river that flows into the Arabian Sea. Which river is it? [**C**]

(A) Ganga

(B) Godavari

(C) Narmada

(D) Yamuna

16) The Sardar Sarovar Dam is an important river project. Which of these is not a function of this dam? [**D**]

(A) generating hydroelectricity (B) irrigation

(C) storing water during the dry season (D) immersing idols

Short Answer Questions

17) In recent times, a lot of water is diverted from the rivers to the industries leaving farmers helpless. Mention any two ways in which the farmers are affected.

Ans. If river water is diverted to the industries, the farmers will not get water for irrigation to

grow crops. Also, the deposits of silt brought by the river would decrease which would affect the fertility of the soil.

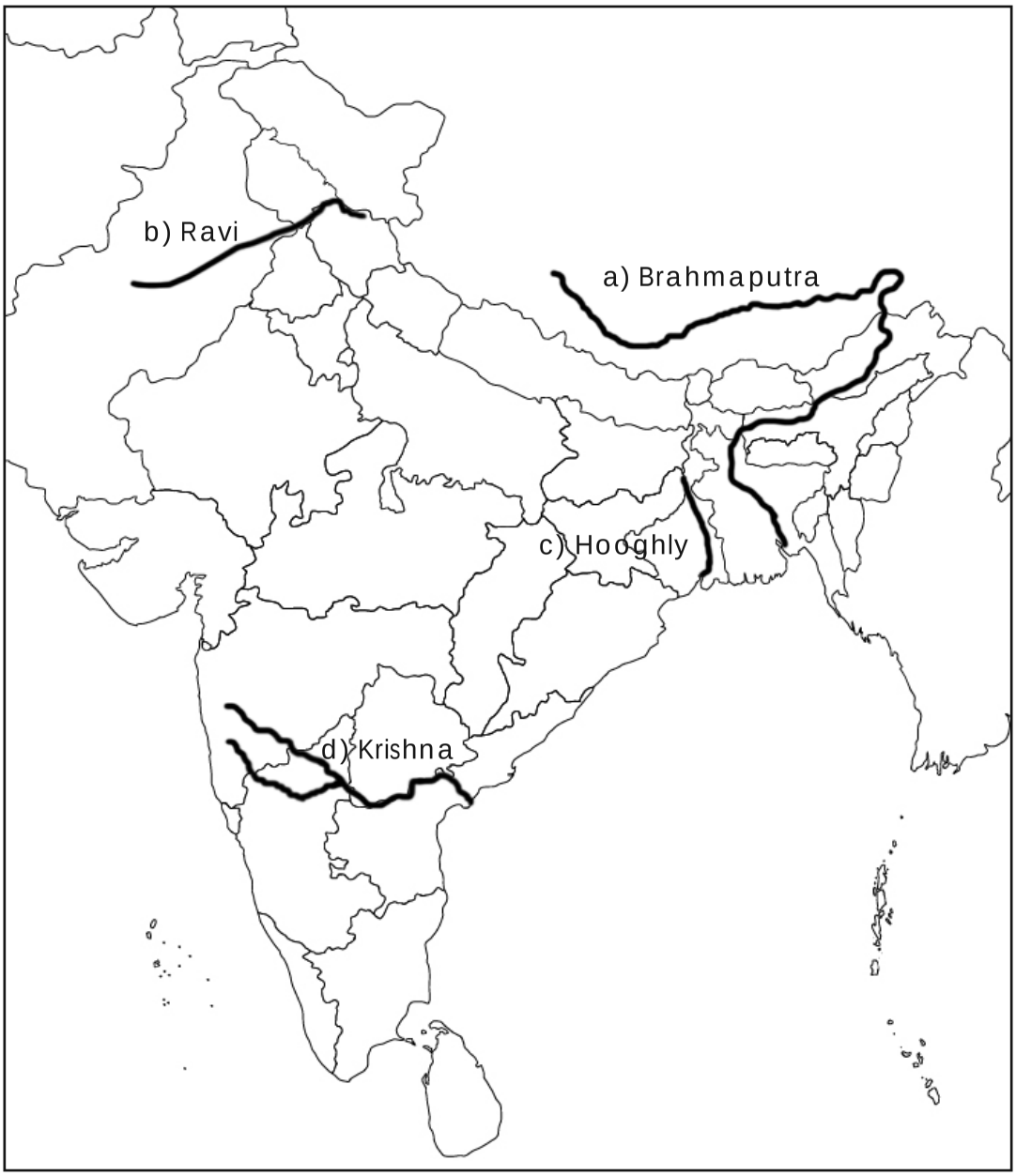
18) On the map of India, mark and label the following.

a) a river that does not originate in India – **Brahmaputra**

b) a tributary of the Indus – **Ravi**

c) a distributary of the Ganga – **Hooghly**

d) a river that flows through Telangana – **Krishna**



Long Answer Question

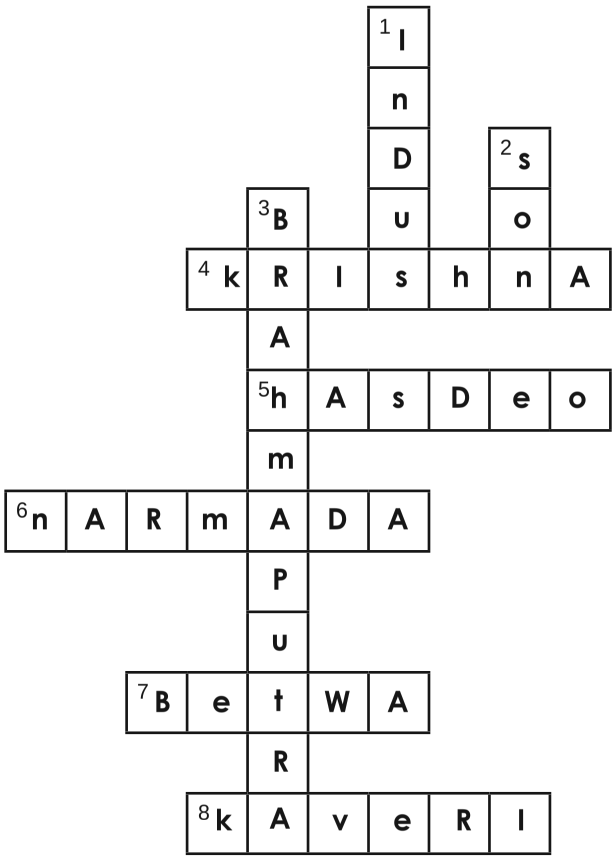
19) Read the clues and solve the crossword about the rivers of India.

Down

1. A Himalayan river that flows through Ladakh
2. A tributary of Ganga
3. The river which originates in the Mansarovar region of Tibet

Across

4. A river which originates in the Western Ghats
5. A tributary of the Mahanadi
6. A peninsular river that flows from east to west
7. A tributary of Yamuna
8. A major south Indian river which flows from Karnataka to Tamil Nadu



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

Long Answer Question

20) Use the internet to make a list of two important dams of India, their locations and the rivers they are built on. Write three sentences about the dam that is closest to your town or village.

Ans. Learner's response

sample: Tehri Dam is located in the state of Uttarakhand. It is built on river Bhagirathi.

Bhakra-Nangal dams are built on the Sutlej river in Himachal Pradesh.

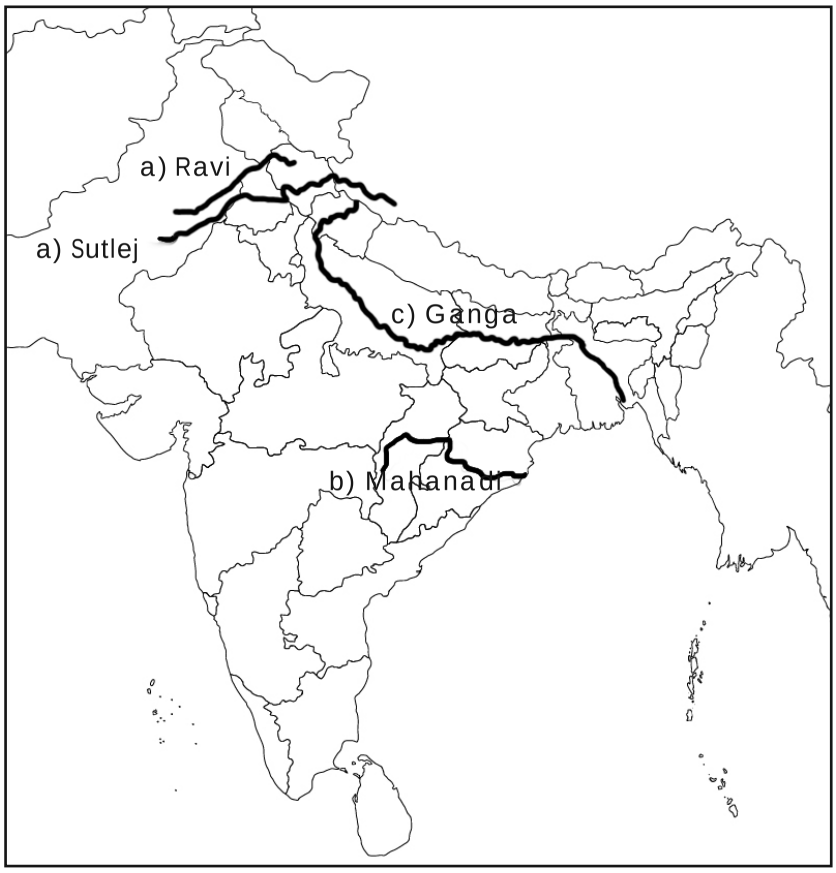
Nagarjuna Sagar Dam is built across the Krishna river. It is situated in Telangana. It is a famous tourist destination.

3) On the map of India, mark and label the following.

a) two major tributaries of the Indus

b) a rain-fed eastern peninsular river

c) the river flowing through Rishikesh which is famous for river rafting



4) On the map of India, mark and label the following.

a) two states through which the Mahanadi flows

b) two states through which the Narmada and the Tapi flow

c) the state in which Jog Falls is located

d) the state in which the Brahmaputra is used for transportation

e) the state in which the Hooghly is used for fishing

f) the state in which the Krishna meets the Bay of Bengal

5) Solve the clues and mark the answers on the map.

a) the second longest river in India _____**Godavari**_____

b) a river which begins in Tibet _____**Brahmaputra**_____

c) a distributary of the Ganga in West Bengal _____**Hooghly**_____

d) a river with five major tributaries _____**Indus**_____

Grade: Grade 4, FA1

Subject: EVS - II

Lesson: Explorations, Discoveries and Inventions

Learning Outcome(s):

- Familiarises with different explorers and the key voyages in history
- Investigates the explorations and the experiences of key explorers through scrapbooking

Integrated Art Form(s):

- Scrapbooking

Materials Required:

Ice-Breaker:

(To be carried by learners from home)

1) Bowl
2) Water bottle cap
3) Water
4) Paper clip
5) Magnet

Core Activity:

1) A scrapbook/ coloured A4 sheets that can be bound together
2) Ribbon/string
3) Glue
4) Scissors
5) Colour sketch pens, paint, crayons, etc.

Resources (External References):

Ice-Breaker:

- Tutorial video on making a compass

Core Activity:

- Explorers of the World
- List of explorers
- Female explorers
- Scrapbook making ideas

Time Needed:

Ice-Breaker: 20 min

Core Activity: 70 min

(to be done over two teaching periods)

Ice-Breaker:

Summary: Conduct a group activity in which learners will make a compass.

Procedure:

Step 1:

Note: Inform learners beforehand that they must bring the listed objects (bowl, water bottle cap, paper clip, magnet) from home for this activity. Mention that any one member from each group can take up this responsibility, or members of a group may each choose to bring an item.

- Divide the class into four groups
- Ask learners if they know what a 'compass' is. (**Hint:** A compass is an instrument used to show direction. The magnetised pin always points towards the north direction which helps us to determine other directions.)
- Inform learners that a compass was a great invention used by people who wanted to travel in olden days when there was no technology like we have today (like Google Maps on our phones).
- Ask learners to share the names of any other inventions from everyday life that they find helpful.
- Show learners the tutorial video on making a compass**.**
- Ask learners to follow the video and make a compass. If required, play the video again for learners to follow the steps.
- Conclude this activity with a discussion on the importance of the use of a compass. (**Hints:** A compass is used to ascertain location, navigation and direction. Its magnetic needle accurately points towards the North Pole which helps us to identify other directions. It helped mariners determine their direction, in case clouds obscured usual cues such as the North Star, which is also found in the northern direction. Before the internet, the compass was essential for explorers.)

Core Activity:

Summary: Conduct a group activity in which learners make an explorer's scrapbook.

Procedure (Day 1):

Step 1:

- Introduce learners to a few famous explorers in history.
- Show learners the video on Explorers of the World and ask them to note how the Age of Discovery gave rise to more trade and unified variou regions.

Step 2:

- Divide the class into four groups.
- Assign one explorer to each group.
  - Vasco da Gama: He was the first European to discover a sea route to reach India from Europe.
  - Alexandrine Tinne: She explored the path along the course of River Nile in Africa for the first time.
  - Ferdinand Magellan: He was the first person who went around the entire world.
  - Yuri Gagarin: He was the first person to travel to space.
- Play the video on scrapbook making ideas. Inform learners that they will be making a scrapbook based on the assigned explorers in the nex session.
- Ask learners to observe the different styles and ways to make scrapbooks in a creative and engaging manner.
- Ask learners to gather the following information and prepare for the scrapbook activity:
  - Pictures/Photographs of the explorer from the internet (Refer to the following links for pictures: List of explorers, Female explorers)
  - Period of exploration
  - Place/country they belonged to

- Purpose of their exploration
- Achievements
- Interesting facts about the explorers and their experiences.

- Encourage learners to think of visual materials that they can use for their scrapbooks such as maps, grains, fabrics, and so on to make their scrapbooks appealing.
- Tell them to use their textbooks as a reference as well for the activities, besides the internet or other books.

Note: Learners will have to be instructed beforehand to collect information on the chosen explorers. You may want to allow some gap between Da and Day 2 of the Core Activity to ensure you provide a few days to the learners to prepare.

Procedure (Day 2):

Step 1:

- Allot 50 minutes for this activity.
- Ask learners to start making their scrapbooks. Provide the following ideas to the learners before they begin:
  - The cover of the scrapbook can be decorated with the assigned explorer's photos or related drawings and doodles.
  - Encourage learners to think of creative names/titles for their scrapbooks.
  - In the next page of the scrapbook, provide an introduction to the explorer.
  - Paste pictures on the following pages so that each page depicts a scene from the explorer's life.
  - Describe their journey of exploration. Include pictures of the things that you think they might have seen. Imagine and write about the feelings and thoughts.

Step 2:

- At the end of the activity, ask each group to present their scrapbook and talk about the explorers assigned to them.

Extension Activity:

- Ask learners to find out about the route taken by the explorer assigned to their group. Refer to the Explorers route map for this activity. Mar route on a world map and paste it on an A4 sheet.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity facilitates learners' understanding about explorers, their explorations, voyages, and the discovery of new lands through scrapbooking.

Suggested Rubric for Assessing Art Integrated Learning

	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
PARAME	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**	**Participates actively** in community building through collaborative work, and **mostly**	**Participates moderately** in community building through collaborative work, and **occasionally communicates**	**Participates rarely** in community building through collaborative work, and **hardly**

T		**communicates** well within team(s) and with the facilitator.	**communicates** within team(s) and with the facilitator.	within team(s) and with the facilitator.	**communicates** within team(s) and with the facilitator.
E	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**.
R	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.
S	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.

Grade: 4, FA1

Subject: EVS - II

Lesson: Continents and Oceans on Earth

Learning Outcome(s):

- Identifies and names the continents and the oceans of the world
- Visualises the formation of continents through an art installation made using tie-dye
- Examines the important latitudes and longitudes and how coordinates are formed

Integrated Art Form(s):

- Tie-dye Art
- Installation Art

Materials Required:

Ice-Breaker:

1) Outline map of continents (given after the Assessment rubric at the end of the lesson plan)
2) Paints and brushes
3) Markers

Core Activity:

1) Cardboard
2) White cloth
3) Tie-dye paint

4) String or rubber bands
5) Pencils and erasers
6) Paper sheets
7) Markers
8) Blue cloth
9) Triangular flags
10) Scissors and/or cutters
11) Ribbons (1-inch wide), wool
12) Stapler/Glue

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Tie-dye Art

Time Needed:

Ice-Breaker: 20 min

Core Activity: 60 min

Ice-Breaker:

Summary: Conduct a map work activity where learners colour and label the continents and oceans on a map of the world and discuss their features to set the context.

Procedure:

Step 1:

- Distribute printed copies of the outline map of the continents of the world in class. **Make sure each learner has their own copy.**
- Write the following colour key list on the board for the learners to follow.
- Asia- Yellow
- Africa- Green
- North America- Orange
- South America- Purple
- Europe- Pink
- Australia- Brown
- Antarctica- Red
- Ask learners to colour the different continents as per the given colour key and label them using a marker.
- Allot 10 minutes for this activity.

Step 2:

- After completion of the activity, ask learners to make a star on the continent they are located in.
- Discuss the size and the location of the continents.

Step 3:

- Engage learners in a discussion about the oceans of the world. Inform them about where these oceans are located.
- Instruct learners to then label the oceans of the world on their maps.

Core Activity:

Summary: Conduct a group activity where learners employ the techniques of tie-dye and installation art to create and assemble a model of the oceans and the continents of the world.

Procedure:

Step 1:

- Before starting the activity, identify the place where the art model will be installed.
- Divide the class into seven groups and assign one continent to each group. Distribute the materials required for this activity to each group.
- Ask the groups to draw the outline of the continent assigned to them on the cardboard. They can refer to the picture of the world map given in the textbook (pg 15).
- Provide suitable dimensions of the continents to them, according to the place where the art model will be installed.
- Ask learners to cut out the continents along the outline drawn on the cardboard by them. Provide assistance to each group when using cutters or scissors.
- Let the groups that are assigned Europe and Asia make their outlines together, so that they fit together even after the cardboard is cut to separate the two continents.

Step 2:

- Ask each group to place the cardboard cut-outs of the continents on a white cloth and trace their outline on the cloth.
- Tell them to cut the piece of cloth along the traced outline (in the shape of the continents).
- Introduce learners to the concept of tie-dye art. Tell them that this form of art is created by binding pieces of cloth with strings or rubber bands and dyeing the cloth with different colours.
- Play the video on Tie-dye art to show learners how it is done.
- Ask learners to follow the steps shown in the video to dye their pieces of cloth.
- Ask learners to choose colours that they prefer.
- Let the pieces of cloth dry once learners have dyed them.

Step 3:

- After the dyed cloth is dry, ask learners to attach the cloth to the cardboard cut outs using a stapler or glue. Provide help to the groups, if needed.

- Ask each group to write the name of the continent assigned to them on a sheet of paper in big letters.
- Ask the groups to attach the paper labels on their respective continents.

Step 4:

- Inform learners that installation art includes larger-than-life art models that are created to transform a place and give an interactive experience to its audience.
- Assist the groups with the installation of their individual pieces.
- Before starting on the installation, help learners cover the designated area with a blue cloth. Alternatively, they may also tie-dye white cloth with blue dye (as described in Step 2) which they can use to make the backdrop.
- Ask learners to put all the continent drawings close to each other and inform them that the continents were all fused together in a single, big landmass many, many years ago.
- Help learners install the seven continents on the blue cloth, according to their positions in the present day.
- Ask learners to label the oceans too.

Step 5:

- Ask learners to use ribbons of different colours to mark the prime meridian and the equator on the installed world map.
- Ask them to use wool to mark the other important latitudes on the installed model.
- Use two triangular flags to mark the North Pole and the South Pole, and draw learners' attention to it.
- After completion of the activity, initiate a discussion on latitudes, longitudes, coordinates, hemispheres and other relevant topics.
- Conclude the activity by asking the learners how they find out the locations of the places they plan to visit.
- Then ask how the system of latitudes and longitudes helps us.

Extension Activity:

Play this game to identify the continents and oceans of the world.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity facilitates the learner's analysis of the importance of latitudes and longitudes and builds a firm knowledge of the continents and oceans of the world in the learner.

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.
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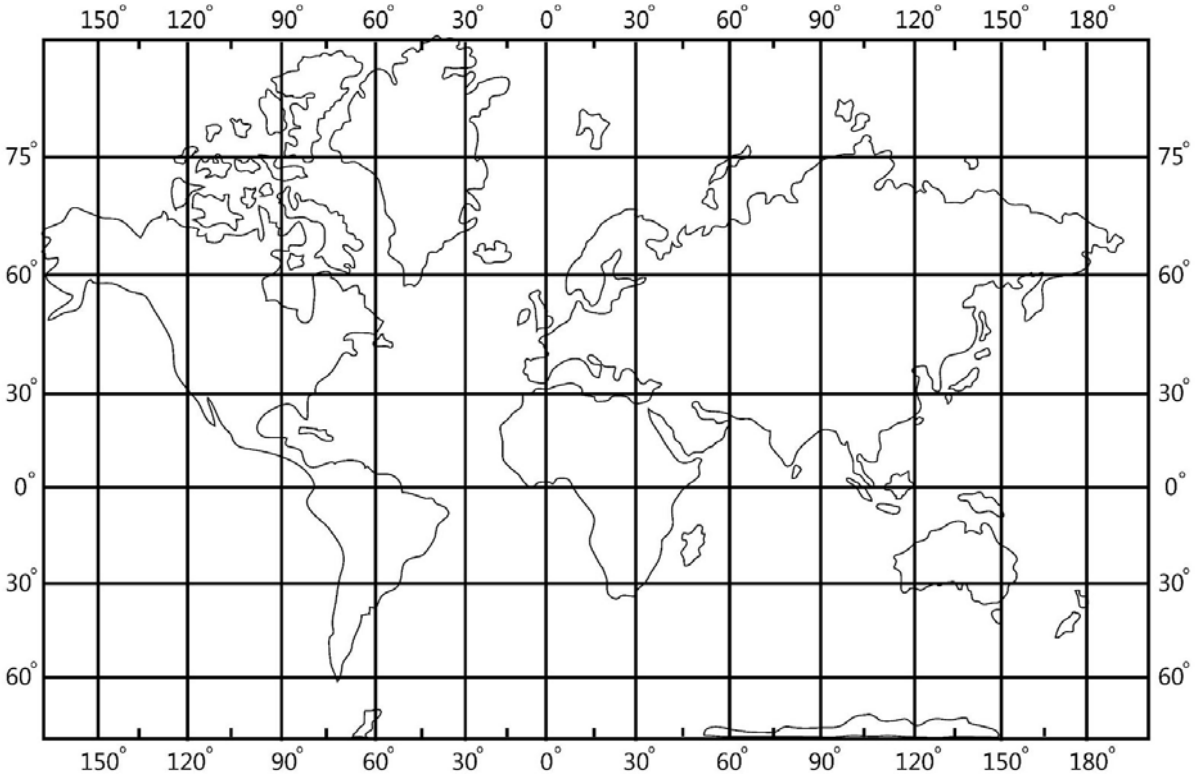
	Art and Content Integration	Displays a **clear connect** between the arts and learning outcomes.	Displays an **acceptable connect** between the arts and learning outcomes.	Displays a **moderate connect** between the arts and learning outcomes.	Displays a **rare connect** between the arts and learning 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.

Outline Map of Continents



Grade: 4, FA2

Subject: EVS - II

Lesson: Understanding Rivers

Learning Outcome(s):

- Identifies different rivers of India
- Examines the reasons for river pollution and the ways in which it can be tackled

Integrated Art Form(s):

- Nukkad Natak (Street Play)

Materials Required:

Ice-Breaker: NA

Core Activity:

1) Rough sheets
2) Pens
3) Dupattas/ sashes for costumes
4) Tambourine

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Nukkad Natak

Time Needed:

Ice-Breaker: 10 min

Core Activity: 90 min (to be done over 2 teaching periods)

Ice-Breaker:

Summary: Organise a game in which learners guess the names of rivers.

Procedure:

Step 1:

- Inform the class that they are going to play a game of 10 questions with the names of the rivers of India today.
- Ask the class if they know how to play the game. Recall the rules of the game to remind learners.

Step 2:

- Divide the class into two groups.
- One group can choose the names of rivers and the other group can ask 10 yes/no questions to guess the name. For example, Group A chooses the river Ganga. Group B can then ask questions such as:
    a. Does this river pass through Uttar Pradesh? (A: Yes)
    b. Does this river have its source in Jammu and Kashmir? (A: No)
    c. Is this a holy river? (A: Yes)
    d. Does it form a delta? (A: Yes)
- Allot 10 minutes for this activity.

Core Activity:

Summary: Conduct an activity where learners stage a nukkad natak (street play) through which they employ their understanding of the usefulness of rivers and how they are being polluted.

Procedure (Day 1):

Step 1:

- Initiate a discussion on the topic of water pollution and invite learners to share their opinion on how rivers are affected by water pollution.
- Lead the discussion to the ways rivers are being polluted and the consequences of pollution in rivers.
- Tell learners that they will be staging a nukkad natak (street play) on this topic.
- Introduce learners to what a nukkad natak is. Tell them that it is a play performed in the streets to raise awareness and sensitise people on social problems.
- Show the video of a nukkad natak to the learners, if required.

Step 2:

- Divide the class into two groups.
- Instruct each group to brainstorm for a script on how rivers are polluted and how they can be saved.
- Announce to the class that they will be doing this activity over two teaching periods. On the first day, they will be writing the script of the play, and perform it on the next day.

Step 3:

- Allot 45 minutes to the groups to write their scripts
- Remind learners that a nukkad natak should not have a duration longer than five minutes.
- Share the following pointers with the learners to help them write an engaging nukkad natak script.
    a. Nukkad natak has a social message to create awareness and/or for taking action on an issue.
    b. It is usually written and performed in vernacular languages.
    c. It should have an attractive introduction like a parody on a popular song to catch the audience's attention. It should have a beat

that complements the tambourine.

d. It should have minimal dialogues. Instead, the audience should be addressed directly.
e. Popular culture elements that the audience is familiar with can be added to convey the message.
f. The play should be more action-oriented.
g. Strong display of emotions should be incorporated in the script. For example, to show anger, stomp your feet; for joy, jump and make happy faces, etc.
h. The script should be entertaining and not preachy.

- Ask the groups to correlate the usefulness of rivers, how they are being polluted and ways to combat river pollution in their scripts.
- Assist in writing or fine-tuning the script, if required.

Procedure (Day 2):

Step 1:

- Give 20 minutes to the groups for a short rehearsal.
- Allow learners some time to change into their costumes.

Step 2:

- Once they are ready, invite the two groups in turn to stage their play in front of the class. Appreciate their efforts at the end of their performance.
- Allot 10 minutes to each group to perform their nukkad natak.
- Conclude the activity by asking the learners how they would do their part in keeping rivers clean.

Extension Activity:

Ask learners to read the comic strips given below and write a paragraph describing what might have caused river pollution in these two cases.

- Comic strip 1
- Comic strip 2

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

This activity facilitates the learners' analysis of the importance of rivers and the destructive consequences of river pollution. Learners use their artistic and dramatic skills in describing ways to tackle the problem of river pollution.

Suggested Rubric for Assessing Art Integrated Learning

	LEVELS	Proficient	Evolving	Beginner	Pre-Beginner
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Grade: 4, SA1

Subject: EVS - II

Lesson: India's Rivers

Learning Outcome(s):

- Learns about the rivers of India, their types and features
- Understands the importance and usefulness of rivers in our lives

Integrated Art Form(s):

- Pop-up Art

Materials Required:

Ice-Breaker:

1. Small sheets of paper
2. Felt pens
3. Colour pencils
4. Glue
5. Scissors

Core Activity:

1. A4 sheets of paper
2. Blue cloth
3. Scissors

4. Glue
5. Pencil
6. Paints

Resources (External References):

Ice-Breaker: NA

Core Activity:

- Tutorial video: Pop-up Art
- Namami Gange Programme

Time Needed:

Ice-Breaker: 15 min

Core Activity: 45 min

(to be done over 2 teaching periods)

Ice-Breaker:

Summary: Conduct an activity where learners play a game with chits to complete the names of Indian rivers.

Procedure:

Step 1:

- Make chits with parts of the names of Indian rivers written on them, such that each name is divided between two chits. For example, if the name of the river is Narmada, one chit should read 'NAR' and the other must read 'MADA'.
- Mix all the chits together and put them in a bowl/box. Ask each learner to pick one chit.
- Instruct each learner to go around the room and find the person with the chit that has the second half of the river name.
- Tell learners that they must pair up with them and discuss the state/s through which their river flows.

- Encourage the pairs to share their answers with the class.

Step 2:

- Once all the learners have found their partners, ask some follow-up questions such as:
    a. Which is the longest river in India?
    b. The Kumbh Mela is held along the banks of which river?
    c. Along the banks of which river did the most ancient Indian civilization flourish?
- Instruct pairs to raise their hands if they know the answers

Step 3:

- Engage learners in a discussion about the important rivers of India. You can ask the following leading questions:
    a. What are the major river systems in India?
    b. How do rivers help in various occupations (such as farming, fishing, transporting goods)?
- Elicit from learners the usefulness of rivers and why we need to keep them clean. Discuss the harmful effects of river pollution.

Core Activity:

Summary: Conduct an activity in which learners create pop-art to demonstrate how rivers are useful to us in our day to day lives.

Procedure:

Step 1:

- Divide the class into groups of 4 or 5.
- Ask each group to make chits with different uses of rivers written on each of them. They can choose terms suggesting broad umbrella usages of rivers, such as natural habitat for flora and fauna, production of electricity and so on.

Step 2:

- Show learners this tutorial video to teach them how to make pop-up art.
- Each group will make a model using pop-up art to demonstrate the uses of rivers that they have chosen for their chits.
- Ask learners to use a piece of blue cloth or blue paint to show water in their pop-up art model.

Note: The final art model need not be a composite piece in itself. It can also be an amalgamation of various elements that reflect the uses of river water.

Step 3:

- Ask each group to present their artwork once they are done and explain the uses of rivers that they have demonstrated in their model.
- Talk to the class about the Namami Gange Programme (National Mission for Clean Ganga).
- Ask learners a few follow-up questions about their model or about rivers, in general. A few sample questions are:
    a. What is the national river of India?
    b. Have you ever been to a riverside?
    c. Which river have you demonstrated in your pop-up art model?

Extension Activity:

Ask learners to watch this video to learn about the various ways to conserve water.

Assessment:

Use the Assessment Rubric given to evaluate the learner.

Conclusion:

The activities teach learners about the rivers in India. The activities are aimed towards teaching learners the importance and usefulness of rivers.

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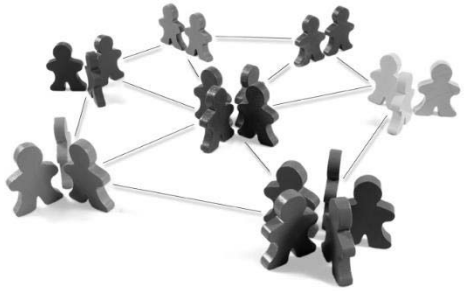
How to Create an Effective Learning Environment?

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

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

Here we have outlined some additional pointers that are in alignment with NCF 2022 that we feel will support teachers of 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) _____