

**TEACHERS RESOURCE
MANUAL**

**EVS
Grade 1**

1

A WONDERFUL MACHINE

Introduction

Our body functions like a clock and is a remarkable example of nature’s beauty. It’s natural for children to be curious about their body and always seek new knowledge. Music can be a wonderful tool to keep young ones engaged productively; teachers can use songs like ‘Head, Shoulders, Knees, and Toes.’ Additionally, stories related to body parts and simple physical exercises can further engage learners. Encourage them to differentiate between sense organs and other body parts. This unit also aims to help learners appreciate their bodies and develop a positive attitude towards caring for them. Teachers can also foster a sense of respect for others’ bodies by promoting kindness and non-harmful.

Previous knowledge

- ◆ The child knows about
 - names of some body parts
 - function of some parts of body
 - dolls are replicas of organisms.

Learning Outcomes

The learner

- identifies various body parts
- comprehends functions of each body parts
- differentiates sense organs from other body parts
- identifies the importance of Sense organs
- develops an attitude to love and care their own body
- develops a humanitarian approach to respect the body of all organism.

Major concepts

- Human body has various parts
- Each part is very important
- Each Body part performs a particular function
- Eyes, Nose, Ear, Tongue and Skin are our sense organs
- Sense organs are windows to the outer world
- We must love our body and care it
- We must respect the body of all organisms by not hurting them

UNIT FRAME

Class: 1

Name of Unit: 1. A WONDERFUL MACHINE

Total Time: 6 periods of 40 minutes

LO's	CONCEPTS	TEACHING-LEARNING PROCESS	TLM	ASSESSMENT
Identifies various body parts	Human body has different parts	Observation, Marking in the Picture, Discussion	Unlabeled picture of a doll - A toy Doll	Precision with which the learner labels each part Science Note book.

Comprehends functions of each body part	Each part of our body has its own function Each part of our body is important	Observation of the picture/visuals Group discussion	Pictures of persons doing activities using various body parts/ ICT	Participation in group discussion , recordings in 'Science Note book'
Identifies the importance of sense organs	Sense organs are windows to the outer world. Eyes, Nose , Ear, Tongue and Skin are the sense organs	Activities -to taste Sugar, Salt , Sour etc <ul style="list-style-type: none"> ● to touch ice ● to smell different flowers ● to hear various sounds ● to see various things around ● Participating in an action song. 	Salt, Sugar, Tamarind Ice, Flowers with different fragrance A Rhyme on Sense Organs	How far the learner can identify different tastes, fragrance ,touches etc Participation in action song.
Develops a humanitarian approach to respect the body of all organisms	Body of each organism is important for them Never try to hurt other humans and animals.	General Discussions based on some visuals of people or animals being hurt by people	Pictures Assignment	Completed Assignment Behavioural Change of learner

TEACHING MANUAL

◆ Time : 3 periods of 40 mnts

Concepts :

- Our body has many parts
- Each body part has its own function

Learning Outcomes

- Identifies various parts of our body
- Comprehends the function of each part of our body

Learning Process Response

◆ Entry Activity

Learning Process	Response
◆ Teacher gives a warm up activity. Teacher introduces Sana and Sonu to the class. Asks some interactive questions like Do you have siblings? Brother or sister? Do you play with them using dolls? What's the name of your doll? Etc.,	◆ Learners get refreshed with warm up activity ◆ Random responses.
Activity 1 ◆ Teacher introduces the textual context of Sana. Sonu's quarrel over the hurting of doll and mothers correction ◆ Teacher asks the learners to point out their Chin and Cheek. ◆ Teacher asks a general Question <ul style="list-style-type: none"> ● Are these the only parts in our body? ● Which are the other parts? 	◆ Learners point out their Chin and Cheek ◆ Random Responses

TLM

- A toy Doll
- Copies of unlabelled picture of a doll/ Human

Expected Products

- The labelled picture
- Precision in identifying the body parts of a toy doll

<p>Activity 2</p> <ul style="list-style-type: none"> ◆ Teacher distributes an unlabelled picture of a girl to each student and asks them to identify the body parts they know ◆ Learners are asked to label the identified parts of body in the pictures. ◆ Then learners form 2 member groups to cross check and they add or make corrections in the labelling. ◆ Teacher shows a labelled diagram with the help of ICT and consolidates. ◆ Teacher collects the response sheets for teacher Evaluation 	<ul style="list-style-type: none"> ◆ Pair evaluation takes place and learners share ◆ Self-assessment by each learner takes place.
<p>Activity 3</p> <ul style="list-style-type: none"> ◆ Teacher exhibits visuals of the following in a projector ◆ A man throwing a cricket ball, A girl typing on a computer keyboard, A woman stitching on a machine, A boy cycling. ◆ Teacher asks the learners to observe the visuals, identify the activities and write them in Science Note book. ◆ Teacher group the learners conveniently and ask them to write the concerned body parts used for each activity after discussing in group. ◆ Group wise presentation ◆ Teacher consolidates ◆ Our body has various parts. Each part has its own duties in our body ◆ Assessment ◆ Worksheet 3 ◆ Assignment ◆ Draw a picture of a boy kicking a ball ◆ Write down which part of his body helped him to kick 	

TO THE TEACHER

- ◆ This is only a sample Teaching Manual . You can use any innovative strategies which are child centered, activity oriented and constructivist. Care should be given to give provision for learner participation. Scope for self, pair, group and teacher evaluation should be there.

- ◆ Windows to Outside world (3 periods)

Activity 1
(picture observation, discussion, presentation, Action song)

- ◆ This activity aims to provide preliminary knowledge about sense organs. The teacher brings flowers, audio files (such as sounds of

birds, animals, rain, wind, and film songs), different food items (representing sweet, sour, salty, and bitter tastes), ice cubes and beautiful pictures (of birds, sceneries, animals, film stars, and sports persons) into the classroom. Students try to identify different tastes, smells, sounds, sights, and textures, and they learn about the roles of the sense organs and why they are called so.

- ◆ The teacher recites the rhyme on pages 161-162 of the textbook while the students follow along. The students then present the rhyme with actions in groups. Finally, students record their understanding of the sense organs in their science notebooks.

Consolidation

- ◆ Organs which help us to see, smell, hear, taste and touch are called sense organs.

- ◆ There are five sense organs in our body.
- ◆ They are ears, eyes, nose, tongue and skin.
- ◆ As they let us to know about the outside world, they are known as sense organs.

Evaluation

- ◆ Writings ‘Science Note book’, participation in action song.

WORKING GALLERY

Answers

1. Nose, Leg, Finger, Eye, Skin, Tongue, Ear, Arm

2.
 - Nose- We smell.
 - Eye – We see
 - Skin – We sense touch
 - Tongue – We taste
3.
 - Fingers – To catch objects.
 - Legs – For walking, running
 - Hands – To eat
 - Arm – to play
4.
 - Dancing – Hand, Leg, Head, Ear etc
 - Fishing – Hands
 - Controlling traffic – Hands, Head
 - Skipping – Hands, Legs

Introduction

This unit emphasizes the importance of keeping ourselves away from germs and maintaining good health. Learners should understand how to keep their bodies neat and clean and develop healthy habits. The unit aims to cultivate healthy habits among children. They need to be educated at home and at school about the importance of personal cleanliness. The activities included in the unit will foster a positive attitude among children towards personal and social hygiene.

Previous knowledge

The learners know about

- Their body parts.
- They brush their teeth daily.
- They take bath they might have got sick.
- They have visited hospital.

Learning Outcomes

The learner

- ◆ Understands how do we get sick
- ◆ Identifies certain scenes in a hospital like doctor examines a patient, nurse takes injections etc.
- ◆ Recalls his/her daily routine like brushing teeth, taking bath , trimming nails etc
- ◆ Recognises the importance to keep our body clean and healthy.
- ◆ Develops attitude to keep away the germs
- ◆ Understands the importance of keeping our surroundings clean.

Major concepts

- ◆ It is not healthy for children to visit hospitals.
- ◆ Diseases spread from patients
- ◆ There may be many patients in the hospital.
- ◆ So avoid visiting hospitals.
- ◆ Do not let germs enter our body.
- ◆ Keep our body clean and be healthy.
- ◆ April 7 is World Health Day.
- ◆ This day is celebrated to make people aware and lead a healthy life.
- ◆ Keep our surroundings always clean and tidy.

UNIT FRAME

Unit: 2 BYE BYE GERMS

Total Time: 6 period of 40 minutes

LO's	CONCEPTS	TEACHING-LEARNING PROCESS	TLM	ASSESSMENT
<ul style="list-style-type: none"> ◆ The learner ◆ Understands how do we get sick ◆ Identifies certain scenes in a hospital like doctor examines a patient, nurse take injections etc. 	<ul style="list-style-type: none"> ◆ There are many patients in the hospital, ◆ Diseases spread from patients. Children should avoid visiting hospital ◆ Germs may enter our body. ◆ We may get sick. 	<ul style="list-style-type: none"> ◆ Reading the text ◆ Observation, ◆ Discussion ◆ Picture analysis, ◆ Identification of scenes in the hospital. 	<ul style="list-style-type: none"> ◆ Pictures in the text book of various scenes in a hospital. ◆ Pictures in the text book. ◆ Pictures of doctor, nurse, pharmacist etc 	<ul style="list-style-type: none"> ◆ Writings in the Note book., Participation in group activity ◆ Completed entries in the note book

<ul style="list-style-type: none"> ◆ Recalls his/her daily routine like brushing teeth, taking bath , trimming nails,etc 	<ul style="list-style-type: none"> ◆ Do not let germs enter our body. ◆ Keep our body clean and be healthy. 	<ul style="list-style-type: none"> ◆ News Report analysis. ◆ Note making ◆ Observtion ◆ Discussion 	<ul style="list-style-type: none"> ◆ Newspaper Report in the text. ◆ Collected news reports of out break and spread of diseases. 	<ul style="list-style-type: none"> ◆ Writing in ‘Note book’, participation in group activity. ◆ Completed notes in Note Book’ ◆ Notes of News report analysis ◆ Entries in the note book
<ul style="list-style-type: none"> ◆ Develops attitude to keep away the germs ◆ Understands the importance of keeping our surroundings clean. 	<ul style="list-style-type: none"> ◆ Clean body- Healthy body ◆ Keep always healthy habits. ◆ Don’t throw wastes carelessly. ◆ It can cause spreading of germs. ◆ Importance of April 7 ◆ The World Health Day 	<ul style="list-style-type: none"> ◆ Text analysis ◆ Observation ◆ Text reading ◆ Making discussion notes 	<ul style="list-style-type: none"> ◆ Pictures of good health habits. ◆ Pictures in the text book ◆ Pictures and Health Magazines 	<ul style="list-style-type: none"> ◆ Text Analysis ◆ Making Notes ◆ Observtion notes, ◆ Entries in the note book

Activity 1

Introductory interaction

- ◆ Teacher asks them to take the text book and turn Page 166
- ◆ Teacher narrates the situation
- ◆ Teacher asks:
 - Where are Pappa and Mom going?
 - Why are they going to hospital?
 - Are they willing to take Sonu and Sana to the hospital? Why?
- ◆ Elicit reponses one by one.
- ◆ Teacher consolidates the discussion.
 - There are many patients in the hospital,
 - Germs may spread from patients to our body.
 - Then we may get sick
 - So children should avoid visisting hospitals.

Activity : Picture Analysis

- ◆ Group activity
- ◆ Let children sit in groups
- ◆ Let them observe the pictures in the text Book page 167
- ◆ Groups find out the scene from the hospital
- ◆ They explain what each picture is about’
- ◆ Presentation by groups, consolidation by teacher.
 - Picture 1. A patient is taking drip in a hospital bed.
 - 3. A doctor is examining a child.
 - 4.A nurse is giving injection to a patient
- ◆ Let each student make the entries in the note book

Assessment: Participation in the group activity

- Entries in the note book

Activity : Newspaper Report Analysis

- ◆ Group Activity
- ◆ Divide the learners into 4 member groups.
- ◆ Let each group read the newspaper report in the text book Page 168
 1. Spread of Nipah Virus in Kerala
 2. Millions of Cholera cases every year
 3. Tuberculosis - A major health problem
 4. Increasing Mosquitoes, threat of malaria
- ◆ Let each group read these sub titles.
- ◆ Teacher asks:
 - How do we get sick?
 - Can you clear Sana's doubt?
- ◆ Elicit responses.
- ◆ Teacher consolidates.
 - Germs enter our body,
 - We get sick
 - We must keep our body clean.
 - Don't let germs enter our body

Clean Body Healthy Body

- ◆ Group activity
- ◆ Form 4 member groups
- ◆ Let each group read one sub title and perform it as an Action song
- ◆ Teacher facilitates the group reading
- ◆ Ensure that all members have read and internalised the message. *(Repeat the same process with all the sub titles)*

Now Let's sing the rhyme with Actions

- Teacher may show the actions for each line
- Sing the rhyme line by line
- Thus repeat the process
- Let them practice stanza wise.
- Give as assignment
- Take a rehearsal of all groups, at school
- Let each group perform the rhyme in full in the form of Action song

Assessment:

- ◆ Entries in the note book
- ◆ Participation in group activity, Performance

Pick out Healthy Habits

Group Activity

- ◆ Form students in four member groups
- ◆ Let each group complete the task given on page 173
- ◆ Teacher gives task with instruction
- ◆ Once again read the rhyme well and complete the task

Assessment : The entries in the Note book - the completed task

Activity : Importance of April 7

- ◆ Let the learners read the speech bubble shown by the mouse, individually.
- ◆ Lead a discussion on the importance of April 7
- ◆ The purpose of observing the World Health Day
- ◆ Let them understand the message

Assessment : Entries in the Note book.

Activity : Keep our surroundings clean

- ◆ Keep healthy habits
- ◆ Don't throw the wastes carelessly
- ◆ Don't let germs grow
- ◆ Then we can say "BYE BYE GERMS"

WORKING GALLERY

- ◆ Put a tick mark to True statements and X mark to False Statements
 1. Germs make cavities on our teeth - Tick mark
 2. Trim your nails when they grow long - Tick mark
 3. Brush your teeth once a day - X mark
 4. Wear untidy clothes always - X mark
- ◆ Draw a smiling face and a crying face
 - Do it as a challenge
 - Complete it in one minute
- ◆ Prepare Placards
 - Samples
 1. Keep away germs, Be Healthy
 2. Keep your Body Clean, Be Safe
 3. BYE BYE GERMS

Introduction

- ◆ The unit explores the fascinating world of animal homes! In first grade, we introduce the concept of shelter in a fun and engaging way for our young learners. Different living beings have a variety of amazing and unique shelters that cater to their specific needs.
 - Birds: Birds build nests from twigs, leaves, grass, and sometimes even hair or mud. These nests are usually placed high up in trees or on cliffs to protect them from predators and harsh weather
 - Mammals: Some mammals, like foxes and badgers, dig burrows underground. These burrows provide shelter from the enemies and a safe place to raise their young. Others, like beavers, build lodges out of sticks and mud in the water.
 - Insects: Ants and termites create elaborate underground colonies. Bees build honeycombs from wax, which serve as places to store honey and raise young bees. Spiders spin webs that function as both homes and traps for prey.
 - Plants: While plants don't technically build shelters, they have adaptations that help them survive in their environments. Trees provide shade and protection for smaller animals living underneath. Cacti have thick stems that store water, helping them survive in dry environments.
 - Humans: Humans have built a vast array of shelters throughout history. From simple caves and mud huts to towering skyscrapers, our homes are designed to protect us from the enemies, wild animals, and other dangers. The materials and styles of human dwellings vary greatly depending on the climate, available resources, and cultural traditions.
 - Learning about these different shelters teaches us a lot about the adaptations of living things and how they have evolved to survive in their environments. We can recognize and explain that all living things need a home or habitat to live safely and raise their young. Additionally, we understand that the habitats of different species vary greatly.

LEARNING OUTCOMES

Major Curricular Expectations:

- ◆ Develop awareness of immediate and broader surroundings through experiences related to various themes about houses.
- ◆ Foster natural curiosity and creativity regarding the immediate environment.
- ◆ Cultivate a range of process skills including:
 - Observation and recording
 - Identification and classification
 - Explanation of concepts
 - Discovery of facts

Specific Outcomes:

- ◆ Identify the observable features of houses.
- ◆ Explain how houses serve various purposes for us.
- ◆ Recognize and describe the different materials used in the construction of floors, walls, and roofs.
- ◆ Observe and describe the details of one's own house and surroundings.
- ◆ Understand the importance of staying safe inside a house.
- ◆ Explain the function of each part of a house.
- ◆ Categorize appliances based on their functions.
- ◆ Identify and describe homes that are suitable

- for different climates.
- ◆ Create drawings, designs, models, and other representations.
- ◆ Follow instructions and rules for games and other collective tasks.

Approach:

- ◆ Activity-based, process-oriented approach
- ◆ Child-centered methodology

Approximate Time for the Unit

- ◆ Indoor classroom interactions
- ◆ Outdoor activities

Pedagogical Practices for Achieving Learning Outcomes:

- ◆ There is no single method to achieve each learning outcome. To ensure success, learners should be provided with opportunities to work in pairs, groups, and individually. Encourage them to observe and explore their surroundings and express their findings through oral presentations, written work, drawings, and other creative means. Facilitate discussions with parents, peers, teachers, and elders. Gather information on topics of interest and discuss the findings in the classroom.

Introductory Activity:

Story Time with Animal Homes:

- ◆ Read a storybook about animals and their homes. There are many excellent options available, such as “The Three Little Pigs” or “Owl Babies.”

Story

Once upon a time there was an old mother pig who had three little pigs and not enough food to feed them. So when they were old enough, she sent them out into the world to seek their fortunes.

The first little pig was very lazy. He didn't want to work at all and he built his house out of straw. The second little pig worked a

little bit harder but he was somewhat lazy too and he built his house out of sticks. Then, they sang and danced and played together the rest of the day.

The third little pig worked hard all day and built his house with bricks. It was a sturdy house complete with a fine fireplace and chimney. It looked like it could withstand the strongest winds.

The next day, a wolf happened to pass by the lane where the three little pigs lived; and he saw the straw house, and he smelled the pig inside. He thought the pig would make a mighty fine meal and his mouth began to water.

So he knocked on the door and said:

Little pig! Little pig!

Let me in! Let me in!

But the little pig saw the wolf's big paws through the keyhole, so he answered back:

No! No! No!

Not by the hairs on my chinny chin!

Then the wolf showed his teeth and said:

Then I'll huff

and I'll puff

and I'll blow your house down.

So he huffed and he puffed and he blew the house down! The wolf opened his jaws very wide and bit down as hard as he could, but the first little pig escaped and ran away to hide with the second little pig.

The wolf continued down the lane and he passed by the second house made of sticks; and he saw the house, and he smelled the pigs inside, and his mouth began to water as he thought about the fine dinner they would make.

So he knocked on the door and said:

Little pigs! Little pigs!

Let me in! Let me in!

But the little pigs saw the wolf's pointy ears through the keyhole, so they answered back:

No! No! No!

Not by the hairs on our chinny chin!

So the wolf showed his teeth and said:

*Then I'll huff
and I'll puff
and I'll blow your house down!*

So he huffed and he puffed and he blew the house down! The wolf was greedy and he tried to catch both pigs at once, but he was too greedy and got neither! His big jaws clamped down on nothing but air and the two little pigs scrambled away as fast as their little hooves would carry them. The wolf chased them down the lane and he almost caught them. But they made it to the brick house and slammed the door closed before the wolf could catch them. The three little pigs they were very frightened, they knew the wolf wanted to eat them. And that was very, very true. The wolf hadn't eaten all day and he had worked up a large appetite chasing the pigs around and now he could smell all three of them inside and he knew that the three little pigs would make a lovely feast. So the wolf knocked on the door and said: Little pigs! Little pigs! Let me in! Let me in! But the little pigs saw the wolf's narrow eyes through the keyhole, so they answered back: No! No! No! Not by the hairs on our chinnny chin chin! So the wolf showed his teeth and said: Then I'll huff and I'll puff and I'll blow yourhouse down.

Well! he huffed and he puffed. He puffed and he huffed. And he huffed, huffed, and he puffed, puffed; but he could not blow the house down. At last, he was so out of breath that he couldn't huff and he couldn't puff anymore. So he stopped to rest and thought a bit.

But this was too much. The wolf danced about with rage and swore he would come down the chimney and eat up the little pig for his supper. But while he was climbing on to the roof the little pig made up a blazing fire and put on a big pot full of water to boil. Then, just as the wolf was coming down the chimney, the little piggy pulled off the lid, and plop! in fell the wolf into the scalding water.

So the little piggy put on the cover again, boiled the wolf up, and the three little pigs ate him for supper.

- ◆ After storytelling, discuss the different homes mentioned in the story. Ask questions like:
 - Why do animals need homes?
 - How do their homes protect their babies?

1. Brainstorm:

- ◆ Begin by asking students, “What is a house?” List their answers on the board.

Show and Tell:

- ◆ Encourage students to bring pictures of their homes to share. Discuss the different features like walls, roofs, and doors – all elements that provide shelter.

Animal Homes:

- ◆ Discuss how animals have different shelters – birds have nests, dogs have kennels, etc. Show pictures to illustrate.

2. Explore the Concept of Shelter:

Building Activity:

- ◆ Provide building materials like blocks or Legos and ask students to build a shelter for a small toy animal. Discuss why their creation protects the animal.
- ◆ Show pictures of different weather conditions (rain, sun, storm) and ask students how they make us feel. Introduce the concept of a house as a safe place to be during rain or a storm. Discuss how houses protect us from getting wet and cold.

Who Lives Outside?

- ◆ Show pictures of wild animals common in your area and discuss where they live. Explain that some animals might not be safe to be around, and our houses keep us safe from them.

Keeping the Bad Guys Out:

- ◆ Show pictures of houses with closed doors and windows. Discuss the importance of keeping doors and windows closed when we're not home or at night. Briefly introduce the concept of strangers and staying safe with familiar people.

My Safe Home:

- ◆ Provide construction paper or coloring sheets with pictures of houses. Ask students to color the house and add details like a door and windows. They can then draw themselves or their families safe inside the house.
- ◆ Students can now be asked to complete the task given in Unit Three of the EVS textbook. The teacher evaluates the children's completion of the activities.

Picture Story:

After the discussions, we go into the text book. Picture reading and related work are done individually with children .

- ◆ What does the picture say? The children may be asked to find answers to questions on Page Number 180 of Unit Number 3 in groups. Additional questions can be raised, and they can try to find the answers.

Houses provide shelter and comfort:

- ◆ They protect us from the elements (weather) and create a safe space for us to live.

Activity 2: House Hunt

- ◆ Show your students the pictures of different houses you collected. Discuss the different materials used to build these houses and how they are suited to the environment they are built in. For example, an igloo made of snow is good for keeping warm in cold weather. Play a guessing game where you describe a house and students have to guess which picture matches the description.

Activity 3: My Dream House

- ◆ Provide each student with art supplies like crayons, markers, and paper. Ask them to draw their dream house. Encourage them to be creative and think about what features their dream house would have (number of rooms, backyard, garden, etc.). Once they're done with

drawing, students can share their drawings with the class and explain why they designed their dream house the way they did.

Additional Ideas:

- ◆ You can incorporate songs or rhymes about houses into your lesson plan. Divide your students into small groups and provide them with the materials you collected earlier. Ask them to work together to build a shelter using the materials. This could be a tent, a house, or any other structure they can imagine. Once they're done, each group can take turns presenting their shelter to the class and explaining how it would protect them from the elements (sun, rain, wind). This will give them a real-life experience of how houses are built.

Houses use different materials for different parts:

- ◆ Floors typically use strong materials like wood or concrete for support, walls use materials like bricks or drywall for structure and insulation, and roofs use waterproof materials like shingles or tiles to keep out rain and snow.
- ◆ We can learn about our own house and surroundings:
- ◆ By observing, we can identify details like the colors, furniture, or types of plants around our house. If possible, take your students on a field trip to a construction site or a house.

Picture Walk:

- ◆ Show pictures of different parts of a house. Ask students to identify each room and discuss what activities people typically do there.

Role-Playing:

- ◆ Divide students into groups and assign them a room. Each group can act out activities that happen in their designated room (sleeping in the bedroom, cooking in the kitchen, etc.).

Different rooms in a house have different uses. Let us complete the table given in

Identifying Different Household Appliances:

- ◆ Categorizing appliances based on their function:
- ◆ Introduce students to various categories of household appliances, such as kitchen appliances, cleaning appliances, and entertainment appliances. Provide examples of each category and discuss their specific functions.

Games Corner

- ◆ play snake and ladder. Shall we start? (Page 186)

Assessment as Learning (Formative Assessment):

- ◆ Observe students' participation during brainstorming and discussions. During role-playing, see if they can accurately represent activities in each room. Ask guiding questions throughout the activities to gauge their understanding.

Assessment of Learning (Summative Assessment):

Drawing Activity:

- ◆ Provide students with a picture of a house

outline. Ask them to draw furniture or objects associated with each room in their correct locations.

Matching Game:

- ◆ Create cards with pictures of rooms and cards with corresponding activities. Students can match the pictures together.

Sentence Starters:

- ◆ Provide sentence starters like “In the kitchen, we...” or “In the bedroom, I...” Students can complete the sentence with activities that happen in each room.
- ◆ For advanced learners, encourage them to label the different parts of the house drawing or create a short story about a day spent in a house. For struggling learners, provide picture cues along with the sentence starters or allow them to draw simpler representations of furniture in each room.

Remember:

- ◆ Keep activities fun and engaging for first graders. Use positive reinforcement and celebrate their understanding. Adapt the activities based on the needs of your students.

Introduction

This chapter delves into the heart of what makes a place a home, venturing beyond the bricks and mortar of a house. It explores the essential elements that foster a sense of belonging, comfort, and security.

Key Themes:

The Difference between a House and a Home: We'll navigate the subtle yet significant distinction between a physical structure and the emotional haven a home represents.

- **Relationships that Build a Home:** We'll discover how strong and supportive relationships between family members are the cornerstones of a loving home environment.
- **Helping Hands within the Home:** The chapter will emphasize the importance of fostering a spirit of assistance and understanding within the household, encouraging students to develop a helpful mentality towards elders and those with differently abled.

LEARNING OUTCOMES

- ◆ By the end of this chapter, students will be able to:
 - Explain the difference between a house and a home.
 - Identify the qualities that contribute to a strong and supportive family unit.
 - Appreciate the importance of helping others within the home, particularly those who may need extra assistance.
 - Develop a sense of empathy and respect for individuals with different abilities.

Major Curricular Expectations.

- Define the concept of home and its significance in our lives.
- Identify different types of families and understand their unique dynamics.
- Recognize the importance of communication, respect, and empathy in building strong family relationships.
- Explore various household chores and responsibilities.
- Develop a sense of ownership and accountability for contributing to a positive

home environment.

- Develop various processes/skills.

Skills focused

- Observation and recording
- Identification and classification
- Explaining things
- Discovery of facts

Specific Out Comes

Engaging Activities:

- ◆ The chapter provides a variety of engaging activities that will help students grasp these concepts in a fun and interactive way. These activities will be further explored throughout the chapter.
- ◆ This chapter aims to create a foundation for students to understand the true essence of home, fostering a sense of appreciation for the love, support, and sense of belonging it provides.

Approach

- o Activity based process oriented

- approach
- Child centered

Approximate time envisaged for the transaction of the unit

- ◆ Indoor Class room interactions :
- ◆ Outdoor Activities

Pedagogical practices for achieving learning out comes

- ◆ There is no one specific approach to achieve each learning outcome. In order to attain the learning outcome, the learners have to be provided with opportunities to work in pairs, groups, individually and are to be encouraged to observe and explore the immediate surroundings, and express them in oral/written/drawing etc. Allow the students to discuss with Mother, Peer groups, teacher, elders etc. Collect information from them on the topic of their choice and discuss the findings in class room.

ACTIVITIES

Role Play:

- ◆ Simulate daily family routines like setting the table or doing laundry. Encourage students to practice communication and cooperation.

Chore Charades

- ◆ Act out different chores and have students guess them. Discuss the importance of chores in maintaining a clean and comfortable home.

“My Happy Place” Drawing:

- ◆ Ask students to draw a picture of their “happy place,” which can be their entire home or a specific cozy corner. Discuss what makes this place special and comfortable.

“Home is Where...” Collage

- ◆ Provide magazines, newspapers, and construction paper. Students can cut out pictures or words that represent what “home” means to them (family, pets, toys, etc.) and

create a collage.

To the teacher

“The main difference between “house” and “home” lies in what they emphasize:

- ◆ House: This refers to the physical structure itself. It’s a building with walls, a roof, and a foundation that serves as a shelter. You could say “We’re building a new house on the corner” or “The red house is for sale.”

- ◆ Home: This refers to the feeling of belonging and comfort associated with a place. It’s not just about the physical structure, but the emotions and memories we connect with it. You could say “I miss my childhood home” or “Let’s go home after dinner.” Home can even refer to a non-physical location, like saying “You are home wherever you feel safe.”

- Feature refers to House - Physical building

- Feature refers to Home - Feeling of belonging, comfort

◆ Example sentences

- We bought a new house.

- There are many houses on this street.

- I can’t wait to go home.

- This place feels like home.

What difference do you notice in the pictures.

1.”House” vs. “Home” Game:

- ◆ The “House Hunt” Game:

- ◆ Materials: None needed!

- ◆ Instructions:

- Set the Scene: Tell the class you’re going on a special “House Hunt” adventure! But you’re not looking for any old house... you’re looking for a HOME!

- The Hunt Begins: Explain that a home is a place that feels special and happy, like a cozy nest.

- House vs. Home Clues: Here’s the fun part! You’ll give them clues, and they have to shout out “House!” or “Home!” depending on if it describes a place or a feeling.

- ◆ Examples:
 - Big windows (House!)
 - Laughter fills the air (Home!)
 - A place to sleep (House!)
 - Feels safe and loved (Home!)
 - Colorful walls (House!)
 - Playing with friends (Home!)
- ◆ Wrap-Up: After playing a few rounds, discuss why some things are houses and others are homes.
 - To make it more interactive, have students take turns giving clues for the class to guess “House” or “Home.” This will keep them engaged and reinforce the concept.
 - This activity is simple, requires no materials, and gets the whole class participating. Through the game, they’ll learn that a home is more than just a building; it’s a place filled with happy feelings.

2. Drawing Activity:

- ◆ Materials: Paper, crayons/markers.
- ◆ Instructions:
- ◆ Ask the students to draw two pictures:
 - One picture of their house (the physical building).
 - Another picture of their “happy place,” which can be their home or another place that makes them feel good.
 - After drawing, let them share their pictures and explain why their happy place feels like home (or not).
 - These activities will help children understand the difference between a house (the building) and a home (the feeling). They’ll see that a home can be any place that brings them comfort and happiness.
 - (TB Page193)

- ◆ Observe the following pictures drawn by Sonu and Sana.
- ◆ Picture A is drawn by Sana and Picture B by Sonu
- ◆ What difference do you notice in the pictures.
- ◆ Students should write in their text book.

- ◆ Let us see the family picture of Sana and Sonu (TB Page 194)

Family Photo Sharing:

- ◆ Have students bring in a picture of their family. In a sharing circle, each child can introduce their family members and talk about what they like to do together make their family tree in their note book

To the teacher

- ◆ By incorporating these activities and objectives, teachers can empower students to understand and appreciate the concept of home, build strong relationships within their families, and become responsible and contributing members of their household. Relationships that Build a Home: We’ll discover how strong, supportive relationships between family members are the cornerstones of a loving home environment.

Helping Hands within the Home:

- ◆ The chapter will emphasize the importance of fostering a spirit of assistance and understanding within the household, encouraging students to develop a helpful mentality towards elders and those with different abilities.

TB Page 194

- ◆ The grandfather, who was impressed with the children’s drawing, offered to take them to his friend’s house in the village.

Picture Story:

- ◆ After the discussions, we go into the text book. Picture reading and related work are done.
- ◆ What does the picture say? The children may be asked to find answers to questions on Page Number 194 of Unit Number 4 in groups. Additional questions can be raised, and they can try to find the answers

“Helping Hands” Role-Playing:

- ◆ Concept: This activity focuses on practicing

specific ways to help blind people in everyday situations.

- ◆ Materials: None needed
- ◆ Instructions:
 - Divide the class into pairs.
 - Assign one student in each pair the role of a blind person and the other as a sighted helper.
 - Act out different scenarios where the sighted person helps the blind person (crossing the street, finding a seat, describing their surroundings).
 - Switch roles and repeat with different scenarios.
- ◆ THEN
 - Observe the picture story (page 195) and let the children tell the story.

- In addition to these activities, teachers can develop other activities that are appropriate for their students' interests and needs.
- The important thing is to give students opportunities to explore the concepts in this chapter and develop their own understanding.

◆ Key Points:

- Discuss the goals of each activity before starting.
- Provide clear instructions to students.
- Encourage students to share their thoughts and ideas.
- Help students reflect on what they have learned after completing the activities.

Introduction

Our surroundings are rich with a variety of plants and animals. Plants vary in their size, lifespan, flowers, fruits, seeds, and more. In this unit, learners are provided with experiences to explore and enjoy the diversity of plants around them. They should observe, compare, and classify the plants they encounter. Our goal is to develop process skills such as observation, classification and inference. Additionally, learners should cultivate an attitude of caring for plants and conserving them.

Previous knowledge

- ◆ The child knows about
 - plants around him.
 - Flowers in the garden .
 - may have eaten many fruits and seeds.

Learning Outcomes

The learner

- ◆ lists the plants in his surroundings.
- ◆ classifies plants based on their body size.
- ◆ compares size of the plants such as big trees, small trees.
- ◆ identifies the different parts of a plant.
- ◆ recognises the importance of plants
- ◆ associates in the plant protection activities.
- ◆ develops an attitude to care the plants.

Major concepts

- ◆ Plants can be classified as big and small trees based on their size.
- ◆ There are very big trees, big trees and small trees.
- ◆ A plant has different parts such as roots, stem, leaves, flowers etc.
- ◆ Different parts of plant do different functions.
- ◆ Plants give us food, fresh air, cool shade etc.
- ◆ Plants are useful to man and animals.
- ◆ We should plant trees and protect them.

UNIT FRAME

Unit: 5 Green Friends

Total Time: 6 period of 40 minutes

LO's	CONCEPTS	TEACHING-LEARNING PROCESS	TLM	ASSESSMENT
◆ Identifies and lists the plants around them	<ul style="list-style-type: none"> ◆ Plants can be classified as big and small trees based on their size. ◆ There are very big trees, big trees and small trees. 	◆ observation, picture identification, discussion, completion of table	◆ Pictures in the text book of comparing the size of the trees and plants	<ul style="list-style-type: none"> ◆ Writings in the Note book., participation in group activity. ◆ Completed list of plants in the note book

<ul style="list-style-type: none"> ◆ A plant has different parts such as roots, stem, leaves, flowers etc.. ◆ Different parts of plant do different functions. 	<ul style="list-style-type: none"> ◆ A plant has different parts such as roots, stem, leaves, flowers etc.. ◆ Different parts of plant do different functions.. ◆ Root fixes the plant in soil ◆ Stem bears leaves, flowers and fruits ◆ Leaves make food for plants ◆ Fruits are formed from flowers. 	<ul style="list-style-type: none"> ◆ Plant observation, discussion, comparison, table completion ◆ Picture analysis ◆ Observation ◆ Discussion simple experiment ◆ Drawing plants ◆ Colouring Parts 	<ul style="list-style-type: none"> ◆ Picture of different plants ◆ Table in the text book ◆ Plants ◆ Picture chart of plant showing the parts 	<ul style="list-style-type: none"> ◆ Writing in Note book', participation in group activity. ◆ Completed table in Note Book' ◆ Filled up table ◆ Notes of Picture analysis ◆ Entries in the note book
<ul style="list-style-type: none"> ◆ Recognises the importance of plants ◆ Associates in the plant protection activities. 	<ul style="list-style-type: none"> ◆ Plants give us food, fresh air, cool shade etc. ◆ Plants are useful to man and animals. 	<ul style="list-style-type: none"> ◆ Observation ◆ Text reading ◆ Making discussion notes 	<ul style="list-style-type: none"> ◆ Pictures of greenery ◆ Paddy fields ◆ Pictures in the text book 	<ul style="list-style-type: none"> ◆ Observation notes, ◆ Entries in the note book

Teaching Manual

Learning objective:

- ◆ Classifies plants based on the places where they live.

Concepts:

- ◆ There are a variety of plants around us.
- ◆ Some plants are big Some plants are small.

TLM

- ◆ Pictures in TB (Page 201) Plants (Specimens)

Expected products:

- ◆ Writings in Note book, Table, Completed activity.

Time :

- ◆ 2 periods

Process	Responses
<ul style="list-style-type: none"> ◆ Introductory interaction ◆ Do you have a garden at your home? ◆ Are there any flowers? ◆ Which are they? ◆ Can you say their names? ◆ Where do you see the flowers? ◆ The plants bear the flowers. ◆ Can you say the names of plants? ◆ Teacher gives instructions. ◆ Are there plants in our school campus? ◆ Which are they? Let's find out. 	<ul style="list-style-type: none"> ◆ Writing in 'MY science Diary', participation in group activity.

<ul style="list-style-type: none"> ◆ Out door activity ◆ Teacher leads the students to the school campus. ◆ Shows different plants ◆ Let the learners identify the plants. ◆ Teacher says their names. ◆ Learners write the names of the plants in their note book. 	<ul style="list-style-type: none"> ◆ Note: how many students engage in the activity? ◆ How many students know the names of plants? ◆ Who observe, identify and name more plants ◆ Who are not able to identify and write.? ◆ Completed activity in ‘Note book’ 								
<p>Activity 3</p> <ul style="list-style-type: none"> ◆ Teacher asks them to take the text book and turn Page 200 ◆ Teacher narrates the situation ◆ Who are sleeping? ◆ Who is trying to wake them up? ◆ What’s the time now? ◆ When do you get up? ◆ Where are Sana and Sonu going? ◆ Asks the questions one by one and elicits responses. 	<ul style="list-style-type: none"> ◆ Observes the students’ listening. ◆ Notes the responses 								
<p>Green Grass to Big Trees</p> <ul style="list-style-type: none"> ◆ Teacher asks to observe each picture ◆ Encourages each child to identify and read the names of each plant ◆ Teacher asks to write the names of each plant in their note book. 	<ul style="list-style-type: none"> ◆ Who could write the names to every plant correctly/ ◆ Who couldnot write? 								
<p>Some are Big plants Some are small</p> <ul style="list-style-type: none"> ◆ Teacher asks ◆ Are all plants similar? ◆ Are all the plants big? ◆ Elicits responses ◆ Teacher makes them into 5 member groups ◆ Instructs group to complete the table <table border="1" style="margin-left: 20px; margin-bottom: 10px;"> <thead> <tr> <th style="padding: 5px;">Big plants</th> <th style="padding: 5px;">Small plants</th> </tr> </thead> <tbody> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> <tr><td style="height: 20px;"> </td><td> </td></tr> </tbody> </table> <ul style="list-style-type: none"> ◆ Gives necessary help to the groups. ◆ Facilitate each group ◆ Let each group present their table ◆ Teacher draws the table on BB ◆ Consolidates and completes the table including all plants written by the groups. ◆ Let all students write the table in their note book ◆ Teacher helps the slow pace learners. ◆ Checks the note book 	Big plants	Small plants							<ul style="list-style-type: none"> ◆ Check the responses ◆ Asses the participation of each student in the group work ◆ Support the slow pace learners ◆ Check the note book of all students ◆ Entries in the table/ ◆ Correct the errors
Big plants	Small plants								

Assignment

- ◆ Observe the plants around you
- ◆ Collect their names
- ◆ Identify them
- ◆ Write their names in the table.

Activity 1

Introductory interaction

- ◆ Teacher asks them to take text book and turn Page 200
- ◆ Teacher narrates the situation
 - Who are sleeping?
 - Who is trying to wake them up?
 - What’s the time now?
 - When do you get up?
 - Where are Sana and Sonu going?
 - Elicits responses one by one
 - Do you have a garden at your home?
 - Are there any flowers?
 - Which are they?
 - Can you say their names?Where do you see the flowers?
 - The plants bear the flowers.
 - Can you say the names of plants?
 - Teacher gives instructions.
 - Are there plants in our school campus?
 - Which are they?
- ◆ Let’s find out.

Activity 2

Out door activity

- ◆ Teacher leads the students to the school campus.
- ◆ Shows different plants
- ◆ Let the learners identify the plants.
- ◆ Tr says their names.
- ◆ Learners write the names of the plants in their note book.

Activity 3

Green Grass to Big Trees

- ◆ Teacher asks to observe each picture
- ◆ Encourages each child to identify and read the names of each plant
- ◆ Teacher asks to write the names of each plant

in their note book.

- ◆ Some are Big plants Some are small
- ◆ Teacher asks
 - Are all plants similar?
 - Are all the plants big?
- ◆ Elicits responses
- ◆ Teacher makes them into 5 member groups
- ◆ Instructs group to complete the table

Big plants	Small plants

- ◆ Gives necessary help to the groups.
- ◆ Facilitate each group
- ◆ Let each group present their table
- ◆ Teacher draws the table on BB
- ◆ Consolidates and completes the table including all plants written by the groups.
- ◆ Let all students write the table in their note book. Teacher helps the slow pace learners.
- ◆ Checks the note book

Assignment

- ◆ Observe the plants around you and collect their name
- ◆ Write their names in the table as Big Plants and Small Plants
- ◆ TREES WITH BRANCHES AND WITHOUT BRANCHES

Activity (Text book Page 202)

Picture observation

Teacher asks to observe the pictures

What difference do you notice?

Observe a coconut tree

Observe a mango tree

What difference can you see?



- ◆ Teacher consolidates
- ◆ Some trees have branches
- ◆ Some trees do not have branches

Assignment.

- ◆ Write more examples
- ◆ Assessment: List of trees with branches and trees without branches.

Parts of a Plant

- ◆ Let learners read the textual part.
- ◆ Lead their attention to the question
- ◆ How these big trees can stand in the soil?
- ◆ Roots help trees to stand in the soil.
- ◆ Do plants have any other parts

Activity

Teacher shows a plant

- ◆ Let them observe each part
- ◆ Root- the part of a plant seen under the soil
- ◆ It holds the plant firmly in the soil
- ◆ Which are the parts seen above the soil?

Activity: Complete the table (Page 204)

- Stem
- Leaves
- Flower
- Fruit

Assessment: Completed table correctly

Activity : Cartoon Analysis

- ◆ Let each student look at the cartoon.
- ◆ Let them read each bubble
- ◆ Lead a discussion about the function of each part

Activity ; Complete the table

- ◆ The teacher leads a discussion on each part of the plant and its function.
- ◆ Now let them complete the table (Page 205)

Assessment

Part of the plant Role (Table completed)

Thank You Plants

Activity : Read the text

- ◆ Teacher instructs to read silently the given text.
- ◆ After that,
- ◆ Teacher asks the students
 - What do we get from the plants?
- ◆ Elicits responses

Consolidates

- ◆ Trees give us
 - fresh air
 - Firewood
 - Cool shade
 - Fruits
 - Vegetables
- ◆ Let each child write the points.
- ◆ Ensure that all learners wrote the points in the note book.

- ◆ Teacher asks
 - Do other animals get anything from plants?
- ◆ Elicits responses
- ◆ Animals also get food from plants
- ◆ They get shade
- ◆ So Plants are useful to man and animals.
- ◆ Teacher emphasises the importance of plants
 - Plants give us food
 - Plants give us fresh air
 - Plants provide us greenery
 - Plants make our surroundings beautiful
 - Animals and plants cannot live without plants
 - So Plant trees
 - Protect them
- ◆ Ensure that all students wrote these points in their Notebook.

WORKING GALLERY

1. Match the table

- Roots : Fixes the plant in the soil
- Stem : Bears leaves, flowers and fruits
- Leaf : Makes food
- Flower : Produces fruits

2. Complete the picture and colour it.

- Give it as a home assignment

3. Fill the given drawing by using suitable flowers

- This activity is meant for the students to enjoy the variety in flowers.
- Give it as a group activity

- Entrust the members to collect and bring maximum flowers
- Teacher draws the circles as shown in the Page 209 of TB
- Let the members fill the circles with the flowers.
- Let them select the Best 'Pookkalam'
- Take Photos and send to Class groups

Introduction

Animals are fascinating and live in various places. Some live in the wild, such as lions and elephants. Others live with us as pets, like dogs and cats. Some animals, like cows and chickens, help us on farms. Each animal has its unique way of life. Learning about animals is enjoyable and helps us learn more about the world. This chapter can be taught with fun activities to help students explore the animal kingdom.

Previous knowledge

The child

- Keeps pet animals.
- Knows the name of various animals.
- Understands the sound of some animals.
- Knows some features of wild animals.

Learning Outcomes

- ◆ The learner
 - Lists the name and peculiarities of animals seen in forest.
 - compares the various features of wild animals.
 - identifies the sounds of wild animals.
 - compares pet and wild animals.
 - comprehends and explains the usefulness of various animals.

Major concepts

- ◆ There are many wild animals.
- ◆ The animals have various features.
- ◆ Cat and dog are pet animals.
- ◆ Pet animals are provided shelter and food by masters.
- ◆ Cow, Goat, Hen, Duck are domestic animals.

UNIT FRAME

Unit: 6. The Jungle Book

Total Time: 6 period of 40 minutes

LO's	CONCEPTS	TEACHING-LEARNING PROCESS	TLM	ASSESSMENT
<ul style="list-style-type: none"> ◆ lists the name and peculiarities of animals seen in forest. ◆ compares the various features of wild animals. 	<ul style="list-style-type: none"> ◆ There are many wild animals. ◆ The animals have various features. 	<ul style="list-style-type: none"> ◆ picture observation, discussion, sharing experiences, mimicry, role play, mask making 	<ul style="list-style-type: none"> ◆ Illustration and pictures in the text book. Role play, masks of animals, Making mask. 	<ul style="list-style-type: none"> ◆ Writing in 'Science Note book', participation in group activity, presentation, participation in role play

◆ compares pet and wild animals.	◆ Cat and dog are pet animals. ◆ Pet animals are provided shelter and food by masters.	◆ picture observation, discussion analysis, drawing picture of pet animals	◆ Pictures in Text book, pictures of pet animals	◆ Writing in 'Science note book', participation in group activity.
◆ comprehends and explain the usefulness of various animals.	◆ Cow, Goat, Hen, Duck are domestic animals.	◆ Illustration observation, illustration completion, preparation of wall magazine, discussion	◆ Pictures in Text book, pictures of domestic animals	◆ Writing in 'Science note book', participation in group activity, participation in wall magazine preparation.

Jungle fest (2 periods)

Activity 1 (picture observation, discussion, sharing experiences)

- ◆ This activity aims to impart knowledge about the various animals seen in the jungle. The teacher motivates the students to share their dreams experienced during sleep and initiates a discussion. Each student records their dreams individually in their 'Science Notebook'. Following this, the teacher initiates a discussion based on the pictures on pages 212 and 213 of the textbook. Students are divided into groups of four and directed to discuss the content of the dream experienced by Sonu. Each group presents their findings. Ensure that each member of the group records their findings in their 'Science Notebook'.

Consolidation

- ◆ Sonu dreamt about a jungle fest.
- ◆ The venue of jungle fest is Jumbo jungle.
- ◆ Date and time of the fest is Sunday morning 8 AM.
- ◆ The items included are Race, Jumps, Plucking the fruit, Roaring, Singing, Dancing and Tug of war.
- ◆ Chief guests for the fest are Mittu cat and Kittu dog.

- ◆ Winners will be awarded with prizes.

Evaluation

- ◆ Writing in 'Science Note book', participation in group activity, presentation.

Activity 2 (picture observation, mimicry)

- ◆ This activity is designed to familiarize students with wild animals. With the help of ICT, the sounds of some wild animals are played, and students try to identify the particular animals. The teacher provides support and guidance. Students are directed to refer to pages 214 and 215 of the textbook, identify the animals, and write their names in their 'Science Notebook'. Pair and peer evaluation can be utilized. Students are encouraged to mimic the sounds produced by these wild animals. The teacher also presents the sounds produced by unfamiliar wild animals using ICT.

Consolidation

- ◆ Sounds of various wild animals.

Evaluation

- ◆ Name of wild animals in 'Science note book', Mimicry

Features of wild animals (2 period)

Activity 1 (picture observation, discussion, role play, mask making)

- ◆ The aim of this activity is to know the important features of wild animals. The students are divided into seven groups (Giraffe, Elephant, Peacock, Monkey, Cheetah, Kangaroo, Koel). Provide each group with masks of their respective animal. Each group fills out the dialogue boxes provided on pages 216 and 217 of the text book. The students from each group present a role play based on the animal their group is named after. The other students in the classroom evaluate the presentations and note any suggested modifications in their 'Science Note book'. Following this, the students are directed to prepare masks of wild animals individually.

Consolidation

- ◆ Giraffe - Have long neck, participate in the item plucking the fruit.
- ◆ Peacock - Have beautiful wings, participate in dancing.
- ◆ Cheetah - Is a fastest runner, participate in race.
- ◆ Elephant - Largest animal on land and very strong, participate in tug of war.
- ◆ Monkey – Can jump from branch to branch, participate in plucking the fruit and jumping.
- ◆ Koel – Sings beautifully, participate in singing competition.
- ◆ Kangaroo – Jump long distance, participate in jumping.

Evaluation

- ◆ Writing in 'Science note book', participation in role play.

Pet animals (1 period)

Activity 1 (picture observation, discussion analysis, drawing picture of pet animals)

- ◆ The activity aims to provide information about pet animals. By observing the conversation of the chief guests on pages 218 and 219 of

the textbook, the students are directed to write the features of pet animals in their 'Science Notebook' as a group activity. After this, the students are directed to draw a picture of their pet animal, write its name and peculiarities. Finally, the students are instructed to make an album on various pet animals individually.

Consolidation

- ◆ Pet animals are provided by food and shelter by masters.
- ◆ Masters love pet animals.

Evaluation

- ◆ Writing in 'Science note book', participation in group activity.

Animals useful to man (1 period)

Activity 1 (illustration observation, illustration completion, preparation of wall magazine, discussion)

- ◆ The activity aims to provide information about the usefulness of animals to humans. By observing the illustration on page 220 of the textbook, the students complete the illustration as a group activity. Peer group assessment can be utilized here. After that, the students are directed to prepare a wall magazine on domestic animals and their uses as a group activity and display it on the classroom bulletin board.

Consolidation

- ◆ Goat, Crow, Hen, Duck are in the picture.
- ◆ Goat gives us milk.
- ◆ Hen and Duck give us egg and meat
- ◆ Crow cleans our surroundings.
- ◆ We rear some animals for milk, egg, meat.
- ◆ Goat, Hen, Duck are domestic animals.

Evaluation

- ◆ Writing in 'Science note book', participation in group activity, participation in wall magazine preparation.

WORKING GALLERY

Answers

- ◆ Wild animals – Elephant, Deer, Tiger, Cheetah, Bear, Zebra, Rat, Kangaroo
- ◆ Pet animals – Cat, Dog, Parrot
- ◆ Domestic animals – Hen, Cow, Sheep, Buffalo
- ◆ Long Neck – Giraffe

- ◆ Trunk – Elephant
- ◆ Beautiful wing – Peacock
- ◆ Loud roar – Lion

Additional activity.

- ◆ Prepare a poster on jungle fest in ‘Green Jungle’.



**TEACHERS RESOURCE
MANUAL**

**EVS
Grade 2**

Lessons That Tell a Story

Meet Sana and Sonu, two charming children whose lives shape each lesson in this text. Sana, a lively six-year-old girl, and her nine-year-old brother, Sonu, are the central characters throughout our journey.

They live in a quaint rural setting with their father, Shaji, a trader, and their mother, Sheeba, a nurse. However, they do not live alone. Sana and Sonu are part of a vibrant joint family, sharing their home with their grandfather, grandmother, and uncle, among others.

As you guide your students through these lessons, keep this heart warming story in mind. The eleven lessons in this textbook are crafted around the real-life situations that Sana and Sonu encounter. The structure of the book ensures that each lesson seamlessly transitions from one to the next, maintaining a cohesive narrative. The success of this creative text depends greatly on how beautifully it is narrated and presented. Teachers should provide a story hook from one activity to the next, so children feel like they are progressing through an ongoing story. The narration and its engaging presentation are of utmost importance in delivering these lessons.

Unit 1: Family Matters

In the First Standard, children gained a basic understanding of family, learning about family members and their relationships. This unit expands on the concept of family in a spiral manner.

In modern times, many children are members of nuclear families. Beyond their immediate family of father, mother, and one or two siblings, it is essential to expose children to the idea of extended families living together. This unit addresses the social issue of undemocratic, male-dominated family structures, striving to lay the foundation for democratic values within the family. Thus, this unit serves as an introduction to our grand vision of education rooted in democratic and constitutional

a) Conceptual:

- Understands the concept of family.
- Identifies own family members, their ages, and occupations.
- Recognizes that family survival is based on mutual understanding, cooperation, and love.
- Differentiates between nuclear and extended families.

b) Skills:

- Compiles family information.
- Records data in an organized manner.
- Compares characteristics of nuclear and joint families.
- Tabulates family details of classmates.
- Develops skills in drawing conclusions from analyzed data.
- Crafts captions for pictures.

c) Attitudinal:

- Develops a sense of belonging as a family member.
- Realizes collective responsibility in family affairs.

- Embraces gender equality in household chores.
- Cultivates a positive attitude towards a happy, loving household.
- Aspires to be a responsible citizen in society.
- Approximate Time for Unit Transactions

◆ Indoor Interactions:

On a Family Trip:

- ◆ Start the class by describing Sana’s family background, their home, family members, happiness, facilities, and the views of their rural area. Move the story forward through engaging interactions.
- ◆ Sana and Sonu’s Uncle and Aunt have returned home on leave from the Gulf. What gifts would they bring? Let each child share their ideas:
 - Toys
 - Dresses
- ◆ They usually come during school days. This time, luckily they arrived during vacation! Sana and Sonu jumped with joy, excited about a long-desired family picnic. “Uncle, can we go for a picnic?” they asked eagerly. “Sure! Where to? You decide,” replied Uncle and Aunt in unison. Where to Go?
- ◆ If you were in Sana’s place, where would you suggest? Let children share their choices:
 - Ooty
 - Munnar
- ◆ They decided on a distant hill area with a beautiful park and fantastic scenery.

Picture Reading:

- ◆ Ask students to describe what they see in the picture (TB Page 181). Encourage different kinds of questions. Finally, ask them to identify Sana and her family members and fill out a table.

Know Sana’s Family:

The park was crowded as it was a holiday, Many families were there to have fun. At the crowded park, Sana noticed a boy about her age. She moved closer as he smiled to her.

“I’m Adil,” he introduced himself, and they shared details about their families.

- ◆ Let the Children Observe the Picture (Page 182)
- ◆ Ask the children to closely examine the picture on page 182. Guide their observation with the following questions:
 - Who are the people in the picture?
 - What do you think they are saying to each other?
- ◆ Encourage the children to describe the scene, identify the characters, and imagine the conversations happening in the picture. This activity will help them engage with the content and develop their observational and interpretive skill

Relationships:

- ◆ Discuss different family relationships such as Father, Mother, Grandfather, Grandmother, Uncle, Aunt, Niece, and Nephew.
- ◆ **What Jobs?**
 - Talk about the jobs of parents and whether more people work locally or abroad. Emphasize the value of unpaid housework.

My Family Card:

Family Video:

- ◆ After the family card is completed, assign the children a fun home activity. Ask them to record a family video in front of their house. In the video, each family member should introduce themselves and explain their connection to the student. The next day, we can watch these videos together in class.
- ◆ **Find Out from the Family Card:**
 - Which house has the most family members?
 - Which house has the fewest?
 - Who has the oldest family member?

Have an Interview:

- ◆ Invite the oldest family member to class for an honorary interview. Let children ask questions about the past.

Birthday Chart:

- ◆ Collect students' birthdates and display them on a chart. Celebrate birthdays simply at school with sweets and a book donation to the reading corner.

Types of Family:

- ◆ Adil also came to the park with his family. He is in the same class and the same age as Sana, though they attend different schools. They shared details about their schools and where they live. Sitting on a cement bench in the park, they continued their conversation, which eventually turned to discussing their families.

What I Know:

- ◆ Let children share their experiences with extended families. Which is better?
- ◆ Discuss whether a nuclear or joint family is better. Allow children to share their opinions and reasons.

Family Directory:

- ◆ Create a directory with names and details of each child's family. Merry Family
- ◆ Encourage the children to closely observe the pictures on page 185. Discuss the importance of everyone sharing household chores, regardless of gender, and emphasize the need to care for our elders with utmost respect.

Film Show:

- ◆ Show short films or video clips that highlight the love and care children have for their grandparents. You can also share stories with similar messages.

My Grandparents:

- ◆ Let the children share how they help their grandparents.

Who does?

- ◆ This activity aims to make children aware that women often do most of the housework and that this should change. A happy family is one where everyone contributes.

Family Day:

- ◆ Consider organizing a Family Day celebration at your school on May 15th. Discuss who to invite, what activities to include, and how to organize the event.

Home Visit:

- ◆ Think about conducting a "whole class visit" to your students' homes to meet their family members. Discuss the feasibility and benefits of such visits.

Working Gallery**Family Tree:**

- ◆ Let the children draw their family tree in their own creative way. Here are a couple of examples for inspiration:
 - [Include space for drawing family trees]

2

BEYOND THE TASTE

Introduction

In this unit, we will learn about different types of food and where they come from. Some foods grow on plants, and some come from animals. We will also look at different ways to cook food, like baking, frying, steaming and boiling. It is important to know how to cook food properly. We will talk about healthy habits, like washing our hands and eating balanced meals. By the end of this chapter, you will know how to make good food choices. Let's discover and study the wonderful world of food.

Previous knowledge

- ◆ The child
 - knows different food items
 - like favorite dish.
 - knows some food are obtained from plants.

Learning Outcomes**The learner**

- explains the importance of food.
- identifies and explains the different types of food items.
- lists the importance of water.
- compares the different sources of food.
- classifies the food we get from plants.
- explains the different ways of cooking.
- develops an attitude to respect the persons who work hard to feed us.
- develops an attitude to practice the healthy tips.

Major concepts

- Each food item has its own role in our body.

- We should include different types of food in our diet.
- We need energy to do work, food gives us energy.
- We grow, food is needed for growth.
- Our body needs protection from illness, food gives us protection.
- Water is very important for a healthy life.
- Food is obtained from different sources.
- The food we get from plants are grouped as – cereals, millets, pulses, fruits, vegetable, spices.
- Baking, boiling, steaming, frying are the different ways of cooking.
- Respect the persons who work hard to feed us.
- We should practice healthy tips.

LO's	CONCEPTS	TEACHING- LEARNING PROCESS	TLM	ASSESSMENT
<ul style="list-style-type: none"> ◆ explains the importance of food. ◆ identifies and explains the different types of food items. ◆ lists the importance of water. 	<ul style="list-style-type: none"> ◆ Each food item has its own role in our body. ◆ We should include different types of food in our diet. ◆ We need energy to do work, food gives us energy. ◆ We grow, food is needed for growth. ◆ Our body needs protection from illness, food gives us protection. ◆ Water is very important for a healthy life. 	<ul style="list-style-type: none"> ◆ picture observation, conversation observation, discussion, sharing experiences, illustration illustration analysis, Drawing and colouring, completion of table, picture observation, description analysis, poster preparation 	<ul style="list-style-type: none"> ◆ Pictures, illustrations and tables in the text book. posters 	<ul style="list-style-type: none"> ◆ Writing in 'Science Note book', participation in discussion, Drawing and colouring skill, participation in group activity, Completed table. Prepared food maetials.
<ul style="list-style-type: none"> ◆ compares the different sources of food. ◆ classifies the food we get from plants. 	<ul style="list-style-type: none"> ◆ Food is obtained from different sources. ◆ The food we get from plants are grouped as – cereals, millets, pulses, fruits, vegetable, spices. 	<ul style="list-style-type: none"> ◆ picture observation, completion of table, illustration observation, classification, add more examples 	<ul style="list-style-type: none"> ◆ pictures and illustration in text book 	<ul style="list-style-type: none"> ◆ Writing in 'Science Note book', Completed table. participation in group activity.
<ul style="list-style-type: none"> ◆ explains the different ways of cooking. ◆ develops an attitude to respect the persons who work hard to feed us. 	<ul style="list-style-type: none"> ◆ Baking, boiling, steaming, frying are the different ways of cooking. ◆ Respect the persons who worked hard to feed us. 	<ul style="list-style-type: none"> ◆ picture observation, writing description, word sun completion 	<ul style="list-style-type: none"> ◆ Writings 'Science Note book', Completed table. ◆ Word sun 	<ul style="list-style-type: none"> ◆ Writings in 'Science Note book', Completed table, completed word sun
<ul style="list-style-type: none"> ◆ develops an attitude to practice the healthy tips. 	<ul style="list-style-type: none"> ◆ We should practice healthy tips. 	<ul style="list-style-type: none"> ◆ picture observation, preparation of wall magazine 	<ul style="list-style-type: none"> ◆ illustration in the text book. 	<ul style="list-style-type: none"> ◆ Writing in 'Science Note book', Completed wall magazine

Types of food (3 periods)

Activity 1 (picture observation, conversation observation, discussion, sharing experiences)

- ◆ This activity aims to provide knowledge about the types of food. The class begins with children sharing the food items they had for breakfast. After sharing the food items, the teacher asks a general question: why do we eat food? The students respond randomly to this question. No consolidation is needed here. After that, by observing the picture (page 191) and the conversation (pages 191 and 192), students will write inferences in their 'Science Notebook' based on the given indicators.

Indicators

- Importance of food.
- Why should we eat different types of food?

Consolidation

- We need energy for our activities. Food gives us energy.
- Each food item has its own role in our body.

Evaluation

- ◆ Writings in 'Science Note book', participation in discussion.

Activity 2 - (illustration observation, illustration analysis, drawing and colouring, completion of table)

- ◆ This activity is designed to familiarize students with different types of food and their roles. By observing the illustrations on pages 192 and 193 in the textbook, students will identify various types of food items and their importance (group activity) and write their findings in their 'Science Notebook'. They will pick out the food items they usually eat from the three groups in the illustration. Students are then directed to draw and colour the food item they like the most.

Consolidation

- We should include different types of food in our diet.
- We need energy to do work, food gives us energy.
- We grow, food is needed for growth.
- Our body needs protection from illness, food gives us protection.
- ◆ After completion, the students are directed to complete the table on page 194 of the textbook individually. Peer assessment can be utilized here.

Consolidation

- Food for energy - Maize, Wheat, Sweet potato
- Food for growth - Green gram, Fish, Black gram
- Food for protection- Broccoli, Lemon, Kiwi, Strawberry

Evaluation

- ◆ Writing in 'Science Note book', Drawing and colouring skill, participation in group activity, Completed table.

Activity 3 (picture observation, description analysis, poster preparation)

- ◆ The teacher shows a poster on the importance of drinking water for a healthy life and conducts a discussion on the topic. By observing the picture on page 195 of the textbook, students will write down the different ways we consume water. Following this, by analyzing the description, students are directed to prepare posters in groups and display them on the bulletin board.

Consolidation

- We can drink water in the form of plain water, juice, smoothies, shakes etc.
- Water is very important for a healthy life.
- It carries the factors of food to all parts of the body.
- We should drink 8 glasses of water per day.

Evaluation

- ◆ Writing in 'Science Note book', Prepared posters, participation in discussion.

Sources of food (2 periods)

Activity 1 (picture observation, completion of table)

- ◆ This activity aims to provide knowledge about the different sources of food. The teacher displays pictures of various food items in the classroom. The use of ICT enhances the experience. The students are directed to write the names of the food items and classify them based on their sources (food from plants, food from animals). The activity on page 196 of the textbook can be used as an evaluation tool. Peer group assessment can also be utilized here.

Consolidation

- Food from plants - Rice, Potato, Green peas, Tomato, Mango, Carrot
- Food from animals - Milk, Egg, Honey, Ghee, Yogurt, Meat

Evaluation

- ◆ Writing in 'Science Note book', Completed table.

Activity 2 (illustration observation, classification add more examples)

- ◆ This activity aims to provide knowledge about the different sources of food obtained from plants. The teacher divides the students into six groups and provides each group with different types of food items or pictures of food items derived from plants. The students are directed to classify these food items according to a specific criterion. After the classification, they will observe the illustration on page 197 of the textbook and make corrections if necessary. Students will write their findings in their Science Notebook and are further directed to add more examples to each category.

Consolidation

- Cereals – Rice, Wheat, Corn, Maize, Oats
- Millets – Ragi (Finger Millet), Barley, Thinai (Foxtail Millet), Bajra (Pearl Millet), Kodo Millet
- Pulses – Mung bean, Green peas, Soyabean, Green gram, Bengal gram
- Fruits – Apple, Mango, Banana, Watermelon, Orange
- Vegetables – Carrot, Cabbage, Brinjal, Cucumber, Ladies finger
- Spices – Turmeric, Ginger, Clove, Pepper, Coriander

Evaluation

- ◆ Writing in 'Science Note book', participation in group activity.

Cook and eat (1 period)

Activity 1 (picture observation, writing description)

- ◆ This activity aims to provide knowledge about the different ways of cooking food. The teacher shows a table with some food items in the first column and the vessels used to make them in the second column, in a shuffled manner. The use of ICT enhances the experience. Ask students to match the table. By observing the picture on page 198, students will prepare a short note on different ways of cooking food.

Consolidation

- Baking - Baking is a way to cook food by using the heat from an oven. (Cakes, Buns, Biscuits, Bread etc)
- Boiling - Cooking by immersing in water that has been heated. (Tea, Coffee, Milk, Rice)
- Steaming – Cooking food using steam. (Idli, Puttu, Ada, Idiyappam)
- Frying - Cooking in oil (Fish, Meat, French Fries)

Evaluation

- ◆ Writing in 'Science Note book', Completed

table.

Activity 2 (picture observation, writing description, completed word sun)

- ◆ This activity aims to cultivate respect for the people who work hard to feed us. The teacher conducts a discussion about the various individuals involved in different stages of food production. No consolidation is needed at this stage. Following this, students will complete the activity on page 198 of the textbook individually. This topic is presented to honor and respect the efforts of those who work hard to feed us.

Consolidation

- Food – Farmer, Fishermen, Livestock Farmers, Agricultural Workers, Fertilizer makers, Food Distributors and Retailers (any four)
- Respect the persons who are working hard to feed us.
- When you waste food think about lakhs of people who starve.
- Never waste food.

Evaluation

- ◆ Writing in ‘Science Note book’, Completed word sun

Healthy tips (1 period)

Activity 1 (picture observation, preparation of wall magazine)

- ◆ This activity aims to provide knowledge on healthy food habits. The teacher presents a rhyme on healthy food habits in the classroom. The students are divided into groups of five members. Each group is directed to prepare a wall magazine based on healthy food habits and display it in the classroom. The selection of the best wall magazine will be done by the students. The best wall magazine should be awarded.

Consolidation

- Sample rhyme for teacher
*Wash your hands and mouth, it's neat,
 Before and after you eat!
 Brush your teeth, morning and night,
 Keep them clean and shiny bright!
 Keep your food all covered tight,
 Safe and clean, it's just right!
 Chew your food, don't rush, don't flee,
 Slow and proper, as can be!
 When you're eating, do not talk,
 Focus on your food, no need to balk!
 Eat your breakfast, lunch, and dinner on time,
 Healthy habits, they're so fine!
 Drink pure water every day,
 Keeps you healthy in every way!*

- Wash your hands and mouth before and after eating.
- Brush your teeth twice a day.
- Keep the food covered.
- Chew food slowly and properly.
- Do not talk while eating.
- Eat breakfast, lunch and dinner at proper time.
- Drink plenty of pure water every day.

Evaluation

- ◆ Writing in ‘Science Note book’, Completed wall magazine

WORKING GALLERY

Answers

- (ii) Rice, others are millets
- (iii) Steaming
- Statement (i) and statement (ii) are correct
- (ii) Millet
- Protection
- ◆ We must drink plenty of water every day because water is very important for our body. It helps us stay strong and healthy. Water keeps us cool, helps us digest our food, and gives us energy to play and learn. When we drink enough water, we feel good and can do our best in school and at play
- ◆ Idli – Steaming, Chicken fry - Frying, Cake

- Baking, Rice - Boiling, Noodles - Boiling, Cookies – Baking, Momos – Steaming/ Frying
 - ◆ Cereals - Rice, Wheat
 - Pulses - Green peas, Soya bean
 - Fruits - Apple, Mango
 - Vegetables - Brinjal, Carrot
 - Spices - Turmeric, Ginger
 - ◆ Additional activity
 - Write the recipe of your favorite food item.
-

3

INSIDE OUR BODY

Introduction

This unit deals with the important internal organs of human body, such as heart, brain, liver, lungs, kidneys etc. Learners should understand the location and the function of these organs. The unit aims to make students aware how these organs keep us alive. All organs are functioning without blocking any other organ's function. The mechanism is wonderful, and the learners could feel the wonder while we transact this unit. The process skills such as observation, classification, analysis, inference and experimentation should be developed when they do the activities in this unit. They should develop scientific attitude and scientific temper. They should imbibe the importance of keeping our internal organs so safe and healthy.

Previous knowledge

- ◆ The child
 - Their sense organs
 - They eat food, drink water.
 - They take in air and give out air
 - They urinate and defecate.
 - They feel hunger and thirst.
 - They have visited hospital.

Learning Outcomes**The learner**

- Understands the location of internal organs such as lungs, heart, brain etc.
- Recognises the function of internal organs such as heart, brain, lungs, kidneys, liver etc.
- Appreciates the functioning of the above organs and develops curiosity to know more about them.
- Realises the importance of internal organs and the need of protecting them..
- Develops attitude to keep the internal organs safe.

Major concepts

- Our body has different internal organs as we have external organs.

- Heart pumps blood to various parts of the body
- Heart, lungs, brain, liver, kidneys are the major internal organs.
- Lungs help for taking in air and giving out air
- Brain is located in brain case.
- Brain helps us to remember, think and act.
- Lungs are protected in the rib cage.
- Lungs help us to breathe in and breathe out.
- Kidneys clean up the body and remove wastes through urine.
- Liver is the cleaning centre of the body and removes poisonous substances from the body.
- We should care and protect our internal organs.

UNIT FRAME

Unit: 3. INSIDE THE BODY

Total Time: 6 periods of 40 minutes

LO's	CONCEPTS	TEACHING- LEARNING PROCESS	TLM	ASSESSMENT
<ul style="list-style-type: none"> ◆ Recognises the location and function, kidneys, liver etc. ◆ Recognises the function of internal organs such as heart, brain, lungs, kidneys, liver etc. ◆ Appreciates the functioning of the above organs and develop curiosity to know more about them. 	<ul style="list-style-type: none"> ◆ Kidneys clean up the body and remove wastes through urine. ◆ Liver is the cleaning centre of the body and removes poisonous substances from the body. ◆ We should care and protect our internal organs. 	<ul style="list-style-type: none"> ◆ Observation ◆ Note making ◆ ICT reference ◆ Text analysis ◆ Note making ◆ ICT reference ◆ Text analysis 	<ul style="list-style-type: none"> ◆ Chart ◆ Models ◆ Charts ◆ Models ◆ ICT resources 	<ul style="list-style-type: none"> ◆ Writings in the Note book., ◆ Participation in group activity ◆ Observation notes ◆ Completed entries in the note book ◆ Drawings in the note book ◆ Observation notes ◆ Completed entries in the note book

GRADE - 2

Activity 1

Introductory interaction

- ◆ Teacher asks them to take text book and turn Page 202
- ◆ Teacher narrates the situation
- ◆ Teacher asks:
 - Why did Sonu jump with joy?
 - Why did Grandpa scold the children?
 - What did Grandpa say?
- ◆ Elicits responses one by one.
- ◆ Teacher consolidates the discussion.
 - Sonu reached first.
 - Grandpa saw both Sonu and Sana Panting
 - Grandpa said that their heart beats were high

Activity : Text Analysis

- ◆ Where is the heart placed?
- ◆ Teacher gives the following instructions.
 - Place the palm on your chest

- Feel your heart beat.
- Elicits responses
- Consolidation by teacher
- Heart is situated inside the left part of the chest.
- Heart beats
- We can feel the heart beat by keeping palm on the left part of of the chest

The Pump inside

Activity

- Teacher asks the questions one by one.
- Have you ever got wounded?
- Have you noticed wounds bleeding?
- Do you know which organ pumps blood to all parts of the body
- Elicits responses
- Teacher consolidates
- ◆ Observe the picture and complete the illustration

- ◆ Look at the picture and write their names

Activity : Page 204

- ◆ Let children sit in groups
- ◆ Let them observe the pictures in the text book page 204
- ◆ Groups find out the answers through discussion
- ◆ Teacher helps
- ◆ Groups complete the two tasks
- ◆ They explain what each picture is about
- ◆ Presentation by groups, consolidation by teacher.

Picture 1. Heart

1. Situated inside left part of the chest
2. Protected by rib cage.
3. Function : Pumping blood to all parts of the body

Picture 2. Lungs

Picture 3. Brain

Picture 4. Liver

Picture 5. Kidneys

- ◆ Let each student make the entries in the note book

Assessment:

- ◆ Participation in the group activity
- ◆ Entries in the note book

We remember... think and do... How?

- ◆ Teacher asks to read the textual part individually
- ◆ Elicits; which organ helps you to remember things?
- ◆ Group Activity
- ◆ Let the group find out the answers.’ Teacher should give proper reference

Consolidates

1. Brain is situated inside the skull (brain case).
 2. It is protected by the bones in the skull and meninges.
 3. Brain controls thought, memory, emotion, touch, vision, breathing. It is the seat of intelligence.
- ◆ Take in... Give out

Activity

- ◆ Let them read the textual part
- ◆ Teacher gives the following instructions
 - Take a deep breath in
 - Hold
 - Breathe out
 - Write the changes you feel on the chest.
- ◆ Let them write it in ‘ My Diary’

Assessment

- ◆ Entries in the Diary
- ◆ Participation in the group activity
- ◆ Lungs and ribcage
- ◆ Group Activity
 - Let the group analyse the pictures
 - Find out the answers for the questions
 - Teacher consolidates

Assessment

- ◆ Notes in ‘ My diary’

The Cleaners : Group Activity

- ◆ Let each group analyse the speech bubbles of cartoons of kidneys and liver.
- ◆ Let the group discuss and make notes
- ◆ Listen carefully to the conversation between Kidneys and Liver
- ◆ Let them discuss and complete the table
- ◆ Ask the groups to present their table
- ◆ Teacher presents the Teacher Version

Points	Kidney	Liver
Position	On either side of back bone, in abdomen	By the side of stomach
Shape	Bean shape	Cone shape
Function	Removes wastes through urine	Cleaning centre, Removes poisonous wastes from the body

Assignment

- ◆ Notes in My Diary, Completed table

Activity

Read and make notes

- ◆ Individual Activity
 - Teacher reads the textual matter
 - Learner listens to each point
 - Reads individually and makes notes
 - Assessment : Notes in ‘ My diary’

2. Kidney

3. i X

ii Tick

iii Tick

iv Tick

d). D Statement (i) is correct (ii) wrong

e). Eye, Others are internal organs.

F). Heart : Pumping Station

WORKING GALLERY

Answers

1. Brain

Introduction

Children have learned about houses in their previous class. A basic understanding of home facilities, appliances etc is imparted in the first standard. Here these ideas are recurring in an another way. Different stages involved in the construction of houses, materials used for building houses, different types pf houses, relationship between climate and the structure of houses, relationship between the materials used to build the house and the characteristics of the area etc are discussed in this lesson.

Apart from housing, this lesson also discusses the problems of homeless people and the pain they experience.

Learning Outcomes

- ◆ Provides sufficient experiences to gain clarity about the physical system of home as well as giving experiences of the security that stretches to humans and the problems faced in its absence.

a) Conceptual

- Identifies the orderly steps to be followed in building a house.
- Identifies the materials which are commonly used for house construction.
- Recognizes that houses are of different types and characteristics.
- Recognizes that house construction is related to geographical features.
- Recognizes that the materials available in a place are used for the construction of the house there.
- Recognizes the relationship between the type of house and climate experiencing there.

b) Skills

- Skill to present ideas in an organized manner.
- Enable children to collect materials used for house construction.
- Ability to compare and classify materials used in house construction.
- They can compare characteristics of

different types of houses.

- They are able to tabulate data related with materials used in the construction of houses.
- Inferences can be made by relating the house with the climate.
- Recognizes the fact that homeless people also live in the community.

c) Attitudinal

- Being able to respect the human labor that goes to building a house.
- Awareness is formed in respecting human will and power in building houses according to climate and conditions.
- Develops pride in human power to overcome undesirable circumstances.
- Develops a compassionate mind towards the unsheltered people.
- Develops positive attitude to respect the efforts of people who are helping homeless.
- Develops positive attitude to be a part of the efforts to help the homeless.

Approximate time envisaged for the transaction of the unit

- Indoor interactions : 12 Periods
- Outdoor Activities : 04 Periods

Activities

To build a house

- ◆ Sana and Sonu are very happy with the arrival of their uncle and aunt. Home gatherings and frequent outings brought excitement to them. This vacation completely immersed in playful pranks for them. This enjoyment is only there until they leave. As the happy days went on, one day morning Sana and Sonu woke up to a function at their house.

In the picture:-

- Who did you see in the picture @ page 213 ?
- What are they talking?
- What work is going on there?
- ◆ Let the children read the picture and respond to the questions.

To a construction site:-

- ◆ we can take children into a nearby construction site and let them observe the works going on there.

What workers:-

- ◆ What type of workers do we need for the construction of a house from start to finish?
- ◆ Let the children make a complete list and present it in the class.

My house:-

- ◆ Let each child talk about his house. Let him find and present what materials were used to build his house.

The house also has a name:-

- ◆ Ask each child to say the name of their house. Then prepare a list of names that can be given to houses.
 - Eg : Daffodils, Rainbow, River view etc

House for security:-

- How big should the house be?
- Do we need big houses to accommodate a family of two or three members?
- What natural resources do we use to build

houses? Discuss in the class.

- ◆ Safety, essential facilities, adequate size etc are to be considered while building a house. From the discussion children can recognize that building huge luxury houses is not good for the society.

Unused Houses!

There are around 11 million vacant houses in India where there is already a shortage of houses. In a study conducted in Kerala itself, figures indicate that people who have built large houses mostly do not use the entire house. Statistics show that people with two-story houses mostly do not use the upper floor!

Types of houses

- ◆ What kind of house is going to build for the Uncle? Is it the same pattern as the one living now? Sana was thinking. It was then that she remembered the houses she had seen when she traveled to different places. Not all the houses are in the same pattern. Not all houses are made of the same type of materials. Sana remembered what she read somewhere that it is only in Kerala that the wall of the house is made of laterite stone. She fell into a long thought..

House Album:-

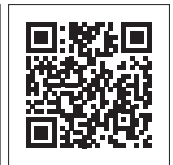
- ◆ Collect pictures of houses in different countries / places and make an album in the class.

House exhibition:-

- ◆ Let the children make different types of houses in groups using cardboard, paper and other materials. We can organize a school level exhibition of these 'cardboard houses'.

Watch the videos:-

- ◆ To know more about variety of houses Scan the QR Codes



Houses and Climate

- ◆ One night everyone was talking at home. That's

when Uncle and Aunt started talking about their trip to Assam. They were surprised by the houses saw there. Most of the houses seen there were raised on big pillars or legs. ‘Sana, can you guess, why it is so?’, Uncle raised a question. when the children did not understand the matter, Uncle slipped into another question, What things do we generally consider when building a house.

Let’s say:-

- ◆ Collect responses of the children for the above question. What will they say
 - It should be strong
 - Should last longer
 - Must resist heat and cold
 - Should protect from rain

Picture reading :-

- ◆ Now let the children observe the pictures on page 219. Through teacher’s questions, they should get opportunity to form their own conclusions

The houses we saw:-

- Haven’t you visited many places?
- Are the same type of houses built everywhere?
- ◆ Is there any connection between the construction of the house and the location?
- ◆ Give the children chance to respond in connection with their experience.

Questions:-

- ◆ Why is it said that mud houses are better in warmer areas?
- ◆ In earthquake areas, houses with lightweight sheets are better. Why? In this way, throw questions to them which trigger their thoughts connecting house and circumstances.

Watch the videos:-

- ◆ Houses made of different climates
- ◆ For watching video, please scan the QR Code



Homeless people

- ◆ Throughout that night Sana thought about houses. Houses of different types, different style and of different materials! Humans living in any corner of the world, need a home. It is our basic need. All humans are making their own houses according to their possibilities and circumstances they have. All our security and happiness lies at home. If it is lost.. Cant imagine..
- ◆ Thinking all these, Sana fell into bed.

Let the picture tell:-

- ◆ Show more pictures of homeless people like that given in page 220. Let the children observe them well. Through questions, help the children to find out the problems of homeless people.
 - Who are there in the picture?
 - Are we sleeping like this?
 - Why are they sleeping outside?
 - Why do they have to lie outside like this?
 - Are they safe there?
 - Can you tell the problems faced by the families who have to live like this?

If we become homeless:-

- ◆ Imagine losing the home and amenities we have now. Then what will be our situation? Let the children respond.

Hands of mercy:-

- ◆ Introduce the children the individuals and organizations that freely provide houses to the unsheltered. Bring news of such efforts in the class (Paper cuttings, images, video clips etc)

LIFE

LIFE (Livelihood Inclusion Financial Empowerment) mission is the Kerala Government’s mission to build free houses for all homeless people in the state. 3.75 lakh houses were build under this scheme so far.

Watch the videos:-

- ◆ For watching video ‘Homeless Children’ scan QR Code



Sleeping on the streets

It is estimated that 100 million people worldwide are homeless and as many as one billion people live as squatters, refugees or in temporary shelters.

According to the Census of 2011, India has more than 1.7 million homeless residents,

of which 9,38,384 are located in urban areas. These figures however grossly underestimate the real numbers of the homeless. Civil society organizations estimate that at least one percent of the population of urban India is homeless.

5

MATTER MATTERS!

Introduction

In this unit, the children will learn about matter. Everything around us is made up of matter. Matter is everything we can see, touch, feel, and even smell. We will explore the different types of matter and their properties. The children will learn about different states of matter through hands-on experiments, discussions, and interactive activities. Students will discover the properties of matter and gain a deeper understanding of its characteristics.

Previous knowledge

- The students deal with various objects every day.
- They are familiar with materials like paper, rubber, wood plastic etc.
- They know properties like size, shape, color, texture etc.
- They are able to categorize objects like solids, liquids and gases.

Learning Outcomes

The learner

- Learn that different objects are made up of different materials.
- Understand the properties of materials.
- comprehend different states of matter.
- Explain the properties of different states of matter.

Major concepts

- Substances are made up of materials.
- Materials differ in their properties.
- Anything that requires space to occupy and has mass is matter.
- Solids, liquids and gases are the common states of matter.
- Mass is the quantity of matter present in a substance.
- Volume is the space required by a substance to occupy.

UNIT FRAME

Unit: 2. Beyond the taste.

Total Time: 7 period of 40 minutes

LO's	CONCEPTS	TEACHING- LEARNING PROCESS	TLM
◆ Learn that different objects are made up of different materials.	◆ Objects are made up of materials	◆ Discussion, Narration ◆ Listing of objects	◆ Work sheets, pictures ◆ set of objects

◆ Understands the properties of materials.	◆ Materials differ in properties	◆ Discussion, Narration, ◆ Sorting out	◆ Collection of objects, ◆ work sheet
◆ Comprehend different states of matter.	◆ Materials are found in different states	◆ Discussion ◆ Narration,	◆ Collection of Objects ◆ Worksheet
◆ Identifies the different states of matter	◆ Solid ,liquid and gas are the three common states of matter	◆ Discussion, Narration ◆ Work sheet	◆ Samples ◆ Work sheets
◆ Explain the properties of different states of matter.	◆ Solids ,liquids and gases differ in their properties	◆ Discussion ◆ Narration	◆ Work sheets Samples
◆ Comprehends what matter is.	◆ All objects are made up of matter	◆ Discussion, Narration ◆ Experiment	◆ Work sheet
◆ Understands all matter has mass and volume	◆ Matter has volume and mass	◆ Discussion ◆ Experiment	◆ Measuring jar, thread, stone, balloons

Teaching Manual

Preliminary details

- ◆ Time: 4 periods

Concepts:

- Substances are made up of materials.
- Materials differ in their properties.
- Solids, liquids and gases are the common states of matter.
- Mass is the quantity of matter present in a substance.
- Volume is the space required by a substance to occupy.
- Anything that requires space to occupy and has mass is matter.

Learning Aims

- List various materials with which matter is made up of.
- Classify materials in to solids, liquids and gases.
- Prove matter has volume and mass.
- Teaching learning materials
- Charts, pictures, different materials, measuring jar, glass tumbler, Materials of different states of matter.

Expected products:

- ◆ completed work sheets, observation of experiments, entry in diary

Process	Assessment
◆ Teacher exhibits different objects made of different materials .Asks the students to identify the materials. Asks the students to list more materials and objects made up of them. Exhibits chart showing different materials. (Steel-vessels, knife, furniture, shelves, boxes ,rods , vehicles ,coins ,magnets.	Participation in group activity. Listing more examples. Writing in science diary

<ul style="list-style-type: none"> ◆ Wood – tables ,benches, desks, doors ,windows, etc.) Rubber- Tyres, tubes, eraser ,rubber band, shoes etc. Plastic-chairs, bags, shoes, hoses, mugs, bottles, carry bags etc. Leather- shoes, bags, purses, sofa etc.) ◆ Teacher asks the students to list different objects made up of same materials. Exhibits a chart of such objects (Metals- Utensils, tools, nails, vehicles, furniture, gate, pipes, etc. Cotton – clothes, beds, cushion, seats Glass- tumbler, mirror, window, test tubes, beakers etc.) ◆ Exhibits objects made up of different materials. ◆ Asks the students to identify the materials used to make them. ◆ Gives chance to list objects made up of different materials. ◆ Shows chart of objects made up of various materials. ◆ (Bicycle-metal, plastic, rubber, paint Book-paper, gum, cloth, card board, Car-metal, rubber, plastic, paint, Tea- water, tea leaves, sugar, milk, Concrete-cement, gravel, sand, water, Pen-plastic, metal, Ink.) ◆ Teacher exhibits different objects and asks the students to identify their properties like size, shape, color, texture etc. ◆ Asks students to add more examples. ◆ Presents a chart of more examples on the following. <ul style="list-style-type: none"> ● Appearance-shiny/dull ● Hard/soft ● Soluble/insoluble ● Heavy/light ● Transparent/opaque ◆ Teacher discusses the situation given in the textbook. Presents different objects in solid and liquid states. Gives information about gaseous state Exhibits a list of objects and asks them to classify. ◆ Teacher conducts the experiment given in the text and consolidates. ◆ Teacher explains the activity given in the text book. 	<ul style="list-style-type: none"> ◆ Ability to list examples ◆ take part in discussions. ◆ Ability to identify and group objects ◆ Ability to complete work sheets ◆ Ability to list examples ,take part in discussions, ability to identify and group objects, ◆ ability to complete work sheets ◆ Ability to draw inference from experiments.
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- ◆ Tries another experiment in class.
- ◆ Take two balloons and inflate them .Stick a cello tape on one of them (otherwise the balloon will burst abruptly) .Hang them at the both ends of a rod. Care should be taken to balance the rod. Prick the cello tape with a pin. Asks the students to observe and comment. Why did the rod tilt?
- ◆ Consolidate all matter including gases have mass.

Consolidation

- ◆ All objects are made up of materials.
- ◆ Some objects are made up of different materials.
- ◆ Materials differ in properties.
- ◆ Materials differ in states and matter.
- ◆ Solid, liquid and gas are the common states of matter.
- ◆ Solids, liquids and gases differ in properties.
- ◆ All matter requires space to occupy.
- ◆ All matter has mass.

Assignment:

- ◆ List as many objects you see around you and you handle every day.
- ◆ List the materials with which they are made up of.
- ◆ Classify them as solids, liquids and gases.

Matter need space (2 periods)

Activity 1 (engage in experiments)

Objective

- ◆ To prove that matter requires space to occupy.

TLM:

- ◆ Beaker, Objects of different shapes and sizes , water, thread and stone
- ◆ **Time:** 2 periods

Process:

- ◆ Fill three fourth of a beaker with water. Asks the students to note the water level. Tie a thread to a stone. Carefully dip the stone into the water in the beaker. Ask the students to observe and write the observation in the science diary. Repeat the experiment with other objects.

To the teacher:

- ◆ care should be taken while choosing objects and in the quantity of water taken. Water should not over flow while dipping objects in it. A big measuring jar can be used instead of the beaker. Then, noting the water level will be easy. The children may be given chance to do the experiment.

Working Gallery

Answer key

1.
 - a) Solid
 - b) Volume
 - c) Water
 - d) Gas

- e) Mass
- f) Substances with mass and volume are known as matter.
- g) The space occupied by matter is its volume.
- h) Utensils ,knife etc
- i) Solids have definite shape .Liquids do not have definite shape .Liquids can flow. Solids cannot flow.
- j) Metallic lustre - gold, copper, aluminum colour- The sea is blue, milk is white.

2.

Solids	Liquids	Gases
Ice	Water	Oxygen
Brick	Kerosene	Hydrogen
Rubber ball	Lemon juice	Carbon dioxide
Knife		Nitrogen

3.

Sl No	Material	Objects
1	Plastic	Chairs, bags, shoes, toys, mugs, carry bags
2	Rubber	Tyres , tubes , rubber bands , erasers, shoes
3	Leather	Shoes, bags, purses, belts, sofa, seats
4	Glass	Lenses , beakers ,test tubes ,bottles , mirrors

Extended activities

- ◆ List some of the objects around you. Identify the materials with which they are made up of. Write down their properties like hardness , colour, size etc.
- ◆ Take some ice cubes from tray. Observe its properties. Place the ice cubes in a steel pot and heat it slowly. Observe the changes and enter in your diary.

Introduction

As part of Environmental study, children need to be familiarized with public institutions, services they provide and they work etc. School is the first public institution that a child interacts with outside his home.

Therefore this chapter intends to enter into the learning area of public institutions through school.

This lesson is designed to provide children an in-depth understanding of his/her own school. This chapter provides an opportunity to know the school thoroughly outside his class. Here we intend to identify all things like facilities of the school, the rules and regulations there, the staff working there and their role. How school differs from home is also discussed here.

In addition to this, this lesson provides an opportunity to familiarize various public institutions.

Learning Outcomes

- ◆ Emphasizes the experiences of getting to know the school as a public institution and conveys general understanding of other institutions of the society with its services.

a) Conceptual

- Identifies the facilities and systems involved in a school.
- Understands the facts related with the school.
- Identifies the characteristics of home and school.
- Recognizes that the school is an institution which functions in accordance with certain rules and regulations.
- Identifies the different staff in the school and their respective responsibilities.
- Recognizes various public institutions and the service they provide.

b) Skills

- Compares the schools in connection with its features.
- Skill to search school related information and to record it in an organized manner.
- Conclusions can be formed by comparing home and school.

- Ability to analyze school rules
- Enable children to tabulate information appropriately.
- Acquiring capacity to observe the activities in the public institutions.
- Ability to compare and classify public institutions in connection with the service they provide.

c) Attitudinal

- Develops a sense of pride and obligation to the school.
- Develops an inclusive mind to embrace school as it involve all people in the society.
- Develops attitude to follow and respect rules.
- Develops a positive mind to respect the persons who work in different area in school.
- Develops a positive attitude towards various public institutions.

Approximate time envisaged for the transaction of the unit

- Indoor interactions : 8 Periods
- Outdoor Activities : 4 Periods

Activities

Sana's School

Sana studied in a small school nearby. She completed her KG and first standard there. There are no sufficient facilities. Not only that, there is no expected learning standard too. 'She is now into second grade. So it is better to be enrolled her in a new school in the town. A school with an excellent quality', Mother opined. Father also supported that opinion.

Sana felt sad as she had to part with all her old friends. 'But it is to ensure better studies for me. There too shall be good friends', She found comfort in herself.

It was a Monday morning. Today Sana is going to join the new school. She left to school early in the morning with her father and mother. They reached in front of the school.

How is Sana's school:-

- ◆ Ask appropriate questions for reading the picture on page 234.
 - Do you like Sana's new school.? Why?
 - What is the name of school?
 - How many stories does the building have?

Find the differences:-

- ◆ How is this school different from our school?
- ◆ Let the children find and list the differences in groups.

In Sana's school	In our school

The school also has name:-

- ◆ Do you like the name of Sana's school? Doesn't your school have a name?
- ◆ With your help, let them write down the names of ten schools in their area that they know.
- ◆ Let them ask to find out new names which could be given to schools.

A letter about School:-

- ◆ Didn't you write details of your school in the

TB? You have also found the facilities of your school.

- ◆ Then write a short letter to your friend including the information of your school

School in my dream:-

- ◆ Let the children talk about the kind of school they wish.
- ◆ They should be given an opportunity to say how it should be, what facilities should be there, what kind of teachers should be, how learning should be done etc
- ◆ If possible, have them write about their dream school at the end. Let's combine everything and make it a magazine.

Home v/s School

- ◆ 'After home, we spend more time in school. we love our school like home. Our teachers are like parents who give us love and care', Sana's thoughts went wild relating her home and school.

Home and School:-

- ◆ Give each child a chance to describe the similarities and differences between home and school. Let them say what they like.

Rules at School

- ◆ What are the things that are not at home but are at school? What is the main feature that differentiates school from home? Sana approached her brother Sonu with these kind of questions.
- ◆ Now listen to the conversation between them(Page 238). Give your comments on that.

Our rules:-

- ◆ What are the rules at your school? Do they differ from Sana's school? How?
- ◆ Have a discussion in the class.

'Classroom Rules':-

- ◆ Let the children discuss in the groups and make a code of law in the class. Then they may

discuss in the whole class. From these, select some important items that everyone agrees and make chart named 'Classroom Rules'. Everyone including teacher is bound to follow it. Display the chart on the classroom wall

Twinning Programme:-

- ◆ If possible, take the children to nearby school and let them present some art performances there. On another day, the children and the teacher of that school can be invited here.

Dangerous ways:-

- ◆ In many parts of the world, schools are not easily accessible. Through different and difficult paths they are reaching to schools. Scan QR Code to watch video about dangerous routes to school. <https://youtu.be/iGRnd8WlcIU>

Jobs at School

Let's enquire:-

- ◆ What types of workers do you have in your school? What are their responsibilities?
- ◆ Have children conduct an interview with the School manager

Public Institutions

◆ Fill the table:-

- Let the children observe the pictures given in page 241 and find out which institutions they are. After that ask them to fill the table.

Service	Institution
Fertilizers are provided for farmers	
Animals are vaccinated	
Keeping money	
Complaint is filed if there is a theft	
Paying house tax	
Buying rice and sugar	
Paying land tax	
Taking books to read	
Getting medicine and treatment	

Field trip:-

Organize a field trip to any of the public institution near the school. Let the children observe the activities there and ask questions to the officials there.