<table>
<thead>
<tr>
<th>S No</th>
<th>Month</th>
<th>Theme\Sub theme</th>
<th>Topic</th>
<th>Key concepts</th>
<th>Suggested Activities</th>
<th>ELO</th>
<th>Suggested resources</th>
<th>Values</th>
<th>Period</th>
</tr>
</thead>
</table>
| 1    | April | ANIMALS-Animals small and big. Some creepy crawlies and flies to. | 1.Poona m’s Day out | Exploring children’s ideas of an animal:- crawling animals, flyers and insects. | 1. Identification and listing of different crawling and creeping animals. (Use of visuals).  
2. Exploration of the crawling animals and insects found in their surroundings by the students.  
3 Classification of animals based on their size/shape /habitat/ habits (eating, movements etc.)  
4. Using picture card and group activity to classify - water living animals, land living and tree living animals.  
5. Make pictures of birds and animals by thumb and finger print.  
6. Mimicry on sounds of animals and birds.  
8. Role play on sensitization of care and love for animals.  
8. Use computer aided resources and/Library | 1. Classifies animals based on their size, shape, body parts, eating, movements, etc.  
2. Explore the environment to observe different types of animals and the diversity that exists among them.  
3. Identifies the habitats and habits of animals.  
4. Infers how shape , | Pictures of animals, birds, insects  
Visit to a Zoo, bird, sanctuaries, National parks .  
Crossword puzzles.  
Cutout puzzle game .  
Collection of different types of leaves and drying them  
Wax colours to trace dried leaves and barks of different types of trees | Love and concern for birds and animals.  
Values for caring birds and animals.  
Appreciation of diversity in size and shape of beaks and claws of different birds.  
Cherishing Nature walk.  
Being creative by | 17 |
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>TASK</th>
<th>DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLANTS-Plants around us. Leaves in our lives.</td>
<td>1. Discussion of plants they have seen in their surroundings. And share in the class.</td>
<td>Resources on animal habitat.</td>
</tr>
<tr>
<td></td>
<td>2. Organize a nature walk and observe the plants keenly.</td>
<td>Tail, leg, back, etc. of animals are related to their habits and habitat.</td>
</tr>
<tr>
<td></td>
<td>3. List the familiar plants and classify them based on their size as herbs, shrubs and trees.</td>
<td>5. Reasons out as to why and where some animals hide from other animals.</td>
</tr>
<tr>
<td></td>
<td>4. Observing and collecting leaves of each trees,</td>
<td>Integrate with lesson Birds Talk, A Little fish story from text book of class III Marigold.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visuals to show different birds, animals and their habitats, sound of animals and birds, types of leaves and trees.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The child becomes a good and keen observer.</td>
</tr>
</tbody>
</table>
changes observed by elders over time.
Plant and the climate/environments. Leaf diversity-colour, shape, aromas etc.
seasonal shedding of leaves, compost from leaves, leaf designs.
herbs and shrubs. Pencil paint of bark from 2-3 trees.
5. Discussion on compost pit.
6. Preparation clay impressions of different leaves.
7. Listing the names of some of the leaves which are used as food items.
8. List the other uses of leaves in the form of a table. For example.

<table>
<thead>
<tr>
<th>Name of the plant from which leaf is obtained</th>
<th>deco ration</th>
<th>Med icine</th>
<th>Cos meti cs</th>
<th>Religi ous Festi val</th>
<th>Any others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mango</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heena</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) -    -</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Maintain a garden and realize the responsibilities of a gardener.
11. Interview a gardener.
13. Make pictures of animals using dry leaves.
14. Discussion on the uses and benefits of plants in different sizes of plants.
3. Hypothesizes about the consequence: If there were no plants and animals on the earth.
4. Realizing the need for growing plants.
5. Creativity in using the dried leaves and plants for some other use like making compost, making greeting cards, wall hangings etc.
4. Realizes health tips by use of medicinal plants in day to day etc.
Pictures and information on plants found in cold desert, hot desert, rainforests etc.
Pictures of different types of leaves like leaves of banana plant, fir tree, water plants, cactus etc.
Collection of fresh leaves.
Herbarium of dried leaves.
Celebration of Vanmahotsav.
Charts of thoughts on conservation.
Love and concern for plants.
Appreciation of nature.
Inculcating good habit of walk in nature.
Keen observation.
Use of biodegradable wastes.
Awareness of medicinal benefits of plants.
<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Task</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 May</td>
<td>June</td>
<td>WATER- Water for my family.</td>
<td>3. Water or water</td>
</tr>
</tbody>
</table>

**Loal sources of water , uses of water, gender roles, distance, estimation, social discrimination, clean water for drinking.**

1. **Draw different sources of water-** such as Rain, river, well, hand pump, tube well, lake, pond etc.
2. **Write the names any five activities where you require water.**
3. **Write the name of the river which flows in your area.**
4. **Draw the pictures of the containers used in your house for storing water in your house.**
5. **Use different containers to show which container holds more water.**
6. **Pouring same quantity of water in different shapes of containers to estimate.**
7. **Discussion- regarding gender roles –** You may ask questions like * who fetches water in house?*  
   * Do you have to go far to get water?*  
   * Do your neighbours bring water from the same life**

**Integrate with Lesson Magic Garden of Marigold of English text book of class III**

**The importance of water as a useful resource.**

**Uses of water,**

**Sources of water,**

**Concern for water**

**Care for environment .**

**To stop deforestation for**

**Nature’s beauty .**

**Slogans on Save Nature .**

**Importance of water in our day today life**

**Stories based on gender role in the family.**

**Documentaries and Stories on Desert life.**

**Multi coloured mingled prints using colours and water.**

**Various types of water containers.**

**15**
<table>
<thead>
<tr>
<th>Place?</th>
<th>Do you store water in your house?</th>
<th>Why do we need to store water?</th>
<th>Are there certain people who are not allowed to take water from where you fetch water?</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 July</td>
<td>FAMILY AND FRIENDS-Relationships,</td>
<td>4. Our first school</td>
<td>Concept of a family, diversity in family types, as a support system, ideas about relationships, simple family tree.</td>
</tr>
<tr>
<td>1. List the names of their members and compare the size of the family and identify the small and large family. Facilitate the students in classifying them as nuclear, joint, and extended families. Identify those who do not live with them. Where they live, reasons why they don’t live with them and the occasions when they meet. They may design a table like the one given below to report their observations.</td>
<td>1. List the family members and their roles and relationships</td>
<td>2. List the relatives who do not live with them.</td>
<td></td>
</tr>
<tr>
<td>2. List the different leisure time activities they are involved in and who taught them these.</td>
<td>3. Classify families into nuclear / joint / extended families.</td>
<td>4. Examine the family history to create a charts showing family tree.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family members</td>
<td>Do they live with you</td>
<td>If not where do they live</td>
<td>Reasons for not living with you</td>
</tr>
<tr>
<td>Father</td>
<td>Mother</td>
<td>Sister</td>
<td>Brother</td>
</tr>
<tr>
<td>Photographs / cutouts of Different Family members.</td>
<td>Appreciation of the contributions of family members and relatives.</td>
<td>Sharing and caring.</td>
<td>Value the benefits of joint and nuclear</td>
</tr>
<tr>
<td>Leisure time activities</td>
<td>From whom they learnt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art and crafts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mime shows</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

May design similar activities to generate interest amongst students.

4. Organize a role play (dress and father, grandmother, son daughter etc. to illustrate their roles and relationships.

5. Provide a template of a family tree and ask to fill in the names of their family members and their relationships in the apples.

family tree.

5. Observe the resemblances and differences among members of the family.

cooking, cleaning house, teaching children etc.

Video clips showing customs of different families

Costumes for students to act like family members

family.

Importance of having good relations with the members of extended family and relatives.

<table>
<thead>
<tr>
<th>SHELTER-Houses and Houses.</th>
<th>5. Chottu’s House</th>
<th>Some unusual houses, a narrative and a discussion about why such are built. Different types of houses. Need for shelter, need for living together.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
<td>List different animals that live in and around their house. Discuss domestic and pet animals that live in their houses. The kind of food given to them. The place where they live in the houses and how they take care of these animals.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Communicates about the family members and the relationships amongst them.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>Observes and records the different animals that are</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Appreciate the importance of keeping the surroundings</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>Picture of different types of houses. Cards of layout of a house showing different sections of a house –like garden , backyard, dining space , kitchen,</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>
4. List the types of waste materials collected in the house and how and where they are disposed. (Observation for a period of week)
5. Let the students make their dream house.

6. Food we eat

<table>
<thead>
<tr>
<th>Name of the family member</th>
<th>Age</th>
<th>Food they eat during a day</th>
</tr>
</thead>
</table>

1. List out the food items eaten for breakfast, lunch and dinner.
2. Make a list of food items obtained from plants and animals.
3. Encourage each student to fill up the following table. Analyze their findings by interviewing the elders at home and share in the class the role that age plays in the type of food consumed.

1. List the variety of food items prepared in the family.
2. Lists the different eating practices followed in the family.
3. Relates the type and amount of food consumption to age, gender, health and clean.

Concern for living things.
Adjusting oneself.
Finding better alternatives in hard times.

FOOD - Appreciation cultural diversity in food, basic ideas about various plants used as food. Food from animals.

Variety of food items, pictures of variety of plants, pictures showing variety of food items we get from animals.
Animal products like honey, milk, bee wax, curd, butter, ghee, cheese.
Nutritional value chart of various food items.
Chart of Ideal age, height and weight for people of different regions.

Value and importance of food.
Appreciates the regional and cultural variations in food.
4. Discuss in groups the relationship between health status, physical activity and food intake.

5. Lists the three food items which you like to eat.

6. Find out and write what all can be prepared from Banana and Moong dal

7. Encourage to help in cooking at their home and the next day discuss about their experience about cooking.
8. Arrange for a community lunch for the class. (And also discuss about the hygienic conditions)

4 August

TRAVEL-Talking without speaking.

7. Saying without speaking, use of sign language, dance *mudras*.

Provide various smileys. Ask them to speak about the expressions and what they communicate. Let them translate their discussion into an observation, record as shown below:

<table>
<thead>
<tr>
<th>SMILEY</th>
<th>IDENTIFY WHAT IT MEANS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Ask questions initiate discussion-

1. Recognises that there are individuals who cannot speak, see or hear.
2. Appreciates the skills of the differently abled to converse and express without using language.
3. Sensitivity and respect towards the differently abled.
4. Knowing about the

Concern for people who are differently abled.
Helping physically challenged people.
Television for showing news for the hearing impaired

Chart showing smiley.
Chart showing sign languages.
* Do you like to talk this way? Give reasons.
* Do you find it interesting?
* Observe their pet animals and identify how they communicate and follow instructions on different occasions and write about it.
* When they want food.
* When they want to show affection to you.
* When a stranger comes.
* When they see food.
* When they are asked to etch a ball etc.

8. Put up a simple chart of sign language in the classroom and ask to use it to communicate. Ask one group uses sign language, the other try to interpret it.

sense organs and their functions.
5. Learning and understanding facial expressions.

people.

Visuals of Mime shows

Magazine cuttings of different mudras.
<table>
<thead>
<tr>
<th>ANIMALS-Birds</th>
<th>8. Flying High</th>
<th>Exploring children’s ideas of birds their living places, eating habits, common features and sounds produced them. Feeding birds.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Let student list the names of birds they know.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Imitate the sounds of birds they have heard.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Observe the birds – their walk and movements of necks and the students copy their neck movements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Collect the feathers which they find laying around. Study their shape, size, colour and discuss.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Observe the beaks of different birds. Identify the birds and write their name.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Explore the different types of birds they have seen in their school garden or in their surroundings.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Observe and identify the necks of different birds with long and short necks. Relate that how the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Explores the environment to observe different types of birds and the diversity that exists among them</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Infers how neck, shape, claws, etc. of birds related to their</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visuals on variety of birds showing their movements, food habits, habitats, colour, beak and claws.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Love and concern for birds</td>
</tr>
<tr>
<td>Topic</td>
<td>Sub-Topic</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| WATER- Water Shortage | 9. It's raining | 1. Discuss how they feel when it rains. What they see in the sky when it rains. Draw the rainbow and thing use when it rains.  
2. Talk with the farmer.  
3. Observe a plant which is getting water and another plant without water.  
4. Explore the problem faced by the people when it rains. |
| | | 1. Reasons out the need for conservation of water.  
2. Plants and animals also need water.  
3. Knows the sources |
| | | Visuals showing growth of a plant, Rain, water cycle, rainbow formation. |
| | | Importance of water 11 |
| | | |
rains heavily.
8. Write a poem on rain and read out in the class. And also collect some poems based on rains from the books available in the library.

<table>
<thead>
<tr>
<th>5</th>
<th>September</th>
<th>FOOD- Cooking</th>
<th>10. What is cooking?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Food may be eaten raw or cooked/-steamed, boiled, baked, fried etc. Different fuels, types of stoves, Types of vessels used in cooking, different shapes (regional/traditional), different materials etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Display samples of certain food items like fruits and vegetables, pulses and grains, and food derived from animals (milk, meat and fish) etc. Students may be asked to classify them in which form they eat- whether raw, cooked, raw and cooked.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Identifies the food items that can be eaten raw/cooked/raw and cooked.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Describes various methods in which food is cooked at home.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pictures /photographs of vessels used in the past, websites, community lunch, photographs of cooking devices.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Appreciates the cultural diversity in food making.</td>
</tr>
</tbody>
</table>
Design similar activities to explain the topic.

2. Observe the cooking at home. Use the list of food items given and decide about the methods of cooking each items tabulate as shown below.

<table>
<thead>
<tr>
<th>Food items</th>
<th>Methods of cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frying</td>
</tr>
<tr>
<td>Rosi</td>
<td></td>
</tr>
<tr>
<td>Biscuits</td>
<td></td>
</tr>
<tr>
<td>Puri</td>
<td></td>
</tr>
<tr>
<td>Cake</td>
<td></td>
</tr>
<tr>
<td>Rice</td>
<td></td>
</tr>
</tbody>
</table>

3. Reasons out why certain food items are eaten raw/cooked and both.

4. Explore the various fuels, vessels and cooking devices used in the past.

5. Narrates the evolutionary changes in fuels, cooking vessels and devices.

- Morsel and pistol
- Sprouts
- Fresh Fruits for making fruit salad
- Custard powder and milk
- Vegetables which can be eaten raw
- Types of fuels
- Toys in the shape of oven, gas stove
3. Show Visuals / pictures of different methods of cooking such as frying, steaming, boiling, roasting, and baking. And let them identify the methods of cooking.

4. Discuss and compare the vessels used for cooking in the past and present. And reason out the same.

5. In order to emphasize the regional variation in food generate a discussion on some of the typical food items of different states in India.

<table>
<thead>
<tr>
<th>Sr N</th>
<th>States</th>
<th>Breakfast</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Karnataka</td>
<td>Avalaki, dosa, aki rotti</td>
</tr>
<tr>
<td>2</td>
<td>Punjab</td>
<td>Aki paratha</td>
</tr>
<tr>
<td>3</td>
<td>Gujarat</td>
<td>Dhokla, Khaman</td>
</tr>
<tr>
<td>4</td>
<td>Maharashtra</td>
<td>Poha</td>
</tr>
<tr>
<td>5</td>
<td>Tamil Nadu</td>
<td>Pongal</td>
</tr>
<tr>
<td>6</td>
<td>Kerala</td>
<td>Puttu, appam nool puttu</td>
</tr>
</tbody>
</table>

We may take other states and their food habits. It may be taken as project by the students.

6. Compare the chulha and a gas stove and list the vessels and cooking methods of people from different regions.

7. Appreciates the cultural diversity in food making.

Recipe.
Clay models of different chulhas.
| 11. From here to there | Need for travel, travel within the locality and beyond; Travel to different social spaces: forest village, city etc. travel for migration, family occasions. Different modes of transport: short distances, long distance. | Generate a discussion about instances of travel together with family using questions, some are given below:

- Where did you travel to? (Teacher can show the different places visited on the map.)
- When did you travel?
- For what did you travel? | 1. Communicates about travel of self or family.
2. Reasons out the need for travelling.
3. Generalizes that Picture of different places with means of travel shown in various regions like desert, seas, and rivers. Pictures of families travelling.
| Develops aesthetic sense, sharing experiences. |
### New Ways of Traveling

Different kinds of workers associate with railway station.

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>* How did you travel?</td>
</tr>
<tr>
<td>* What did you see on the way?</td>
</tr>
<tr>
<td>* What did you see in the places visited?</td>
</tr>
</tbody>
</table>

2. Read the stories of discovery of America by Columbus and the adventures of Vasco-da-Gama to emphasize that travel need not be only for pleasure. Discovering places could also be part of travel.

3. Write a paragraph on the places they have visited.

4. Make an imaginary account of a trip to the moon.

5. Identifies the means of travel on different terrains, land forms like deserts, hilly areas, water bodies, plains and so on.

6. Discusses about travel in modern times and olden times.

### Work and Play: Work around me

#### Listing the Different Types of Work

1. Listing the different types of work done by the people around them in different places.

2. Share the information about how the work is distributed in their homes. Impress upon the students that house hold work is a joint responsibility of the family by quoting some examples. (Gender equality needs to be stressed).

3. List the names of any five public places which they come across while coming from home to school.

### Identifying the Means of Travel

1. Identifies the different types of travel in different terrains, land forms like deserts, hilly areas, water bodies, plains and so on.

2. Discusses about travel in modern times and olden times.

3. Pictures of moon surface.

4. Identifies the means of travel in olden times. Stories about discovery of America by Columbus and the advantages of Vasco-da-Gama.
systemic cause. Important that all children go to school. A sense of how child labour existed in other countries before all children began to go to good common schools.

school and the work done there.

4. Design their daily time table (specifying the work time, free time, study time, school time, etc.) and share it with the class.

5. Observe people at work in their neighbourhood. Identify five different types of work and the name by which those people are called.

| Work they do | What they are called?
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

Design some more activities to develop the concept.

family members.

3. Lists the work done at home/outside, before and after school.

4. Identifies the type of work done in different work places.

5. Becomes aware of the reasons why some children work outside and do not go to school.

6. Becomes aware of the fact that some children work outside as well as go to school.

7. Sensitizes students to the dignity of

Visuals showing various helpers like carpenter, electrician, police, doctor, teacher etc.

Things used by the helpers like Doctor set, electrician’s gadgets, carpenter’s tools etc.

Toys of ambulance, police van, fire brigade, cart, bus, trolley. Puzzle game (join the parts) of petrol pump,
<table>
<thead>
<tr>
<th>Date</th>
<th>Family and Friends</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 6</td>
<td>Old and physically challenged</td>
<td>Sensitivity to the old and physically challenged, introduction to the sense of hearing and sight, sensitization to the fact that the body ages, also that some children may not hear/see at all or may be partially affected. Basic idea about Braille.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. List sense organs and their role in day to day activities. Recognize the importance of sense organs. *Locating an object blindfolded *Trying to understand someone speaking with closed ears. *Communicating without speaking. *Doing something with closed eyes, ears, and mouth.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Explore the extraordinary talents that some of the people possesses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Organize a visit to an institution meant for physically challenged and writes report. *Types of disability *Difficulties faced *Help rendered *Equipments and materials used.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Explore the different ways in which they help old</td>
</tr>
</tbody>
</table>

1. Identifies people in their surrounding /neighborhood who are old and/or physically challenged.  
2. List the ways in which to help the old and/or physically challenged.  
3. Reasons out why some old and physically challenged need help to do their  

<table>
<thead>
<tr>
<th></th>
<th>Hospital.</th>
<th>Stories of physically challenged people, clip arts.</th>
<th>Institutions and schools that deals with the blind, deaf and dumb.</th>
<th>Charts on Braille scripts.</th>
<th>Cards having words written in Braille script.</th>
<th>Care and concern for the old and/or physically challenged.</th>
<th>Attitude/values of helping the needy.</th>
<th>13</th>
</tr>
</thead>
</table>
1. List the food practice at home. Analyze their findings by interviewing the elders at home and share in the class the role that age plays in the type of food consumed.

<table>
<thead>
<tr>
<th>Name of the family member</th>
<th>Age</th>
<th>Food they eat during a day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Relates the type and amount of food consumption to age, gender, health and


Visuals showing photos of people who are physically challenged and still are very hard working and successful.

Television for news of deaf and dumb.

FOOD - Eating in a family

14. The story of food

Different eating practices in the family. Amount of food varying with gender, age, physical activity. Etc. cooking and gender/ caste roles in the family. Food for the baby, significance of milk.

1. List the different food eating practices followed in the family.

13. Value of taking the right amount of food according to age, gender, health and...
Design many such activities.

3. Discuss relationship between health status, physical activity and food intake.
4. Identify the role played by the members of their own family in buying cooking and serving food. Tabulate and reflect on it.

<table>
<thead>
<tr>
<th>Name of family member</th>
<th>Relationship</th>
<th>Buys grocery</th>
<th>Cooks food</th>
<th>Serves food</th>
</tr>
</thead>
</table>

5. Discuss in groups about various food items which are prepared on various occasions and make a list in a tabular form.

<table>
<thead>
<tr>
<th>Christmas</th>
<th>Eid</th>
<th>Diwali</th>
<th>Dussehra</th>
<th>Holi</th>
<th>Pongal</th>
</tr>
</thead>
</table>

physical activity.
3. Explores the religious, regional and cultural variations in eating food.
4. Infers the different roles played by family members in buying, cooking and serving food.
5. Lists the food items prepared for family on festivals.
6. Identifies sources of food.
7. Identifies and understands the parts of the plants that we use for various purposes.

Leaves of medicinal plants like tulsi, neem, mint, ajwain, tea, spinach, coriander, methi, radish, coriander etc.
Visuals showing plant sources and animal sources of food, differentiating plant parts as flower, fruit, leaves. Identification of plant parts as stem/root/leaf/seed.
Uses of medicinal plants.
6. Role play of two different families to show distribution of work.

7. Collect plant parts. Let them classify these into four baskets as Flowers, fruits, leaves, other parts.

8. Identify the plant parts as stem, root, leaf, seed and discuss on the uses of medicinal plants.

9. Make groups of 8 students. Let them discuss on the uses of medicinal plants.
**Making pottery**

To meet the basic needs human beings make things, need natural resources, creativity, have changed the way we live. An idea of the earliest pots make for storage of grains - when there was potters wheel. The experience of making such pots with clay. Drying and the need to bake them for greater strength.

| 1. | Identify the different types of clay. (black, red, sandy, clayey soil). |
| 2. | List and make the artifacts that can be made with clay. |
| 3. | Explore how and why pots were used to store grains in the past. |
| 4. | Make and compare the clay pots baked in heat increases its strength. |
| 5. | Does baking the clay improve its strength? |
| 6. | While buying clay pots for keeping plants in the garden /storing water. Why *people ask the salesman is it baked well?* |
| 7. | What happens if pots are not baked well? |
| 8. | In what other ways can clay artifacts be baked in bulk? *The above questions can be discussed.* |

**Different types of soil**

- Diya,
- Kulhad,
- Sakora,
- Barni,
- Small earthen pots,
- Flower vas,
- Cups made of clay

**Dignity of Labour**

- Potter’s wheel,
- Chart paper cuttings of different earthen pots,
- Pictures of Kiln

**Visuals** showing each step involved in making pots, different types of earthen pots their uses, decorated pots,
1. Make pots of various shapes/draw pots and exhibit them in the class.
2. Collect soil from three different places (such as school playground, farm, paddy fields, and the place where construction work is going on) and observe the six of particles, colour, and texture of the soil and identify the soil suitable for pot making and give reasons.
6. Lists different products made from clay which makes means of livelihood for people.

WORK AND PLAY - Games we play

16. Games we play
Leisure: games in school and outside, past and present; for some play in work.
1. Collect information on various sports conducted in their school and the names of their seniors who topped in particular sports or have played at national/SGFI level, initiate discussion on the common sports and games played in schools.
2. Play a game of their choice. Discusses about it. Also to identify the materials used for different games.
3. Explore how traditional games played in the past have evolved into the modern ones (like gilli danda)

1. List the different games played at home and in school.
2. Classifies games into indoor and outdoor games.
3. Traces the evolution games from the past to the present.

Variety of sports materials like football, basket ball, cricket bat and ball, live telecast of games on TV in the activity room, charts/pictures of indoor and outdoor

Team spirit
Sportsmanship
Importance of playing sports/games

axle hammer, Kiln etc.
Clay to make pots of different shapes and colours,
Materials used for decorating earthen pots.
Sieve.
Colours and brush for painting pots.
5. Shown a live telecast of any match followed by a discussion.
6. Collect information regarding the different types of games played in Olympics 2008/CWG and find out the Indian medal winners and the name of the sport for which they got.

<table>
<thead>
<tr>
<th>8</th>
<th>December</th>
<th>TRAVEL-Mailing a letter.</th>
<th>17. Here comes a letter</th>
<th>Letter as a means of communication, work and people associated with post office; different means of communication, changes with time.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1. Collect stories/pictures of the means of communication used in the past and changes that has taken place over the years.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2. Write a letter on a post card with the correct addresses of sender and recipient.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Collect the postal stationary and means of transport used for transporting letters. Display it in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observes various forms of messages and communication around.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Generalize that a letter is one of the means of sending and</td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Picture chart of the working of the Post office, letter, post cards, postal stamps, postal envelopes, Model of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciation and advantages of the modern means of</td>
<td></td>
<td></td>
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</tbody>
</table>

4. Becomes aware that some people play games to earn their livelihood.

- Photograph of sports personalities.
- Visuals showing variety of indoor and outdoor games, materials used to play these games, their rules, famous sports persons, their awards, grounds of these sports, Quiz on all the above things.
5. Trace the journey of a letter from one destination to another.
6. Classifies means of communication of the past and present.

6. Discuss and compare the various benefits and drawbacks of using cell phones.
7. Make models of Letter box.
8. Receive messages.
   Communicate about the format of writing a letter.
   Communicates about people who bring letters and help to send letters.
5. Trace the journey of a letter from one destination to another.
6. Classifies means of communications of the past and present.

SHELTER-
Decorating and cleaning our
18. A house like this
My house, houses/shelters are decorated in different ways in different cultures; Need for
2. List different animals that live in and around their house. How they care them.
3. Draw a house and its surroundings depicting various animals, birds and insects and their
1. Communicates about the family members and the
Picture of a family, of animals in and around the house.
Appreciation of the importance

communication.
shelters, My family and other animals.

shelter to provide protection from heat, cold, rain and problems faced. Need to share house work Garbage disposal. Family members; pets and other animals, insects, rodents, etc. Food for pets and other animals. Some are seen only at night.

shelters.

4. Observe the animals and birds, the food they eat and their shelters. (Identify the animal/bird seen only at night.)

5. Observe over a week and list the types of waste materials collected in the house and how and where they are disposed.

<table>
<thead>
<tr>
<th>Types of waste</th>
<th>How it is disposed?</th>
<th>Where it is disposed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Garbage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vegetable peel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plastic</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Divide the students into four groups and let them decorate the four corners of the class room using the materials that are nature friendly. This may be done as a competition and the same may be assessed.

relationships amongst them.

2. Observes and records the different animals that are found inside and around their houses.

3. Identifies ways in which these animals get their food to survive.

4. Observes and lists the various ways and means by which houses are kept clean.

5. Observes and reports about the methods of disposal of waste water and garbage in the house.

Visuals of these animals their food and eating habits.

Pictures of articles used for cleaning the house.

Samples of decorating materials used for decorate houses during festivals and celebrations.

Visuals showing different types of houses according to the different climatic conditions, their need, materials required to build them, their durability.
19. Our friends animals

Appreciation of cultural diversity in food; basic ideas about various plant used as food; food from animals.

1. List of animals and the food they take.
2. Explore the types of food and ways of feeding various domestic animals like cow, cat, dog.
3. Observe the food habits of a bird and an animal for few days and report.
4. Visit to a poultry farm/zoo/dairy farm/fishrearing farm and observe the feeds and feeding process.
5. Study the feeds and feeding process of fishes in an aquarium.

1. Observes the food habits of animals.
2. Lists various types of food the animals eat.
3. Classifies the animals based on the food they eat.
4. Describe the types of food and ways of feeding domestic animals.

Pictures cards of different animals, animals feeds.

Puzzle game of cut outs of animals, their young ones and their shelters.

Visuals showing the interdependence of living thing with each other and with the environment.

Care for birds and animals.

20. Drop by drop

Use of water in different activities; cultural expression about water/rain/rivers; Observations related to rain and the response of plants and animals. Measurement of volume in terms of non-standard units such as buckets, pots etc. Estimate of quantities used for different domestic

1. Worksheet-Survey-(neighbourhood / locality) to observe and report how water is wasted by placing a tick ( ) mark in the tabular column. Discuss their findings by consolidating their observations on the blackboard and provide suitable examples.

Worksheet 1

<table>
<thead>
<tr>
<th>Wastage of water</th>
<th>school</th>
<th>house</th>
<th>locality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leaking tap</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Observes and reports about wastage of water in the locality.
2. Lists the ways to reuse waste water.
3. Reasons out the Worksheet

Materials for doing experiments, buckets, water filter or leaking taps, dripping tap, mugs, cups, water bottle.

Different types of soils.

Making concern for reducing wastage of water.

Importance of reusing waste.
2. Leaking Pipe

3. Overflowing of water from the tank/vessel

4. Overuse of water

5. Any other reason

3. List down the measures they would take to prevent the wastage of water, if observed in the school/house. Consolidate.

4. Discuss with elders how to prevent wastage of water.

5. Organise a visit to an industrial site to observe waste water management.

6. Slogans on saving water.

FAMILY AND FRIENDS - My family and me, Whom do I look like.

21. Families can be different

Family influences - physical characteristics, values and habits, appreciating qualities and skills of family members, family as a support system. Concept of similarity between relations hereditary features.

1. Visuals of the family showing the relationships. (The concept of large and small family, Joint family, nuclear and extended family)

2. Identification of similarity and differences among the siblings/twins and among the family members in terms of physical traits.

Organize a role play by asking students to dress up like grandfather, grandmother, son, daughter, etc.

1. List the family members and their roles and relationship.

2. Classifies families into nuclear/joint/extended families.

3. Identifies the new relationships in

Photographs / picture of family/relatives/twins - identical twins and un identical twins, Charts showing family tree of different families

Appreciation of the contributions of family members and

Pictures of deserts. Visuals to show deserts, desert life, how people manage to get water, how rain water is collected by different means, different storage tanks and water containers.
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Objectives</th>
<th>Materials</th>
<th>Perfection in Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Shelter: Mapping my neighbour to illustrate their roles and relationships</td>
<td>5. Provide the pictures of twins and let students say what characteristics are similar.</td>
<td>Photographs /picture of family/relatives/twins - identical twins and un identical twins. Charts showing family tree.</td>
<td>13</td>
</tr>
<tr>
<td>22</td>
<td>Left and Right Neighbourhood, mapping and representation in two dimensions.</td>
<td>1. Activity to reinforce their understanding of four directions, left and right etc. followed by describing the locations of various objects and places with reference to school or any landmark. 2. Identify the locations of their homes. Their future. 4. List the things that they have learnt from different members of the family. 5. Identifies the similar features among the members of the family. 6. Appreciates the resemblance among the family members and relatives. 7. Identifies the similarities among identical twins.</td>
<td>Diagram of places and locations as a simplified map.</td>
<td></td>
</tr>
</tbody>
</table>
| THINGS WE MAKE AND DO - Textiles | 23. A beautiful cloth | Diversity in types of clothing we were; even with unstitched clothing colours and design are used in textiles; scope for creativity; vegetable dyes. | 1. Observation of threads of mette cloth/sack/woolen cloth and its measurement (length and breadth).  
2. Preparation of paper mat and compare with woven cloth.  
3. Exploration of cloths woven before machines | 1. Infers that thread is required to make textiles.  
2. Identifies the variety of threads used for making | Threads, piece of cloth, colour paper, vegetables, flowers, leaves and grains.  
Samples of cloth printed by tie and dye method.  
Different types of | Appreciation of Dignity of labour. | 12 |
| FOOD: What animals eat. | 24. Web of life | Food of domestic and wild animals; care of domestic animals. | 1. Collect pictures of plant eating and flesh eating animals and paste them in the scrapbook.  
2. Explore the types of food and ways of feeding various domestic animals like cow, cat, dog.  
3. Observe the food habits of a bird and an animal for three days and report.  
4. Classify the above list of list of animals in to those which eat only plant, those, which eat only flesh and some which eat both in the table given below. | 1. Observes the food habits of animals.  
2. Lists various types of food the animals eat.  
3. Classify the animals based on the food they eat.  
4. Describes the types | 1. Observes the food habits of animals.  
2. Lists various types of food the animals eat.  
3. Classify the animals based on the food they eat.  
4. Describes the types | Pictures /picture cards of different animals, animal feeds.  
Photographs /picture of family/relatives/twins - identical twins and un identical twins, Care and concern for birds and animals. | 10 |
Plant eaters | Flesh eaters | Eat both plants and flesh | Survey of the animal feed available in the market. | of food and ways of feeding domestic animals. | Charts showing family tree of different families.
---|---|---|---|---|---

- Evs lessons may be integrated with languages and mathematics wherever necessary.