

# Alternatives

to



# Homework

Classes I - V



**CENTRAL BOARD OF SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India



# CLASS - 1

# MY SELF

# CHAPTER - 1

Children are curious by nature. They are always interested in knowing about themselves and often keep asking questions about themselves and their surroundings. This curiosity is the key to learn more. In addition to curiosity, the skills developed and encouraged by the activities designed in this section include communication, observation, estimation, measurement, calculation and so on. These will help to draw out the talents and skills of children for self expression. By doing such activities children will explore facts for themselves with the help of teachers and parents.

We are confident that the series of activities given here will expose children to the world of science in a child friendly manner. The activities are enough to satisfy the appetite of the learner- something that will act as a catalyst and set off the young learner on the quest for knowledge.

Our aim is "All round development of the body, mind and spirit of the child"

 <h3>LANGUAGE</h3> <ul style="list-style-type: none"><li>Name</li><li>Age</li><li>Mother's &amp; Father's name</li><li>Brother's &amp; Sister's name</li><li>Address</li><li>Letters</li><li>Words</li><li>Adjectives</li><li>Sentence formation</li><li>Story dramatization</li><li>Conversational skills</li></ul>	 <h3>MATH</h3> <ul style="list-style-type: none"><li>Counting</li><li>Shapes</li><li>Pre-number</li><li>Concept</li><li>Time</li><li>Graph</li><li>Measurement</li><li>Addition</li><li>Subtraction</li><li>Calendar</li></ul>	<h3>EVS</h3> <ul style="list-style-type: none"><li>Colours</li><li>Good habits</li><li>Body parts</li><li>Senses</li><li>Fruits &amp; Vegetables</li><li>States of Matter</li><li>Classification of waste</li><li>Keeping fit</li><li>Safety</li></ul>
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### ART

- Free hand drawing
- Hand and feet impression
- Painting
- Using variety of Material



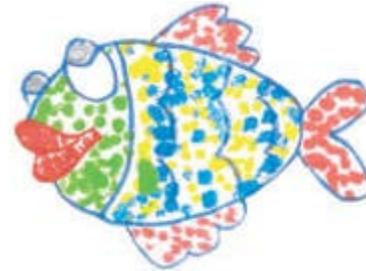
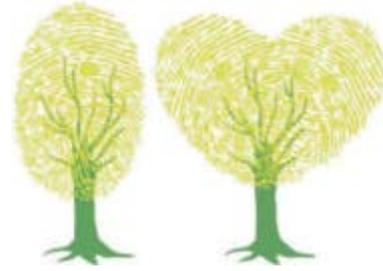


## ACTIVITY-1: MAGNIFICENT ME

### Learning Outcomes:

The students will be able to

- ☆ Comprehend adjectives.
- ☆ Choose the correct adjectives.
- ☆ Identify their personality traits.
- ☆ Feel special about self.



### Description:

The teacher would guide the students as under.

Put your hands on a sheet of paper and draw the outline of your hand. Now create your own name plaque (with adjectives) on this hand impression by using different materials such as glue, beans, sand, glitter, sandpaper, coils and slabs. Write your age, mother's name, father's name, and address on them. The teacher can hang these plaques in the class. These name plaques can be brought to school and displayed for a week and returned thereafter.

Have a discussion with your parents, on adjectives related to your personality trait (which should start with the first syllable of your name e.g. Active Aman, Talented Tanisha, Honest Harshit and so on). Use these adjectives for Self- Introduction.

### Try these too!

1. Make "I am special" badge with the pastel sheet cut out. Write and illustrate what makes you special. Wear this badge to school every day.

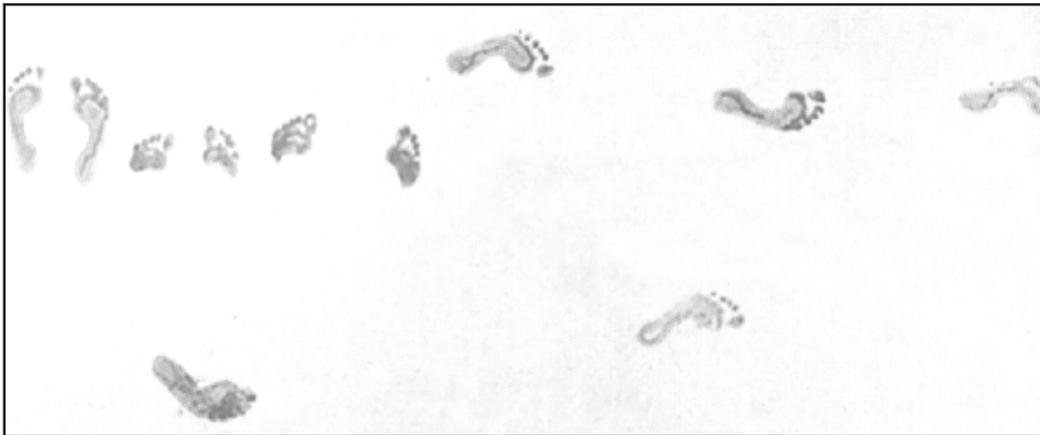




2. Colour your feet and put impressions on a newspaper. What type of prints do you get when you are:

- ☆ Standing flat on your feet?
- ☆ Standing on your toes?
- ☆ Crouching?
- ☆ Springing Forward?

Bring the paper with impressions to school to share with the class. Speak about the use of toes and heels in body movement. What is the use of toes in body movement?



3. Put your hand impressions on paper. Then measure the length of your hands by using non-standard units of measurement like paper clips, colour cubes etc. Bring the paper to school with the object you used for measurement.

**Indicators:**

- ☆ Always feeling good about self.
- ☆ Thinking positively.
- ☆ Demonstrating his/her creativity to draw and use different materials.
- ☆ Engaging in informal learning.
- ☆ Talking confidently about self.

**Rhyme Time:**

*Being me is great!  
Being me is fun  
The best part of being me is  
I'm the only one!*





## ACTIVITY-2: SELF REFLECTION

### Learning Outcomes:

The students will be able to

- ☆ Construct simple sentences.
- ☆ Record and reflect their achievements.
- ☆ Thinking creatively.
- ☆ Generate ideas for self expression.

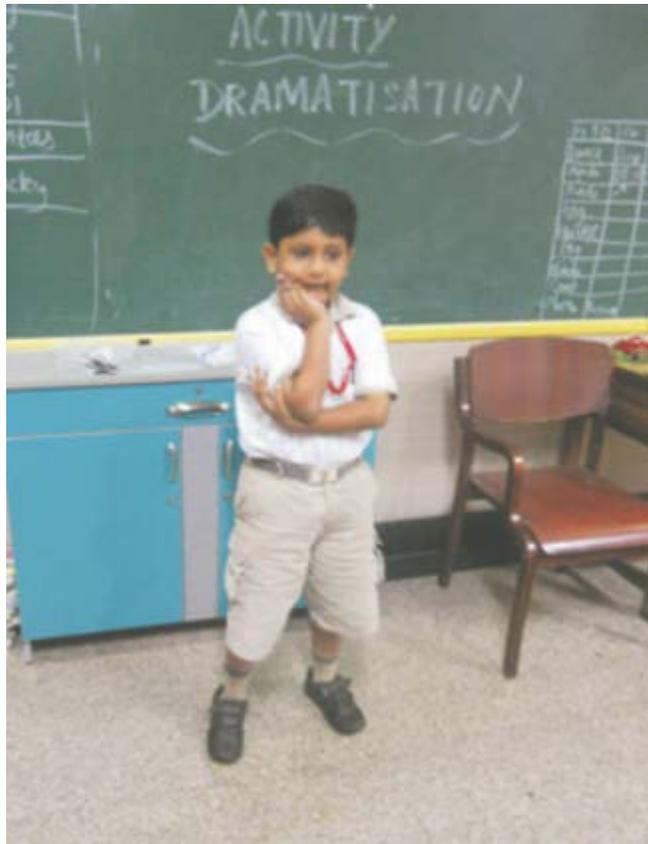
### Description:

Teacher will provide monthly calendar to each child to record their "Good deed of the day" (parents' help can be taken to maintain this record). Bring it to the class and discuss it at the end of the month. Also draw a smiley, angry or sad face to express your emotions every day. You can also keep a record of the number of days you were happy or sad.

### Try these too!

The teacher may ask students to do following in a week's time and bring it to class and present/show it.

1. Stand in front of the mirror and emote different emotions like happy, sad, angry, shy etc. and draw the same in your drawing file.
2. Do scribbling on a paper and try to make different figures out of that (emoting various expressions).
3. Go to a nearby market and count how many people you can get to return a smile. Try the same thing at a different mall or a market and at a different time of the day. Check the result to see what worked! Share it with your teachers/ peers/ parents.





**Indicators:**

- ☆ Interpreting different emotions.
- ☆ Retelling information or ideas in a variety of ways.
- ☆ Understanding inferences of one's feelings.
- ☆ Making reasonable predictions.

**ACTIVITY-3: FUN TIME**

**Learning Outcomes:**

The students will be able to

- ☆ Develop the skills of observation, exploration and curiosity.
- ☆ Discover the ways to become eco-buddies.
- ☆ Develop thinking by acquiring new ideas.
- ☆ Identify sight words.

**Description:** Play the following game with your family members. You require a dice, pegs and two or more players.





END	38 Pluck a leaf 	37	36	35	34	33 Untidy room 	32	31	30 Watering the plant 
29 	28	27	26 Pluck a flower 	25	24	23	22	21 Untidy room 	20
19	18 Watering the plant 	17	16	15	14 Plant a tree 	13	12	11	10 Pluck a leaf 
START	1	2 Plant a tree 	3	4 Watering the plant 	5	6	7 Untidy room 	8	9

- ★ You need to score 1 to start.
- ★ You get 5 points if you plant a tree.
- ★ You get 2 points for watering the plants.
- ★ You get back 2 points if you pluck a leaf or flower.
- ★ You miss a chance if your room is untidy.

The teacher may ask them to make a score card mentioning date of play, people you played with and total score. Their observations may be discussed and presented in the class.





### Try these too!

1. Go for a walk with your parents. Count the number of birds you see, observe them and discuss about their beaks and feathers.
2. Go to the market with your parents. Make a shopping list of your own. Note down the prices of things that you buy.
3. Go to the roof or a park and observe the different figures formed by clouds. Also count the number of small clouds and big clouds.

### Indicators:

- ☆ Reading sight words accurately.
- ☆ Expressing views independently.
- ☆ Recognizing that humans and other living things depend on their environment.
- ☆ Identifying personal actions that can contribute to a healthy environment.

## ACTIVITY-4: MY MATH-O-LOGICAL GAMES

### Learning Outcomes:

The students will be able to

- ☆ Explore multiple ways of bonding with the family.
- ☆ Measure objects using non-standard units, and calculate time taken for doing things.
- ☆ Count in variety of ways.
- ☆ Develop numerical skills in everyday life.

### Description:

Plan an outing with your family to a park. Help your mother in preparing a picnic lunch. Make cucumber/tomatoes/vegetable sandwiches. Find out the importance of vegetables for us.

Remember to carry a waste bag with you. Ask your family members to put all waste in the bag. Also ensure that whenever you travel, do not throw out waste from the moving vehicle.

Count the number of times a car of the same make (Alto, Santro, Honda etc.) passes by you. Note the numbers on their number plates and add them.

While playing in the park, with your parents' help, try to find out the names of the trees, shrubs and flowers planted there.

Collect five dry leaves. Observe how they differ from fresh ones.

On reaching home, trace their outline on plain sheets and identify the shapes. Use a pencil and a scale, to draw diagonal lines inside this outline in order to divide the





shape of the leaf into smaller portions. Count the number of squares, triangles and rectangles that you get.

Count the number of red lights you come across and the amount of time you spent on each of the red lights with the help of your parents. Calculate the total time spent on the red lights during your journey.

Record your observations and make a presentation in the class.

### Try these too!

1. Count the windows, doors and mirrors in your home.
2. Make a graph of T.V. watching time for a month. Compare it with your sleeping, exercise or study time.
3. While doing chores, note down how long it takes to complete a particular chore and compare which chores take the shortest/longest amount of time and why? Which one is your favourite /least favourite chore to complete?

### Indicators:

- ☆ Demonstrating number sense and applying number theory.
- ☆ Determining appropriate non-standard units to use.
- ☆ Reading sight words in context accurately.
- ☆ Doing mental calculation accurately.
- ☆ Matching quantities with numerals and identify shapes.
- ☆ Developing civic sense.

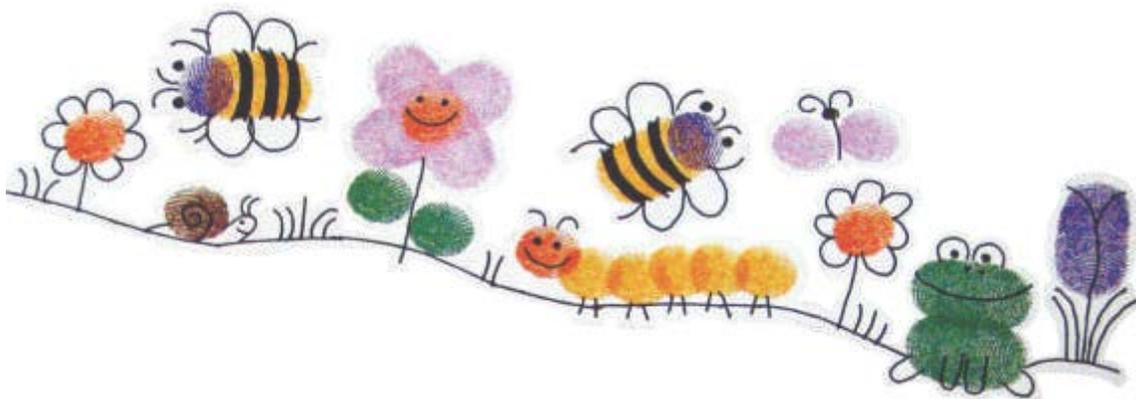
## ACTIVITY-5: MY BODY FACTS

### Learning Outcomes:

The students will be able to

- ☆ Name different parts of the body.
- ☆ Tell the body parts that are in pairs.
- ☆ Make different figures with finger and thumb impressions.





### Description:

Ask your parents how to keep your body clean. Have a bath everyday in the morning, learn to towel dry, wear your clothes and tie shoe laces yourself.

Keep a count of the number of times you wash your hands daily. Make a habit to thoroughly wash your hands before and after meals and each time you use the washroom.

Teacher may provide a check list of actions to be taken on daily basis for a fortnight and later discuss in the class.

### Try these too!

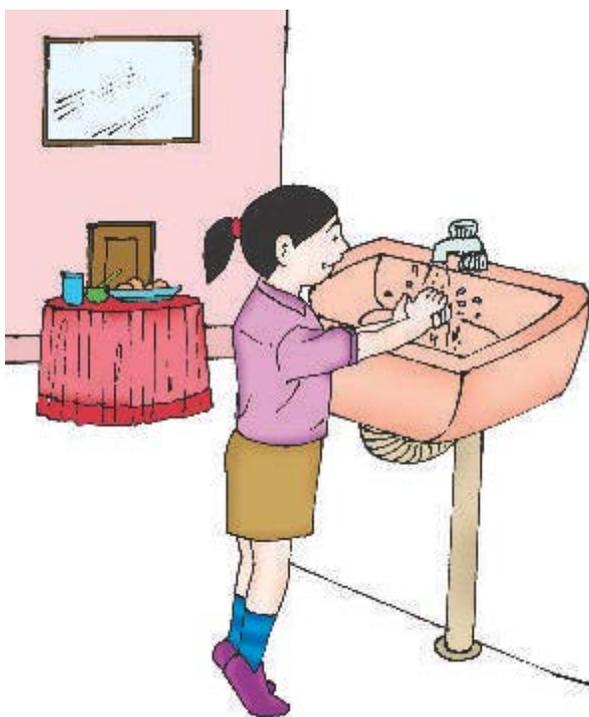
1. Give your fingerprints on a card. Then match your fingerprint with those of your friends or family members. You can also make different pictures like an animal or on insect using finger or thumb impressions.
2. Name some body parts you cannot see. Talk to your parents about the importance of these body parts. Collect their pictures. You can also have riddle time with your family members on the same.

eg. I work like computer.

I solve your riddles. (Brain)

Bring them to school to share with your peers.

3. Collect empty wrappers and bottles of products used for dental, skin and hair care, bring it to school and explain how these things care for our body.





**Indicators:**

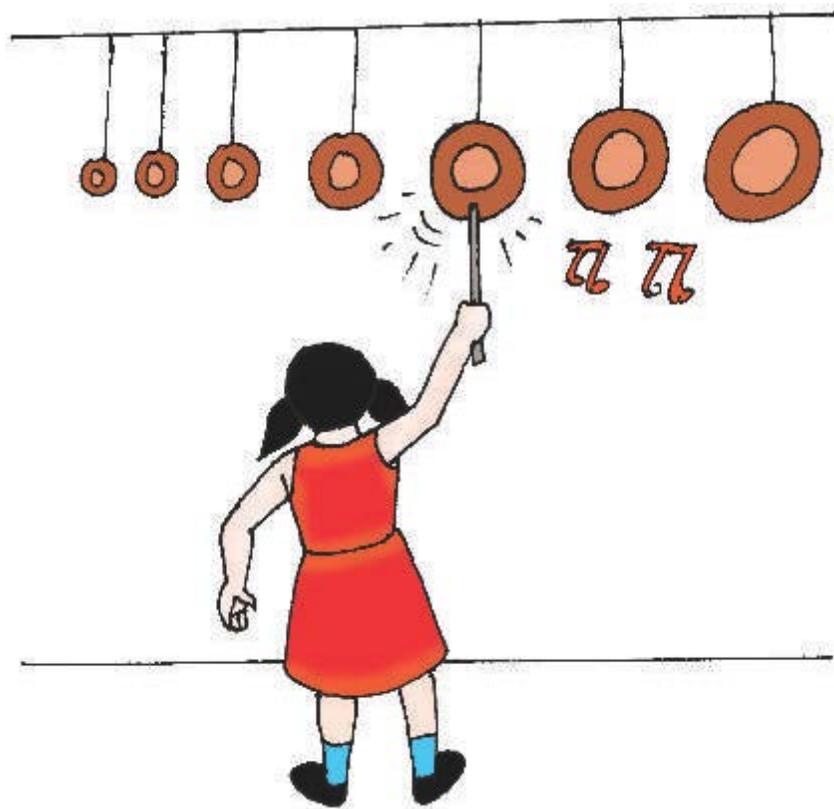
1. Identifying various body parts.
2. Relating and recalling the body parts and learning to keep them clean.
3. Inculcating good personal habits.

**ACTIVITY-6: ALL ABOUT MY SENSES**

**Learning Outcomes:**

The students will be able to:

- ☆ Explore sensory skills.
- ☆ Use their senses to discover similarities and differences.
- ☆ Enhance the power of concentration and experimentation.
- ☆ Explore ways to create functional and aesthetically pleasing objects.



**Description:**

1. Hang a cardboard on the wall of your room Draw a face with eyes on it. Now close your eyes and try to place a bindi in between the eyes. Bring this card board to school and share with peers during recess.





2. Collect metal rings of different sizes. Use a stick to make sounds. You can use different things like glasses, bowls etc. to create different sounds. Now try to differentiate between loud, harsh, soft and sweet sound. Make a record and share it with class.
3. Ask your parents to light an aroma candle or an incense stick. Remain silent for a few minutes, meditate and try to recognize the voices that are around you. Try and perceive the change in fragrance around you. Slowly increase the time for which you remain silent and meditate. Record and explain how your observation power has improved. Share it with parents and teachers.]



### Try these too!

1. Take few glasses filled with different levels of water. Make a Jal tarang of your own.
2. Differentiate between different gongs or sounds while practicing for the drill in school. Be alert and react accordingly.
3. How well you can see and read? Try to read from far. Who can read or see the farthest among your friends?
4. Taste and smell different spices and note down their names.





**Indicators:**

1. Identifying each of the senses.
2. Demonstrating how each of the senses helps us to recognize, describe, and safely use a variety of materials.
3. Demonstrating ways in which you can use materials to make different sounds.
4. Differentiating various sounds.
5. Interpreting the situation.



**ACTIVITY-7: I CAN COOK**

**Learning Outcomes:**

The students will be able to

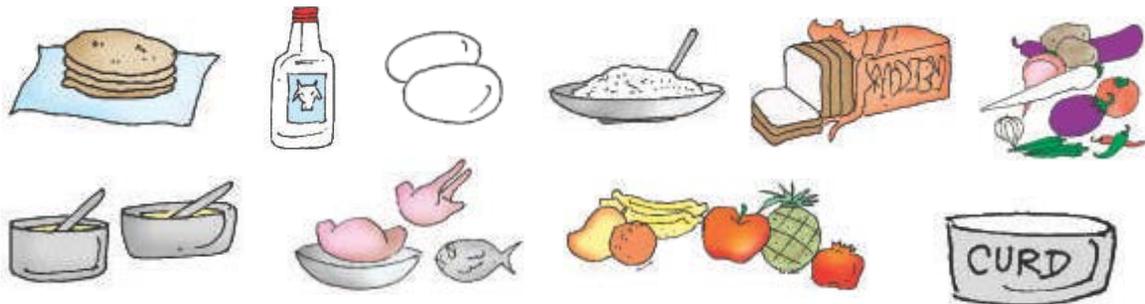
- ☆ List the vegetables that are eaten cooked and that are eaten raw.
- ☆ Explore the ways to adopt healthy eating habits.
- ☆ Experiment with food, colour and texture.





**Description:**

- ☆ Collect pictures of some delicious fruits. Arrange them and create a lovely fruit basket. Write the name of the fruits you like and explain your reason for liking them e.g. it is sweet, crunchy or juicy.
- ☆ Make a table which lists the vegetables that are cooked and that are eaten raw. Against the name of each vegetable write its colour, texture and whether it is eaten for breakfast, lunch or dinner.
- ☆ Draw and Label some food for each of the following food groups:



Fruit and Vegetables	Meat, Fish and Alternatives
Dairy Products	Bread, Cereals and Potato

- ☆ Take an ice-cube tray and half fill it with water. Add several drops of red food colour to one square, yellow to another and blue to another square. Use an eyedropper to squeeze up drops of each colour and mix into one another. See how they mix together and create new colours in the cubes. Record and share your observation in the class.

**Try these too!**

1. Freeze the coloured water and take it out after sometime and see how the ice-cubes change into liquid again.
2. Observe the food when it is raw and note the changes that occur in it after cooking. Observe the colour, taste and texture of the food before and after cooking.
3. Children can also make Food group chart where they can draw and label some food for each of the groups.
4. Children can also maintain their "Food Diary".  
Keep a diary of the food that you eat in a school week. Either draw or write. Bring it to class to share with your friends.



My Food Diary					
	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast					
Lunch					
Tea					
Snacks					

**Indicators:**

- ☆ Demonstrating the ways to make new colours.
- ☆ Preparing dry food (without using fire/knife).
- ☆ Recognizing the vegetables that are eaten cooked and that are eaten raw.

**ACTIVITY-8: BEING RESPONSIBLE**

**Learning Outcomes:**

The students will be able to

- ☆ Be more cautious and careful.
- ☆ Explore ways in which they can help others.
- ☆ Understand the sense of responsibility.
- ☆ Inculcate the habit of cleanliness.
- ☆ Understand the importance of protecting the environment.





**Description:** Story time

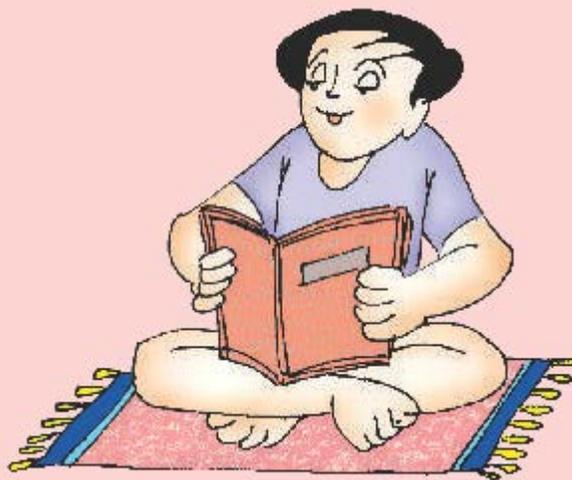
Riya and Rahul lived in beautiful house with their parents. Their mother looked after them and cooked the food and kept the house clean. One day their mother fell ill and had to stay in bed for two weeks. Riya and Rahul's father had to go to work and couldn't stay at home to look after them. He got them food from hotel. But the children had to keep the house clean. They had to dust and sweep and also do the washing. While doing all this Riya said to Rahul, "How hard mother has to work to keep our house looking so good"

"I know", said Rahul, "We have been selfish by not helping her. Let us try to help her everyday."

"What a good idea", said Riya. "Let's do it!"

They started thinking of some duties they could do daily and decided to do them with a smile without being told to do so.

When the mother recovered, she was surprised to find Riya and Rahul helping her with the washing, making the beds, laying the table and keeping the house clean.

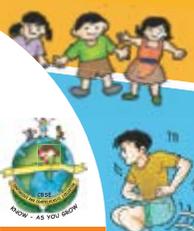


You can also help your mother in various ways and also help her in segregating the trash of your home into biodegradable and non-biodegradable waste which should be put in separate bins.

**Try these too!**

1. Keep your room and your classroom neat and tidy.
2. Visit blind schools, old age homes and orphanage with your parents. Donate your things and bring a smile on their faces. Take a picture with them smiling and show to the teacher and friends.
3. Discuss the importance of trees with your parents. Check how important they are in our lives and what can we do to save them? Try to follow 3R's-Recycle, Reduce, Reuse. Share with your friends.





4. Students in groups may be given duty to keep furniture in order and dust free/take care of black board/bulletin board.



**Indicators:**

- ☆ Understanding the importance of nature.
- ☆ Developing the habit of sharing.
- ☆ Solving the problem by applying acquired knowledge.
- ☆ Becoming aware about self and surrounding environment.
- ☆ Practicing responsible social behaviour in caring for the environment.

**ACTIVITY-9: GROWING UP IS FUN**

**Learning Outcomes:**

The students will be able to

- ☆ Learn the art of balancing.
- ☆ Develop gross and fine motor skills.
- ☆ Enhance their social and observation skills.
- ☆ Explore the ways in which safety can be observed





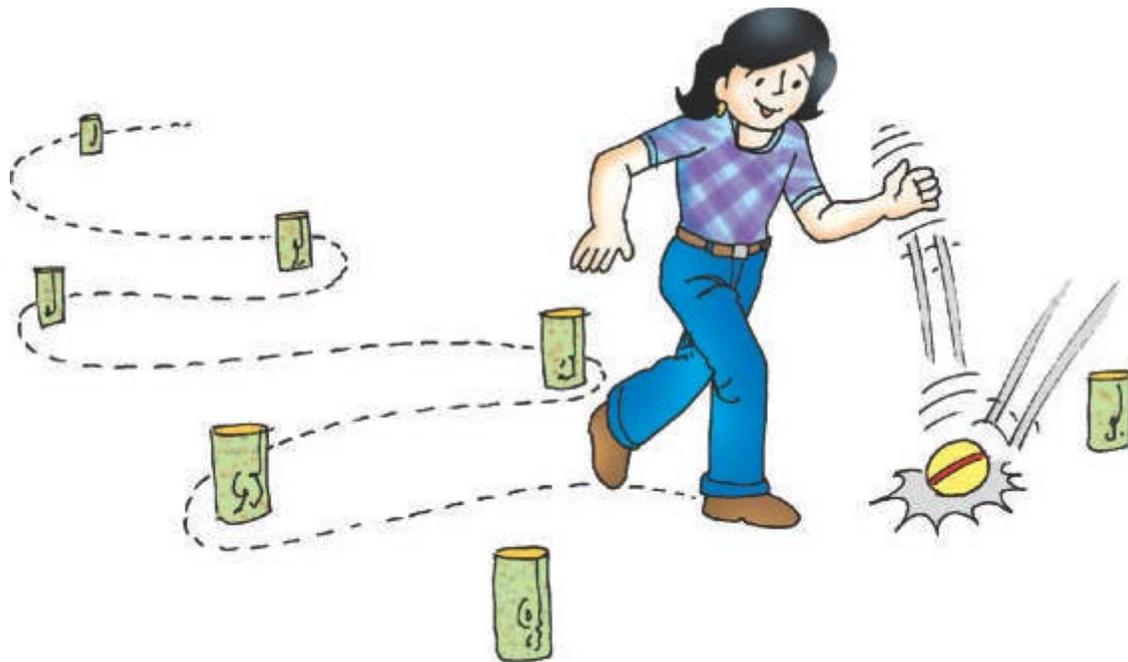
### Description:

1. In the evening go to play in a play ground near your house. List the different kinds of games other children are playing. List your favourite games. How many players are needed to play the game? Share it in the class.
2. Draw a straight line on the floor and one by one walk on it with your friends. Do the same exercise with one leg. When were you more stable or less and why?  
Play hopscotch with your friend. Try and see how long you can balance on one leg. Share your experience with your classmates.

### Try these too!

1. Play throw and catch with your friends. Find out how far can you throw a ball? Kick the ball with your leg. Try throwing or kicking it as far as you can. In the games period show what you have practiced.
2. Play hurdle and relay race with your friends. Try to coordinate with your friend in relay race.
3. Can you crawl under a small table and do the drop, cover and hold drill when the 'earthquake siren' is sounded. Discuss it with your teacher.
4. Try to walk in straight line and be disciplined without pushing or pulling your friends while practicing for the fire drill.
5. Try speaking some tongue twisters very fast. Who could repeat it without making a mistake? Share it in the class.
6. Play the 'Let's get mute' game with your friends and try to lip read them while playing the game.





**Indicators:**

- ☆ Applying physical and mental strength for solving a problem.
- ☆ Working individually and with others.
- ☆ Playing in a group with sportsman spirit.
- ☆ Demonstrating disciplinary behaviour.

**ACTIVITY-10: FUN WITH MAGICAL WORDS**

**Learning Outcomes:**

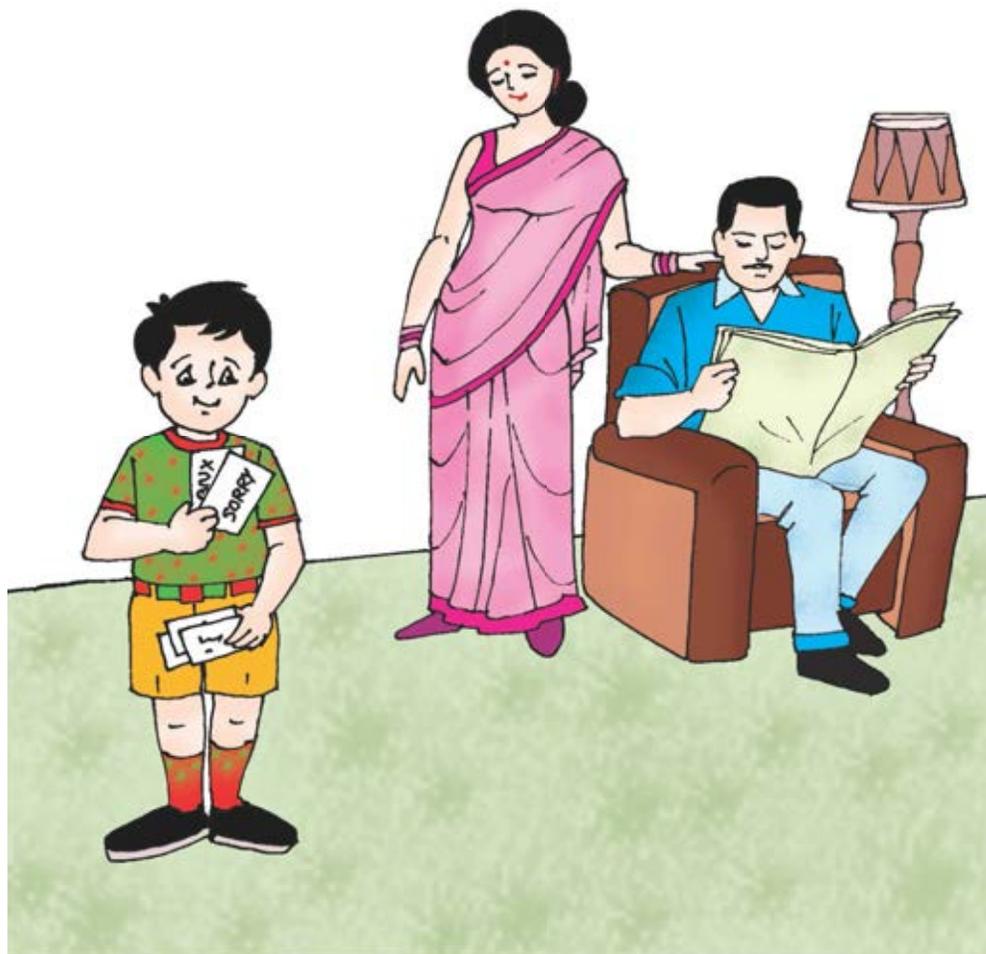
The students will be able to

- ☆ Demonstrate use of social language in interacting with others.
- ☆ Differentiate between politeness and being rude.
- ☆ Enhance their vocabulary.

**Description:** With the help of your parents make Hello, Thank you, Please, Sorry and Excuse me cards for your family/friends/domestic helper. Give a star to yourself on the card every time you use these words with them. At the end of the day count the number of stars received for your good deeds. The use of these words in your daily conversation will make you polite.

You can also put a score on each card. By the end of the week calculate the total points you have collected. Bring your score cards to school and discuss with friends.





Good manners cards remind children to wash their hands before and after meals, to chew their food properly, to keep their shoes in the rack, not to pick the nose etc.

**Practice saying the following:**

- ☆ If you hurt someone say..... SORRY
- ☆ When you ask for anything say..... MAY I
- ☆ If you need something say..... PLEASE
- ☆ If domestic helper gives you something say..... THANK YOU
- ☆ If you sneeze, cough or want somebody's attention say..... EXCUSE ME

**Try these too!**

1. Think about an occasion when somebody spoke to you rudely and you felt hurt.
2. Play table manners game with your family members while having dinner together. With the help of your parents, learn good manners while eating food yourself and dining with others. Share it with your class.





3. Decide a day to be celebrated as "Magic Day" in your house, where all the family members have to say 3 magical words - **Sorry, Please, Thank you** to each other as and when required. The one who speaks the maximum number of times can be given a prize.

**Indicators:**

- ☆ Understanding the meaning of politeness.
- ☆ Learning when to use polite words.
- ☆ Inculcating good manners.
- ☆ Developing social skills.

**Rhyme Time:**

**Good Manners**

*When my mother gives me something,  
I Say "thank you".  
When my ma'am praises me,  
I say "thank you".  
I can see it makes them happy  
When I say it so politely  
If I need to go to the washroom  
I say "please".  
If I need something  
I say "please".  
I can see it makes them happy  
When I say it so politely  
If I spill my food  
I say "I am sorry".  
When I hurt someone  
I say "I am sorry".  
I can see it makes you happy  
When I say it so politely.  
If I bump into someone  
I say "excuse me".  
If I need to interrupt  
I say "excuse me".  
I can see it makes people happy  
When I say it so politely  
Yes, good manners mean to always  
say "thank you" "please" "I am sorry" "excuse me"!*



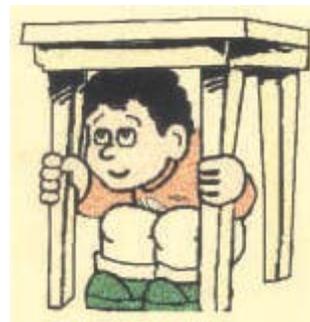


## ACTIVITY-11: BE SAFE - BE HAPPY

### Learning Outcomes:

The students will be able to

- ☆ Prevent mishaps.
- ☆ Use problem solving skills to determine possible safety solutions.
- ☆ Inculcate the ability to avoid danger.
- ☆ Reduce the number of casualties.
- ☆ Express their doubts and insecurities.



### Description:

#### Rhyme Time

*Many things can cause you harm,  
 Please be careful where you put your arm.  
 Keep in mind, sharp knives bring danger,  
 Never take any thing from a stranger  
 Playing ball on the busy street is bad,  
 If you get hurt, Your mom will be sad.  
 Just remember, don't run down the stairs,  
 It's not safe, to jump on the chairs.  
 Be a safe kid, don't break a bone,  
 Don't swim without grownups or alone.*

### Try these too!

1. At home make a chart with the columns of safety problems, why it is unsafe and its solution. Now play a game with your friends. Compare and match the problems and solutions with each other.
2. Follow the signal - Prepare flash cards using red and green colours for the danger sign and safety sign respectively. Imagine any safe or unsafe situation and show the signal.
3. Dramatization - Pretend to be a police officer, fire fighter etc. and describe the importance of these helpers. Dramatize in front of your class.

### Indicators:

- ☆ Recognizing the importance of safety rules.
- ☆ Using observation skills to reinforce safety rules.
- ☆ Identifying sources of risk and situations that might be dangerous.





- ☆ Promoting awareness.
- ☆ Demonstrating safety strategies to deal with inappropriate touches.

**Let's sing a song:**

*I know when I feel good and when I feel bad.  
I know when I am happy and I know when I am sad.  
I know when to say "Yes" and when to say "No".  
I know what to keep and what to throw.*

**ACTIVITY-12: TIME TREASURE**

**Learning Outcomes:**

The students will be able to

- ☆ Tell the time looking at the clock.
- ☆ Understand the importance of time.
- ☆ Enhance their artistic skills.
- ☆ Shape the creative corners of the brain.

**Description:** Try to manage your time after school. Make a chart with the help of your parents and fill in all the tasks, be it taking a nap at 4:00 p.m. Then put a check mark against each task after completing it. This teaches personal organizational skills and you learn to watch the clock. Show your chart to the teacher/classmates.

**TIME IS VALUABLE**

Rohan was a lazy boy. He never did anything on time. His mother always reminded him to be punctual and not to waste time but he never paid a heed to his mother's advice. One day, he came to know that he had won the first prize in a singing competition that was held the previous month. He was asked to collect the prize on the same day. Because of his bad habit, he didn't care and went to collect the prize the next day. But the prize became useless for him, as it was a ticket to a circus show, which was held the previous day. Rohan learnt a lesson from this incident and promised his mother that in future he will never waste time and postpone things.

Can your students recall a similar incident? Share in your class.

**Try these too!**

1. Make a list of assignments for Monday through Friday. After finishing each assignment, put a check mark next to it, as you complete them.
2. Design a 'Back-to-School Calendar', tracking important events, dates, assignments etc. and use it as a reminder tool. Share it with class.





3. Make an analog clock with a paper plate and make a list of activities to be done, followed by the time of beginning, rounding them to the nearest half hour. Show it to the classmates.

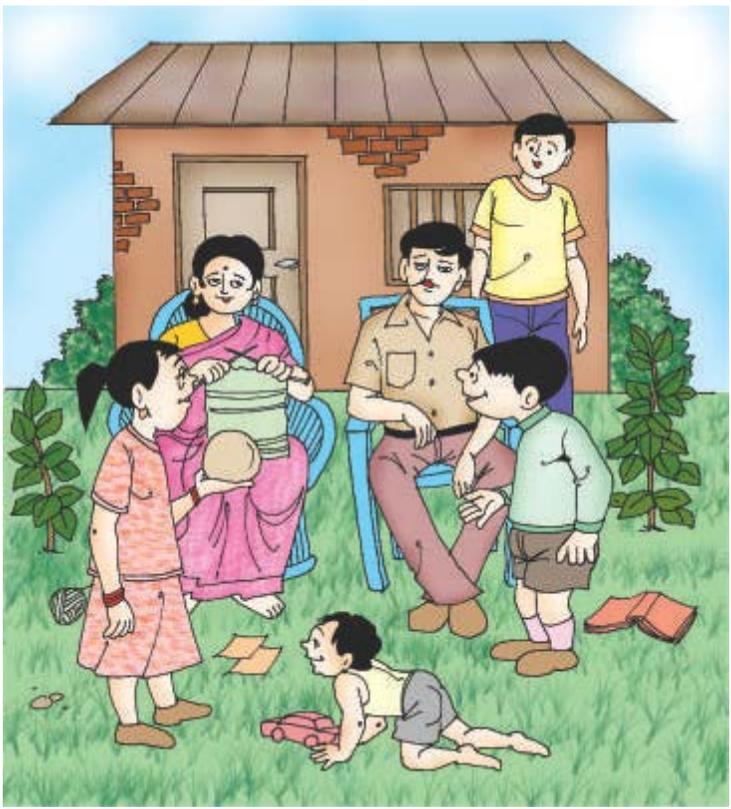
**Indicators:**

- ☆ Meeting the given deadlines.
- ☆ Sincerely doing their duties.
- ☆ Realizing the importance of time.
- ☆ Demonstrating the organizational skills.
- ☆ Reinforcing reading and creative skills.



**CLASS - 2**  **CHAPTER - 2**  
**MY FAMILY, MY HOME**

*"Having a place to go is  
**HOME**  
Having someone to love is  
**FAMILY**  
Having both is a  
**BLESSING"***



The family is the oldest, most basic and fundamental unit of human society. As soon as the child steps into the world, the first individuals he comes across with are his family members. Family is a place where you can be yourself. It is a place where you are accepted for what you are. The child learns to love, to behave and to come along in life. The child also learns about his heritage, culture and traditions from the family. A family helps in shaping our life and creating a strong future.

A healthy environment at home helps in making learning enjoyable and in the overall development of a child.





So, for the harmonious growth of a child's personality, it becomes imperative to provide a wide range of interesting and fun-filled activities at home.

Creating an activity based environment can facilitate learning and help the child to construct knowledge.



### LANGUAGE

- Creative Writing
- Parts of Speech
- P Nouns
- P Verbs
- P Adjectives
- P Prepositions
- Story Narration
- Vocabulary building
- Sentence Formation
- Poem Recitation
- Dramatization

### MATH

- Counting
- Calculations
- Addition
- Ascending order
- Money
- Data Handling
- Tally Marks

### EVS

- Family and Friends
- Types of Houses
- Our Helpers
- Clothes
- Plants and Animals
- Food
- Health and Hygiene
- Natural Resources
- Electrical Gadgets
- Safety and First Aid
- Disaster Management

### ART & CRAFT

- Finger Puppets
- Family Album
- Free Hand Drawing
- Colouring
- Best out of waste
- Poster Making
- Collage
- Clay Modelling

#### A family for us is

- F- Facilitator
- A- Always There
- M- Mentor
- I- Inspirational
- L- Loving
- Y- Yours Forever

#### A family for us is

- F-
- A-
- M-
- I-
- L-
- Y-



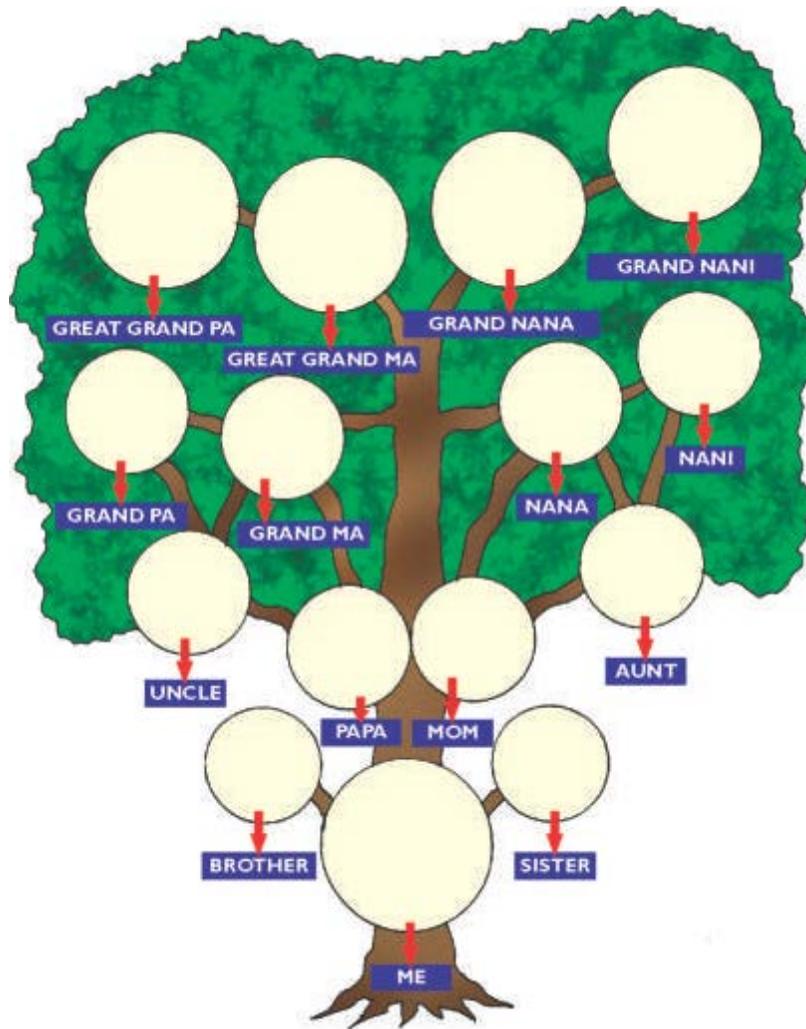


## ACTIVITY-1: FAMILY GENEALOGY

### Learning Outcomes:

The students will be able to

- ☆ Develop a feeling of bonding and togetherness amongst the family members.
- ☆ Discuss about the different members of the family.
- ☆ Enhance fine motor skills.
- ☆ Infer that family plays a pivotal role in our lives



### Description:

Draw a tree on a chart paper with many branches. Cut out circles, squares, triangles etc. using pastel sheets. Write names of your family members and your relationship with them on these shapes to represent your present and past family members. Now paste them on the family tree. Show your family tree to your teacher.

**Congratulations!** You have started doing genealogy- recording your family history.





### Try these too!

1. Organize a family get together, show the 'Family Tree' and ask the elders if there are more members to be included.
2. Play a game whereby each family member has to narrate a hilarious anecdote associated with them. Also discuss with them their likes and dislikes. Share it with the class.

### Indicators:

- ☆ Knowing about the likes and dislikes of the family members.
- ☆ Establishing connections to their roots by exploring how they are connected to the family.
- ☆ Communicating with members of the family confidently.
- ☆ Arousing curiosity to know more about others.

## ACTIVITY-2: MY MAGICAL FAMILY

### Learning Outcomes:

The students will be able to

- ☆ Develop skills of expression, creativity and writing.
- ☆ Provide an opportunity for healthy interaction amongst family members.
- ☆ Construct simple phrases and sentences.
- ☆ Represent data using tally marks.

### Description:

Make a scrap book of your family members. Take their coloured handprints on separate sheets. Paste their passport/ stamp size photographs in the centre of the handprint. Write a caption for each member below the handprint. Share it in the class.



### Try these too:

1. Write a few sentences on how you would like to spend time with your family members.
2. Family is a group of closely related people living together, helping and supporting each other.





There are different kinds of families like nuclear, joint etc. Discuss and collect data from your school friends about the type of family they live in. Represent this data using Tally Marks. Share it with the teacher.

**Indicators:**

- ☆ Understanding that each member is important and unique.
- ☆ Expressing feelings for their family members.
- ☆ Knowing about the different types of families.
- ☆ Connecting knowledge to application.

**ACTIVITY-3: SIBLING LOVE**

**Learning Outcomes:**

The students will be able to

- ☆ Comprehend how family members participate individually and collectively in response to family challenges.
- ☆ Appreciate the contribution of each member to the family entity.
- ☆ Understand that the need for cooperation is an important part of being a member of the family.
- ☆ Revise the concept of Nouns.

**Description:** Teacher shares this/similar story with the students.

**Story Time**

Kapil and Sana were brother and sister. Sana always felt that her parents loved Kapil more than her. One day, while playing with her friends, Sana fell down and injured her knee. She came crying back to her house. On seeing Sana in pain, Kapil immediately gave her first-aid and also informed their parents who had gone to the market. Kapil tried to make her comfortable. Their parents rushed home and took Sana to the doctor. Sana was pampered and loved by her parents and brother. She was elated and realized the importance of family as a unit.





Make finger puppets depicting each of your family members and tell them why and how they are important to you.

Siblings are special. So, elucidate a memorable incident when you made your sibling feel special.

**Try these too!**

1. Make a 'Thank You' card for your parents for the love and care they give you. Show it to your teacher and then give it to your parents.
2. Lend a helping hand to your parents in the household chores. Share your action with your teacher.



**Indicators:**

- ☆ Fostering family bonding.
- ☆ Recognizing and appreciating the importance of each family member.
- ☆ Developing reading and fine motor skills.
- ☆ Developing good character and positive behaviour.

**ACTIVITY-4: QUALITY TIME**

**Learning Outcomes:**

The students will be able to

- ☆ Develop the skills of observation, exploration and curiosity.
- ☆ Appreciate different kinds of living creatures.
- ☆ Understand environmental problems and issues.
- ☆ Explore the various ways in which they can contribute towards nurturing nature.

**Description:**

In the evening go to your neighbourhood park with your parents / grandparents. Observe and discuss the following with them:

- a) Different kinds of flowers, plants, trees, etc.
- b) Natural habitat of small insects, animals and birds.

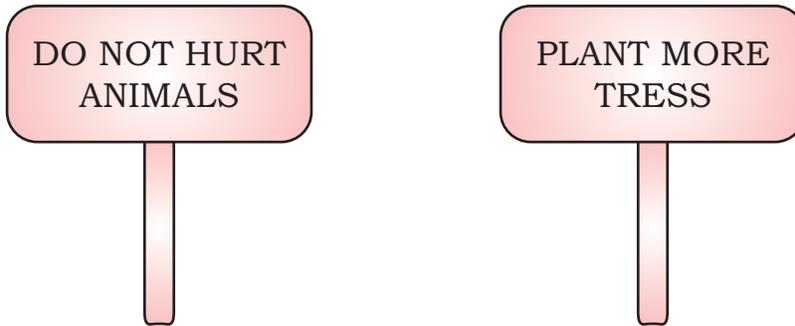
Make a very simple record of what you saw and share your learning with your classmates.





### Try these too!

1. Make two signboards. Write slogans for conservation of plants and animals. Place them in the park. Two examples have been given below:



- Make five such signboards with different slogans. Share it in the class and use appropriately.
2. Find about various organizations working towards conservation and preservation of nature. Make a list of their names and telephone numbers. All students put together their collected information and prepare a directory.
  3. Make a poster on 'Our Friendly Forest' depicting all that we get from them.

### Indicators:

- ☆ Valuing and conserving nature.
- ☆ Appreciating and loving the gifts of nature and its beauty.
- ☆ Inculcating a responsible attitude towards nature.
- ☆ Nurturing skills of creativity and imagination.

## ACTIVITY-5: FOOD PYRAMID

### Learning Outcomes:

The students will be able to

- ☆ Cultivate an understanding of hygiene.
- ☆ Familiarize themselves with utensils and ingredients used in kitchen.
- ☆ Comprehend and follow instructions.
- ☆ Know the importance of eating healthy and nutritious food.
- ☆ Sensitize themselves towards the poor and the needy.

### Description:

1. Parents will prepare 'Tickets to Health' using coloured pastel sheets. They will use these tickets as a token of appreciation and give it to the child when s/he makes





healthy choices like eating green leafy vegetables, a piece of fruit for dessert, drinks juice or lemonade instead of aerated drinks or does not waste served food, etc. On collection of five tickets the parents must give a small reward to the child by taking her/him out on excursion, monument visit, etc.

2. Parents should explain to their children that food should not be wasted and give them examples or narrate instances to make this clear. The leftover food can be distributed among the needy if there is a party/function at home.

Involve your kids in preparing healthy tea time snacks like bhelpuri, brown bread pizza and sandwich, sprout salad, etc. for the entire family. Give them the recipe and let them handle and



feel the ingredients to make the desired snacks. A food fest may be organized in the class with children preparing & serving their dishes.

### Try these too!

1. Find out the names of traditional dishes of any five states of India. List the main ingredients of any two of them and share it with the class (a document or a picture)
2. Alter the recipe of your favourite junk food like burger/ pizza etc. to make it healthy and share it with the class.
3. Parents will help to categorize food into energy giving, body building and protective food and contribute in making a 'Food Pyramid'.
4. Students will design a healthy menu for their birthday and share it with the class.

### Indicators:

- ☆ Distinguishing between healthy and junk food and adopt healthy eating habits.
- ☆ Preparing delicious and wholesome snacks independently.
- ☆ Valuing food.
- ☆ Familiarizing with diverse food of various states.
- ☆ Inculcating good eating habits.





## ACTIVITY-6: STORY SACK- FUN GAMES

### Learning Outcomes:

The students will be able to

- ☆ Respond to situations and narrate stories spontaneously.
- ☆ Convey thoughts and express emotions.
- ☆ Learn new words and use them along with learnt vocabulary.
- ☆ Develop creative skills.
- ☆ Express their ideas and be imaginative.
- ☆ Construct correct and meaningful sentences.

### Description:

Stories not only are a fun way to spend quality time with family but also a great source of learning. Fill a sack or a bag with all sorts of toys, objects or household items. Sit with your family for a fun-filled story session. The first story teller will pick out an article from the sack and weave a tale around it. Then s/he will pass the sack to the next player who continues the story using a different article from the sack. Share the story developed in the class.





### Try these too!

1. Discuss the following with your elders and make comparisons with the present scenario.
  - a) About the family structure (nuclear or joint).
  - b) Make a list of games that your parents/grandparents played in their childhood. Learn and try a few that you like.



- c) Their life as a student and their childhood friends.
  - d) How they spent time when computers and play stations were not invented and make comparison with the present scenario.
2. Share funny classroom incidents with your family members.
  3. Write/pictuarise all your findings and share with the classmates.

### Indicators:

- ☆ Expressing their ideas and be imaginative.
- ☆ Facilitating them to construct correct and meaningful sentences.
- ☆ Enhancing communication skills.
- ☆ Inculcating moral values.





## ACTIVITY-7: MY SHOPPING SPREE

### Learning Outcomes:

The students will be able to

- ☆ Inculcate values of love, care and share.
- ☆ Learn to interact with people.
- ☆ Apply the concept of addition meaningfully in day to day life.
- ☆ Handle money wisely.

### Description:

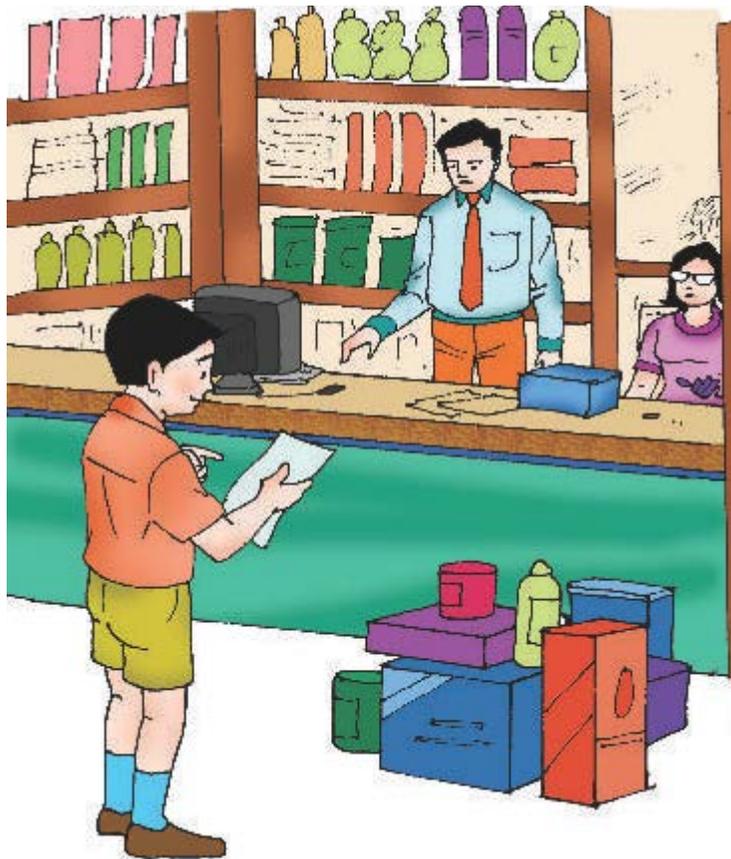
Take your child to a departmental store for grocery shopping. Let him/her find and collect the items mentioned in the shopping list. Advise him/her to make comparison between different brands of the same item and consult you before buying the product. Once the bill has been paid tell him/her to cross check the items and the amount paid. S/he will share with the class the comparisons s/he made between different brands of the same item.

### Let him/her learn to check the following:

- a) Manufacturing and expiry date of the product.
- b) Different brands available in the market.
- c) How to make wise choices and not get influenced by the advertisements.

### Try these too!

1. Play the game of Monopoly/ Business with the help of your parents. S/he will share with class what s/he liked in the game.
2. Purchase stationery items from the shop and calculate whether the shopkeeper has taken the correct amount. Share your checked bill with the class.





**Indicators:**

- ☆ Expressing their love for their family members and helpers.
- ☆ Valuing money.
- ☆ Making choices within the stipulated budget.
- ☆ Enhancing their decision-making skill.

**ACTIVITY-8: CONVENIENCE BOX**

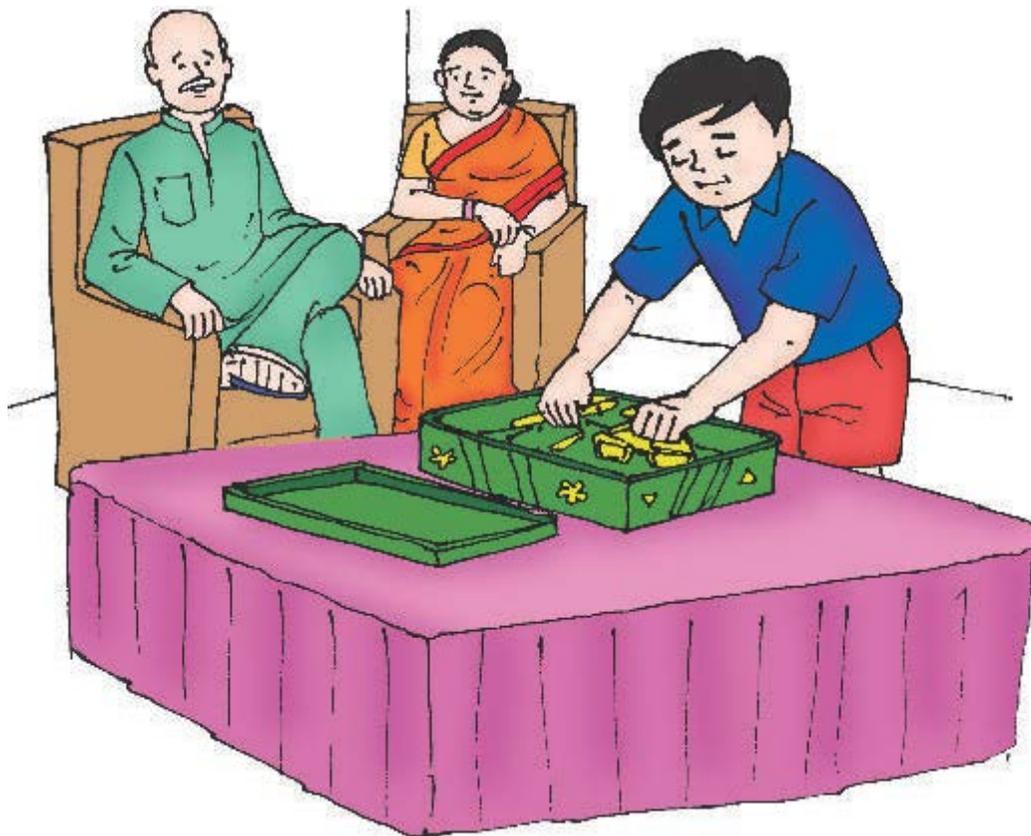
**Learning Outcomes:**

The students will be able to

- ☆ Make useful items out of waste material.
- ☆ Be more systematic and organized in life.
- ☆ Develop the feeling of care and belonging.

**Description:**

Make a convenience box for your grandparents to keep their utility items in by using an empty carton or any other cardboard box. Decorate it and gift it to your grandparents to make them happy. Show it to your classmates/teacher before gifting it to your grandparents.





### Try these too!

1. Collect things which you don't require like old toys, clothes, books etc. and put them in a big carton. Donate them to your needy friends, orphanages and bring a smile to the faces of underprivileged children. Share your action with your classmates/teacher.
2. Make an organiser for all the things that you need in school e.g. I-Card, Stationery etc. Share it with your classmates/teacher.

### Indicators:

- ☆ Acknowledging the needs of the elderly and taking steps to fulfill them.
- ☆ Recognizing the importance of keeping things in their proper place.
- ☆ Inculcating compassionate and considerate attitude towards the needy.

## ACTIVITY-9: FABRIC COLLAGE SCENERY

### Learning Outcomes:

The students will be able to

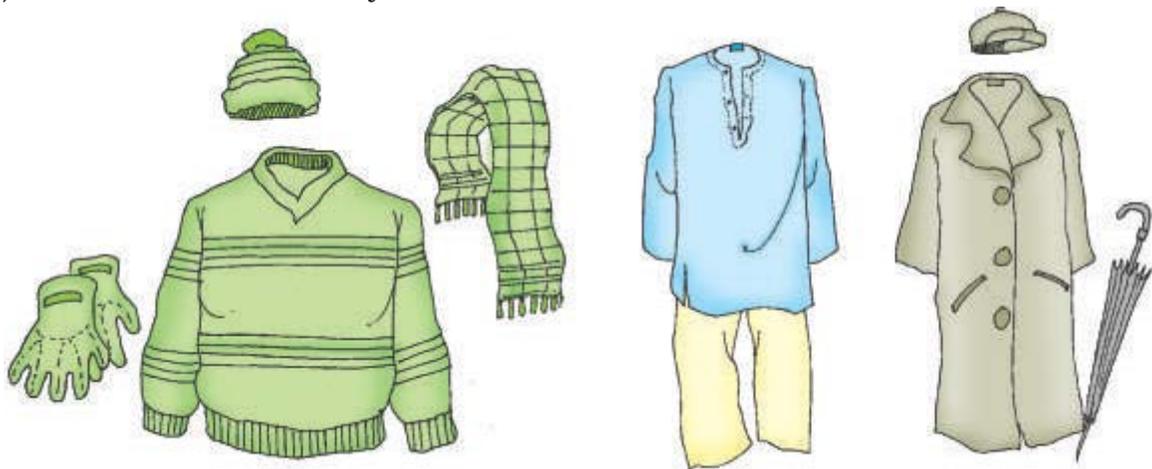
- ☆ Get acquainted with different types of fabrics.
- ☆ Distinguish between different types of clothes worn according to the weather.
- ☆ Build their vocabulary and improve their writing skills.

### Description:

Different people wear different types of clothes according to the weather, occasion, work they do and state they live in.

Make a list of/or collect pictures of the following from newspapers/old magazines.

- a) clothes worn in winters and summers.
- b) dresses you and your friends like to wear on festivals or parties.
- c) traditional dresses of any five states.





### Try these too!

1. Visit your neighbourhood tailor and collect samples of different cloth materials. Cut the fabrics in various shapes and use them to create scenery. Make a list of cloth materials/fabrics used for the collage. Write a few lines describing the scenery. Show it to your classmates/teacher.
2. Make a list/or collect pictures of people who wear uniform. Show it to your classmates/teacher.
3. Collect samples of natural and artificial fibers. Write about the ones that you like with reasons. Share this information with your classmates & teacher.

### Indicators:

- ☆ Understanding the importance of clothes.
- ☆ Knowing about the texture of various fabrics.
- ☆ Differentiating between natural and artificial fabrics.
- ☆ Appreciating nature.

## ACTIVITY-10: WORLD OF GADGETS

### Learning Outcomes:

The students will be able to

- ☆ List out the electrical equipments used in the house.
- ☆ Recognize the importance of electricity and use it judiciously.
- ☆ Know how to handle/use items safely.
- ☆ Find ways to protect the natural resources.





### Description:

Name the appliances that you have in your home describing the use of each one of them. List the precautions you must follow while using these gadgets.

Arrange the gadgets according to the cost in ascending order i.e. from the least expensive to the most expensive. Share this information with your classmates and teacher.

### Try these too!

1. Parents may discuss with their children the importance of natural resources like electricity, water etc. and why they should not be wasted. (We must find ways to use these resources sensibly). Discover, write and share two ways that will help you save water and electricity consumption at home.
2. Eco-buddies are people who take steps to protect their environment as the natural resources are limited and they should be used wisely. Become eco-buddies by exploring different ways to save our earth.
  - a) Switch off lights, fans, ACs' etc. when not in use.
  - b) Replace the normal bulbs with CFL bulbs and tube lights if possible.
  - c) Use the electrical gadgets judiciously.
  - d) Try using solar gadgets.
3. Make a poster or write a slogan on - "Save Electricity"

### Indicators:

- ☆ Trying to save energy.
- ☆ Becoming thorough with the concept of ascending order.
- ☆ Learning to use the gadgets safely.
- ☆ Avoiding wasting electricity.

## ACTIVITY-11: CONSTRUCTION SITE

### Learning Outcomes:

The students will be able to

- ☆ Get acquainted as to how a house is built.
- ☆ Familiarize themselves with work which goes on at a construction site.
- ☆ Explain how different people help in laying a foundation and erecting the structure.
- ☆ Provide knowledge of materials and equipments used.





**Description:**

Our home and family is our nest, the centre of our life, the hub from which all our daily experiences extend. It is where we feel most comfortable in the world. So, visit a construction site to see how our dream houses are made.

Survey the construction site and observe the workers.

- ☆ Interview the workers and ask them about the work they do.
- ☆ Ask them about their contribution in building a house.
- ☆ Collect samples of the materials used.
- ☆ Record your observations in the table given below.
- ☆ Share your observations with your classmates and the teacher.

Construction Worker	Material/Equipment used by the worker	Work done by the worker



### Try these too!

1. Talk to your parents and other elders and collect information about agencies which work together to make a house, i.e. plumbing, etc.
2. Do you know the difference between a house and a home? Discuss with your elders.
3. Sensitize your child towards the needs of others in order to make him a better human being.
4. Collect information about Mother Teresa and about other famous personalities who have contributed in the upliftment of the under privileged. Share it with your class.

### Indicators:

- ☆ Enhancing understanding of how a house is made.
- ☆ Becoming aware of the materials and equipments used in constructing a house.
- ☆ Appreciating the people involved in construction.
- ☆ Acquiring knowledge about people who have worked for the betterment of the society.

## ACTIVITY-12: MY DREAM HOUSE

### Learning Outcomes:

The students will be able to

- ☆ Understand the significance of a house.
- ☆ Know the different rooms and their uses.
- ☆ Place household items as per the requirement of the rooms.
- ☆ Revise the concept of adjectives.
- ☆ Understand the importance of cleanliness.
- ☆ Learn to care and develop the value of kindness for living creatures.



### Description:

Make your 'Dream House' using a cardboard box.

- a) Cut the box in the shape of a house and create different rooms in it.





- b) Make furniture using clay or empty match boxes and place them in the rooms accordingly.
- c) Paint and decorate your 'Dream House'.

**Tell your friends/teacher:**

- a) Kind of house you live in.
- b) Where is it situated?
- c) How many rooms are there in your house?
- d) What do you do to keep your house clean?

To inculcate civic sense amongst your friends take initiative and make a group to keep your surroundings clean and green. Share your action taken with others.

**Try these too!**

1. Like humans, animals and birds also need a house to live in. Birds collect variety of dried leaves, twigs, grass etc. to make their nest. So let's take out time to make a bird house using empty shoe box/ carton. Hang it on a tree near your house. Take a picture when a bird sits in it. Show it to your classmates.
2. List five activities that you do in order to help your parents to keep your house clean. Share it with your classmates and the teacher.

**Indicators:**

- ☆ Becoming more imaginative and creative.
- ☆ Improving observation skills.
- ☆ Developing fine motor skills.
- ☆ Inculcating civic sense to keep surroundings clean and green.
- ☆ Catering to the needs of animals and birds.

**ACTIVITY-13: OUR DWELLINGS**

**Learning Outcomes:**

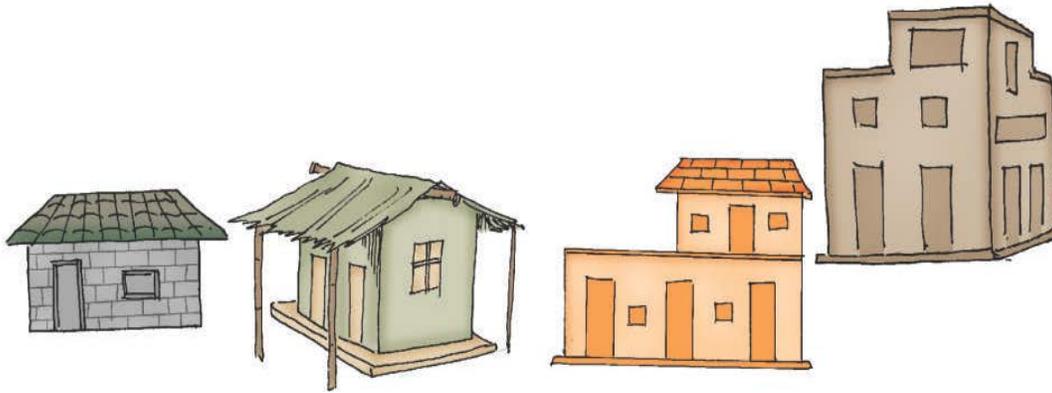
The students will be able to

- ☆ Get acquainted with different types of houses.
- ☆ Familiarize themselves with materials used for building different types of houses.
- ☆ Develop analytical thinking, reasoning and creative expression.





- ☆ Know about the history of our country and different architectures of the present and past.



**Description:**

1. Collect pictures of different types of houses found in cities and hill stations and paste them on a drawing sheet.
2. Find out: Why houses in hilly areas have sloping roofs whereas the ones in the plains have flat roofs?
3. Find information about houses which are not made of bricks and cement and share with your classmates.
4. Have you heard of 'night shelters'? Ask your elders.

**Try these too!**

1. What are stilt houses, caravans, tents, houseboats, igloos and skyscrapers? Paste their pictures on a scrap book. Where are they mostly found? Share it with your classmates and the teacher.
2. Visit Historical Monuments and Palaces and appreciate the architecture. Share about the visit and observation with your classmates and teacher.
3. Visit a village on the outskirts of your city. Make comparisons on the basis of-
  - a) types of houses.
  - b) materials used for construction of houses.
  - c) modes of transport.
  - d) living conditions.
4. Draw a Village and a City Scene. Discuss with your parents how city life is different from the village life. Show your drawings in the class.

**Indicators:**

- ☆ Distinguishing between different types of dwellings.
- ☆ Identifying materials used in the construction of kutcha and pucca houses.
- ☆ Making a comparison between flat and sloping roofs.





- ☆ Comprehending the differences in the city and village life.
- ☆ Enhancing aesthetic appreciation.
- ☆ Familiarizing with the ancient historical monuments and buildings.

## ACTIVITY-14: ESCAPE PLAN

### Learning Outcomes:

This activity will enable the students to

- ☆ Actively respond and tackle the unforeseen situations smartly.
- ☆ Be more vigilant and cautious in emergency situations.
- ☆ Apply the safety measures learnt in unforeseen circumstances.
- ☆ Use disaster management kit in time of need.

### Description:

1. Often disaster strikes without a warning. So, it becomes essential for us to be prepared for any eventuality like an earthquake, a fire, a stampede etc. Create an escape plan for your family in case of an unforeseen disaster.

Make a disaster management kit containing all the things that you would need in an emergency.

2. Make a list of your own safety rules and answer the following questions:
  - a) What measures will you take to be safe when you are alone in your house?
  - b) Your friend gets hurt while playing in the park, how would you help him/ her?
  - c) List the ways to be safe on the road (while crossing the road, boarding a bus etc.)
  - d) How can one be safe on festivals like Holi, Diwali?
  - e) Memorize mobile/landline numbers of your immediate family members.
  - f) Make a note of all important telephone numbers- Police, Ambulance, Fire Brigade etc.

### Try these too!

1. Safety is making sure that one is protected from various forms of danger.

Atul was going on a picnic trip with his parents by car. He insisted to sit on the front seat next to his father who was driving. His mother instructed him to fasten the seat belt and not to disturb his father while driving. But he did not pay any heed to the instructions. All of a sudden a cow came running in the middle of the road and Atul's father had to apply brakes. Atul's forehead hit the dashboard and he started bleeding. He was rushed to the doctor and his trip was cancelled.





### Questionnaire

- a) Why did Atul get hurt?
- b) What were the instructions given by his mother?
- c) Did he pay the price for disobeying his mother?
- d) What lesson have you learnt from the above incident?
- e) Did Atul realize his mistake? What lesson did he learn?

Narrate another real story (from home/school scene) mentioning that carelessness leads to accidents.

2. Self Evaluation check list: Do you or your parents

- a) wear seat belt while travelling in the car?
- b) keep a first aid kit in the car?
- c) talk over the mobile while driving?
- d) observe the traffic rules?
- e) wear helmets while riding a two wheeler?

Share measures you have taken for protection. Show it to your classmates & teacher and take it back home.

3. Make a first aid kit for your home and learn how to use it.



### Indicators:

- ☆ Knowing what natural disasters are and what to do when they occur.
- ☆ Understanding the importance of taking appropriate measures to stay safe in case of an emergency.
- ☆ Recognizing the importance of staying alert in case of any disaster.

**Recite this poem to your family members.**

#### MY FAMILY

*My family is always there,  
Through good times and bad,  
I know I can count on them,  
Whenever I am happy or sad.*

*When I've had a bad day,  
I know my family is never far away.  
When life takes that crazy turn,  
They'll always help me to learn.*

*Life without them,  
Just wouldn't be right,  
family is centre of my life  
Each day and night.*





## CLASS - 2

# MY SCHOOL



## CHAPTER - 3

The school creates a climate for systematic learning. Therefore, it provides numerous resources for school personnel to use, experience and experiment. In this environment the child interacts with his peer group and shares his experiences. Here, the teacher can provide a wide range of learning activities to do either in groups or individually. The outcome of the activities can be shared with the other students of the class. At this stage the role of a teacher/parent is to act as a guide and help the child to learn basic skills, creativity, problem solving, and appreciation for art and culture.

In this context some activities are designed to help the child to learn, understand and explore, by doing, with the help of teachers and parents.

Our target to achieve:



### LANGUAGE

Creative writing  
Collection of Information and reporting.  
Persons who work in the school.  
Their duties and functions.

### MATH

Data collection and classification.  
Time concept and how it can be utilised at optimum output.  
Number of periods  
Duration of each period. Conversion of time units.  
Shapes and sizes

### EVS

Plants. Their classification.  
Medicinal and other plants.  
School uniform.  
Need for it.  
Festivals celebrated in the school. Different religions, their customs, dresses.  
Sources of water.  
Water pollution.

### ART

Collage making. Model making  
Drawing and colouring  
Colouring and pasting





## Health and Hygiene

- ☆ Cleanliness
- ☆ Keeping class rooms clean.
- ☆ Keeping bags and books neat and tidy.
- ☆ Keeping school building neat and clean.
- ☆ Proper use of toilets.
- ☆ Disaster Management.
- ☆ Mock drills.
- ☆ Techniques of vacating the building.

### ACTIVITY-1: LOCATION

#### Learning Outcomes:

The students will be able to

- ☆ Recognize the school structure.
- ☆ Know the postal address.
- ☆ Utilise the knowledge in daily life.
- ☆ Identify the location of the school.

#### Description:

- ☆ Draw/click the picture of your school.
- ☆ Write the name and complete address of the school in the given format:-

Name of the school.....

Address.....

.....





- ☆ Take a chart paper or any big size paper.
- ☆ Paste the picture of your school on this paper.
- ☆ Draw the important roads approaching your school.
- ☆ Name these roads.
- ☆ Which road do you follow to reach the school?
- ☆ List the land marks that you come across on the way from your school.

### Try these too!

1. Find out from your friend his schools name and schools address.
2. Collect the above information from five friends.
3. How many of your friends follow the same route and till what point?

### Indicators:

- ☆ Developing the ability to write the address of the school and residence.
- ☆ Knowing the school route.

## ACTIVITY-2: MAPPING OF MY SCHOOL

### Learning Outcomes:

The students will be able to:

- ☆ Conceptualize that the Sun rises in the East.
- ☆ Use the direction of the Sun to find out the other directions.
- ☆ Know the other sub directions like north east (NE), north west (NW) etc.

### Description:

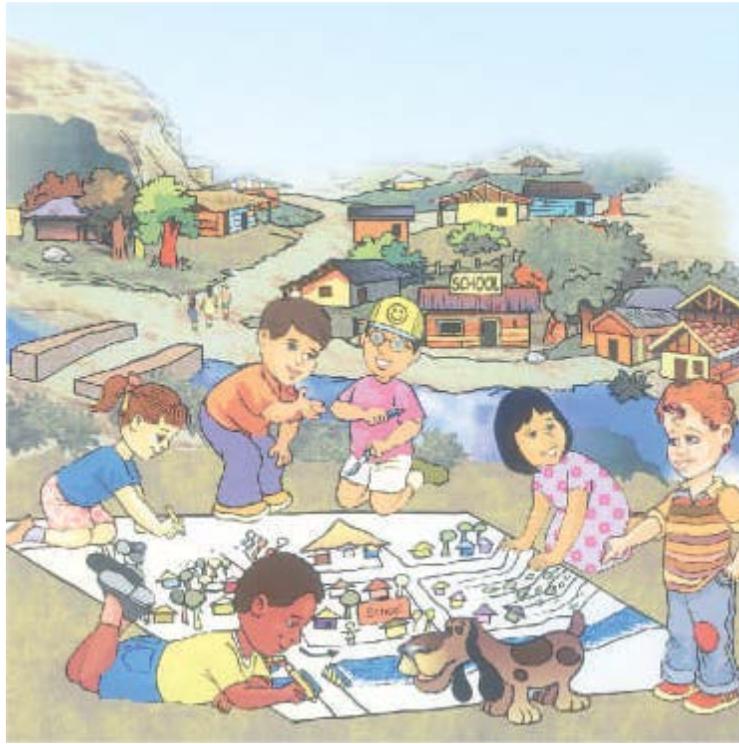
- ☆ In the morning, when you reach the school, stand up facing the Sun.
- ☆ Ask yourself from which direction the Sun is rising.
- ☆ Find out to which direction the main gate of school is located.
- ☆ Can you find out the other three directions? If yes, try.

### Try these too!

1. Take the map of your locality and underline the location of your school.
2. Play a game with your friends using the locality map. Frame five questions like, which major roads are passing from the school? Where is your house located? Frame your own rules to give points.



3. Name the buildings that are in the west/east/north/south of the school.



**Indicators:**

- ☆ Knowing the directions.
- ☆ Ability to use the knowledge at the time of requirement.
- ☆ Using directions correctly.

**ACTIVITY-3: LEARNING LEVELS**

**Learning Outcomes:**

The students will be able to comprehend:

- ☆ The different levels in school.
- ☆ Wings in school.
- ☆ Grouping of classes.

**Description:**

- ☆ Stand outside your class.
- ☆ Note your class and section.
- ☆ Note your room number.
- ☆ Move to 5 senior classes and note their room number, class & floor.





**At home, tabulate the result:**

Class	Level	Wing	Floor

**Try these too!**

- Match the columns
 

Classes upto nursery	Primary
Classes I - V	Upper Primary
Classes VI - VIII	Secondary
Classes IX - X	Pre-primary
Classes XI - XII	Senior Secondary
- Write the names of 2 schools in your neighbourhood. Identify their level after interviewing a student who studies in it.

**Indicators:**

- ☆ Identifying different levels in schools
- ☆ Acquiring knowledge of his/her levels.
- ☆ Understanding concept of wing.

**ACTIVITY-4: MY SCHOOL**

**Learning Outcomes:**

The students will be able to

- ☆ Enlist the total infrastructure of the school.
- ☆ Recognise the location of each room in the school.
- ☆ Identify the use of each room in the building.

**Description:**

- ☆ Take a school map in your hand.
- ☆ Now, start locating:
  - a) Your class room,
  - b) Your music room,
  - c) Your computer room,





- d) Library,
- e) Principal's room,
- f) Office,
- g) Play ground etc.

☆ At home, draw a chart and mention the direction in which they are located.

Name of the room	Direction
e.g. CLASS ROOM	EAST

**Try these too!**

1. "The debate competition will be held in Room No. 12 on first floor at 10.a.m". Prepare a directional chart for the students to help them locate the venue/the room.

Prepare the map and display.

2. You have several activities in a day. Complete this table.

Day	Activity	Location
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		

**Indicators:**

- ☆ Knowing the school infrastructure.
- ☆ Locating the room as per their requirement.
- ☆ Understanding the written directions.





## ACTIVITY-5: HUMAN RESOURCES IN SCHOOL

### Learning Outcomes:

The students will be able to

- ☆ Identify human resources in the school.
- ☆ Explain the function of each working member of the school.
- ☆ Recognize the importance of each member of the school.

### Description:

Make a list of the staff members who work in school in the following format:

S. No.	Names of the staff members	Designation
1.	E.g. Mr./Mrs.....	Principal
2.	.....	.....

Classify the above information as per the duties each performs in the school.

### Try these too!

1. From the given puzzle find out the names of the people who work in the school.

#### Crossword Puzzle:

S	E	W	A	T	C	H	M	A	N	W	A
M	A	T	E	A	C	H	E	R	S	C	D
O	F	F	I	C	E	S	T	A	F	F	Y
P	R	I	N	C	I	P	A	L	U	U	M
E	S	D	R	T	G	F	G	H	Y	B	N
O	K	S	T	U	D	E	N	T	S	E	T
N	L	I	B	R	A	R	I	A	N	D	G
S	W	E	E	P	E	R	S	C	O	P	L

2. Prepare a questionnaire to interview the Principal of the school.

Questions could be on hobbies/favourite past time, favourite food, favourite personality, message to children.





3. Encircle the odd one

Teacher - Notebook, Chalk, Whiteboard, Tree

Guard - Stick, Whistle, Juice, Torch

Gardener - Spade, Plants, Flower, Whistle

**Indicators:**

- ☆ Acquaintance of each staff member by name.
- ☆ Knowing the duties of each member of the school.
- ☆ Knowing their importance in functioning of the school.

**ACTIVITY-6: FLORA & FAUNA IN SCHOOL GROUND**

**Learning Outcomes:**

The students will be able to:

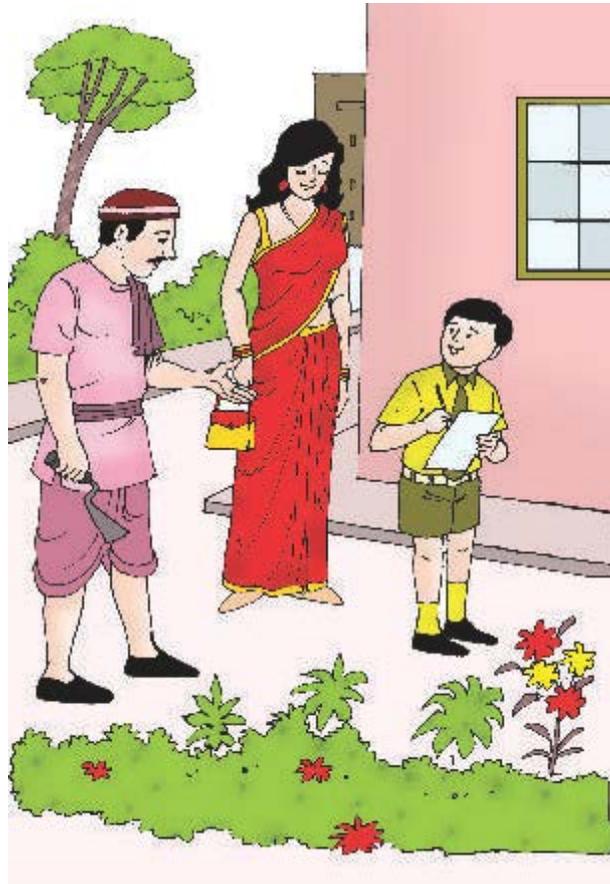
- ☆ Learn the techniques of recording the data.
- ☆ Classify the collected data.
- ☆ Know the types of plants in the school.

**Description:**

- ☆ Go for a nature walk with your teacher and the gardener of school.
- ☆ Draw the plants as per their size.
- ☆ Is there any difference in the size?
- ☆ If yes, find out their names as per their sizes (like tree, herbs, shrubs etc.)
- ☆ Count the number of trees, herbs and shrubs.
- ☆ Draw a chart and display in your class room.

**Try these too!**

1. Explore the school play ground and record your observation in the following format. For counting use, 'I'(bar) for each number. For every 5th number cross the bar which will show five number. For example: 3 = III, 5 = ~~HHH~~





Name	Number tally
Trees	
Shrubs	
Herbs	
Climbers	

**Indicators:**

- ☆ Learn data recording technique.
- ☆ Understand concept of data classification.
- ☆ Appreciate the beauty and the importance of plants.

**ACTIVITY-7: BIRDS - OURS FEATHERED FRIENDS**

**Learning Outcomes:**

The students will be able to

- ☆ develop their observation skill
- ☆ explore the school environment

**Description:**

- ☆ Make a group of four students.
- ☆ Take a paper and pencil.
- ☆ Divide the school time into four slots of one hour each.
- ☆ Sit down in a corner and record types of birds visiting the school play ground:
  - ☆ in the morning - at 8.00 am,
  - ☆ after lunch - at 11.30 am
  - ☆ before the school gets over - at 1.00 pm
- ☆ Record the data and draw the pictures of the birds.
- ☆ Find out their names.
- ☆ Draw the graph showing the number of birds of various types.

**Try these too!**

- i) Make a corner in a school playground for feeding the birds.  
ii) Name it as a bird feeding corner.  
iii) Similarly make a bird's bath corner in the playground.





2. Take a project to explore why the sparrows populations is decreasing in the cities and towns.

**Indicators:**

- ☆ Identifying types of birds and knowing their names.
- ☆ Developing ability to tabulate data.
- ☆ Learning to represent the data graphically.
- ☆ Becoming sensitive towards the birds.

**ACTIVITY-8: FESTIVALS/DAYS CELEBRATED IN SCHOOL**

**Learning Outcomes:**

The students will be able to:

- ☆ learn to live together.
- ☆ learn to share among themselves.
- ☆ know about the festivals or days celebrated in school.

**Description:**

- ☆ The school session starts in April every year. Which festivals fall in this month?
- ☆ Why is 15th August celebrated?
- ☆ List the other days/dates celebrated in the school, month wise.
- ☆ Draw and write two sentences on each.
- ☆ Prepare an annual calendar for festival celebrations.
- ☆ Share in your class.

**Try these too!**

1. Make your class friends dress up in different regional dresses.
2. Make them learn the folk songs in their regional languages.
3. Find out the favorite/popular recipes of the region.
4. How many can we try at home?

**Indicators:**

- ☆ Recognizing importance of folk songs and language.
- ☆ Gaining knowledge about the food habits of regional areas.
- ☆ Appreciating different regional activities.





## ACTIVITY-9: TICK TICK TICK!!

### Learning Outcomes:

The students will be able to

- ☆ Know the importance of time.
- ☆ Develop the time management skill.
- ☆ Know the modes of transport.

### Description:

1. How do you come to school?
2. Who takes the maximum time to reach the school? Why?
3. Interview your class friends to find out what mode of transport they use to reach the school.

Collect the data, in the following format:

S. No.	Mode of Transport	No. of students
1.	Bus	
2.	On foot	
3.	Car	
4.	Cycle	
5.	Scooter	
6.	Metro train	
7.	Any other	

Answer the following question by looking at the above data.

Q1. Which transport is used the maximum and the minimum?

### Try these too!

1. Interview the children who use the different modes of transport for coming to school.
  - ☆ Prepare a chart recording the time they start from home and they reach the school.
  - ☆ Calculate the time taken by each student.
  - ☆ Why there is a difference in the time taken by them?
  - ☆ Is it related with distance and the mode of transport?



- ☆ Find out the relationship between distance and time?
2. Time is precious: Make a diary entry of the time taken by you in completing the follow tasks:
- ☆ Eating lunch
  - ☆ Finishing class work
  - ☆ Performing activity
  - ☆ Etc.

**Indicators:**

- ☆ Knowledge of time management.
- ☆ Knowledge of unit of measurement of time.
- ☆ Gaining information of modes of transport.

**ACTIVITY-10: CLEANLINESS DRIVE**

**Learning Outcomes:**

The students will be able to

- ☆ Create awareness about the school environment.
- ☆ Appreciate the importance of cleanliness.
- ☆ Learn to keep surroundings clean.

**Description:**

- ☆ Observe and Answer:
  - a) In the morning, when you reach the school is it clean? Yes/no
  - b) After the lunch break is there any change in the cleanliness of the school?
  - c) At the end of school hours what is the position of the cleanliness in the school?
- ☆ Find the answers and prepare a report.
- ☆ Read it in the assembly.
- ☆ Suggest the measures to keep the school neat and tidy.

**Try these too!**

1. Organize a cleanliness drive in the school.





2. Prepare posters to spread awareness about the diseases caused by unhygienic conditions. Bring them to school and share with your teachers.
3. Organize a rally for awareness of Dengue.

**Indicators:**

- ☆ Knowing the importance of cleanliness.
- ☆ Creating awareness of keeping the surroundings clean.
- ☆ Gaining knowledge about different diseases caused due to unhygienic conditions.

**ACTIVITY-11: ECOFRIENDLY INITIATIVES**

**Learning Outcomes:**

The students will be able to

- ☆ Understand that the use of plastic is bad for health and environment.
- ☆ Use eco friendly material.

**Description:**

1. Check the lunch boxes of your classmates.





2. What material does your mother use to wrap your lunch with?
3. Record the information in a table.

S. No.	Material used for wrapping	No. of students
1.	Paper	
2.	Foil Paper	
3.	Plastic	
4.	Cloth	

4. Which material is environment friendly?
5. Share the findings with your elders.

**Try these too:**

1. Prepare a poster to create an awareness that plastic is bad for environment.
2. Make Jute/Cloth bags in art and craft class.
3. Present them to the students for using them in purchasing.

**Indicators:**

- ☆ Familiarizing with the technique of making bags.
- ☆ Spreading awareness about health.
- ☆ Having knowledge of the three R's: Reduce Reuse and Recycle.

## ACTIVITY-12: DISASTER MANAGEMENT

**Learning Outcomes:**

The students will be able to:

- ☆ handle the situation under the following condition in case of
  - i) fire
  - ii) short-circuit
  - iii) earth quake

**Description:**

- ☆ Have you heard the sound of siren?
- ☆ What does it indicate?
- ☆ Has it ever happened when you were at home, in market or else where?
- ☆ What did you do?





### Try these too!

1. Practice a mock drill in the school once in two months.



2. Collect the news from a newspapers about the disasters and make a scrap book.
3. Keep a record of emergency numbers of the following and paste it in your diary for ready reference:
  - a) Police
  - b) Ambulance in case of accident or illness.
  - c) Fire station if there is a fire.
  - d) Chemist for emergency medicines.

### Indicators:

- ☆ Taking action after listening to the siren.
- ☆ Taking immediate steps in case of emergencies.
- ☆ Taking care of the children with special needs around us.
- ☆ Keeping cool & behaving sensibly.

## ACTIVITY-13: POLLUTION FROM TRAFFIC

### Learning Outcomes:

The students will be able to:

- ☆ Know about pollution and its types.





**Description:**

- ☆ Take your father/elder along with you and sit down on a safe side of the road and record the vehicles passing on the road.
- ☆ Record the data in the following table:-

S. No.	Name of vehicles	Number of the vehicles
1.	Bus	
2.	Car	
3.	Scooter	
4.	Three wheeler	
5.	Truck	

**Note:**

- ☆ When is the traffic maximum on the road?
- ☆ When is the noise maximum on the road?
- ☆ Which vehicle discharges the maximum smoke?
- ☆ Prepare a chart/report and display in your class room.

**Try these too!**

1. Spread awareness amongst the people to use CNG gas vehicles.
2. Motivate your parents to pool the transport to reach the work place.

**Indicators:**

- ☆ Knowing the pollution hazards in the environment.
- ☆ Taking measures to control pollution.
- ☆ Identifying the ill effects caused by the different types of pollutions.





## CLASS - 3

## CHAPTER - 4

# MY NEIGHBOURHOOD



The immediate environment plays an important role in all round personality development of a child. The child communicates experiences, observes and interacts with the objects available in the surroundings. The activities planned carefully by the teachers and parents will give an opportunity to them to learn and develop the basic social skills.

In this context, the following activities are suggested which will help the children to learn about surroundings of:

School Neighbourhood	Home Neighbourhood
<p>i) <b>Directions:</b> The types of people living in the neighbourhood, their food habits, their culture, the festivals they celebrate.</p> <p>ii) The importance of public places.</p> <p>iii) System of waste/garbage disposal.</p> <p>iv) Map reading.</p>	<p>i) Knowing the location of important places.</p> <p>ii) Importance of essential services, like - bank, hospital, police station, fire station, school, traffic and transport system.</p>

### ACTIVITY-1: A WALK IN MY NEIGHBOURHOOD

#### Learning Outcomes:

The students will be able to:

- ☆ Know the important places in the neighbourhood of school and home.
- ☆ Classify the places as per their importance.

#### Description:

- ☆ Take a photo walk around your neighbourhood.
- ☆ List all the important buildings/places you see.
- ☆ Click the pictures and take out their prints.
- ☆ Classify them as per their importance. For example, religious places, offices, markets etc.



☆ Keep the school as a centre point and make a collage using these pictures.



☆ Write five sentences on this collage.

**Try these too!**

1. Show the route from home to school in the above creative collage.
2. Identify the names of the roads/streets in your neighbourhood. Find out the personalities after whom they are named?

**Indicators:**

- ☆ Showing the location of different places
- ☆ Understanding the importance of the places.

**ACTIVITY-2: KNOW YOUR NEIGHBOURS**

**Learning Outcomes:**

The students will be able to:

- ☆ Gather information on people around us.
- ☆ Gain knowledge about customs of our neighbours.

**Description:**

- ☆ Visit your neighbours.
- ☆ Interact & interview with them and note down the followings:





S. No.	Name	Place of Work	Occupation

☆ This is your neighbourhood. Write the names of your neighbours in each window.



**Try these too!**

1. Collect pictures of the popular dresses worn by them and paste it in your project file.
2. Stick a picture of your best friend in the neighbourhood and write five things you both enjoy doing together.
3. With the help of your parents arrange a picnic with your neighbours. Click photograph and paste it in your project file.

**Indicators:**

- ☆ Gaining information about our neighbours.
- ☆ Learning to appreciate and respect neighbours.
- ☆ Acquiring communication skills.



### ACTIVITY-3: PUBLIC SERVICES

#### Learning Outcomes:

The students will be able to:

- ☆ use maze for learning.
- ☆ make his/her own maze for different activities.

#### Description:

- ☆ Study the maze.

P	B	T	P	E	F	T	Y	H	G	A	D
O	A	E	A	C	I	J	K	T	H	P	R
L	K	M	R	C	R	G	H	F	O	I	E
I	E	P	K	L	E	C	O	L	S	N	S
C	R	L	B	U	S	S	T	O	P	T	T
E	Y	E	A	B	T	F	E	R	I	A	A
S	R	D	N	M	A	L	L	I	T	K	U
T	H	G	K	I	T	H	B	S	A	R	R
A	C	H	E	M	I	S	T	T	L	A	A
T	P	O	S	T	O	F	F	I	C	E	N
I	B	H	B	C	N	B	K	G	T	T	T
O	M	A	R	K	E	T	Y	U	D	T	I
N	H	G	V	G	G	R	O	C	E	R	C

- ☆ Encircle the important places present in your neighbourhood.  
e.g. Temple, Bank, Market, Club Hospital, Fire Station, Bus Stop, Police Station, Post Office, Park, Grocer, Florist, Chemist, Hotel, Mall etc.
- ☆ List all the places which you could find out in the maze.

#### Try these too!

1. Prepare a maze for yourself to find out the names of your neighbourhood friends.
2. Identify the neighbourhood services.

#### Indicators:

- ☆ Ability to create his own maze for different uses.





## ACTIVITY-4: MY DOCTOR

### Learning Outcomes:

The students will be able to:

- ☆ explain the functions and duties of a doctor.
- ☆ gain information about essential services.

### Description:

- ☆ Which important place is located in your neighbourhood?
  - a) Hospital
  - b) Dispensary
  - c) Clinic
- ☆ Who is the common person working in the above three?
- ☆ Visit any one of them, and find out his/her duties.
- ☆ Prepare a questionnaire to interview the doctor. Ask him about -
  - i) Working timings
  - ii) Duties
  - iii) How to become a doctor?
  - iv) What are their duties during emergency time?
- ☆ Ask him to narrate an important incident which he will not forget in his life.

### Try these too!

1. How many hours of duties does a doctor perform?
2. Learn from him the simple First Aid techniques which you could give to an injured person in emergency.

### Indicators:

- ☆ Recognizing the tough duties of a doctor.
- ☆ Observing rules of hospital while visiting a doctor, specially in hospital.

## ACTIVITY-5: MARKET

### Learning Outcomes:

The students will be able to:

- ☆ identify market as an essential service place.
- ☆ identify the types of shops which are there in a market.
- ☆ classify the shops as per the articles present in the shop.



### Description:

- ☆ Find out the name of the market near your house.
- ☆ Is the market named after an important road, important locality or an important person?
- ☆ Find out the history of the market from the shopkeepers.
- ☆ Write a report and present it before the class/school.
- ☆ Write the name of the most popular shop in your market.

### Try these too!

1. Survey the market and record the data in the following format.

S.No.	Name of the shop	Type of shop			
		Grocery	Vegetable	Confectionary	Furniture
1.					
2.					
3.					
4.					
5.					

Tabulate the data in a graph.

2. Make a model of the market showing the different shops using empty match boxes.

### Indicators:

- ☆ Having knowledge of recording the data
- ☆ Tabulating the data
- ☆ Preparing graph.

## ACTIVITY-6: I CAN MEASURE!

### Learning Outcomes:

The students will be able to:

- ☆ Know the measuring units used for measuring different types of objects.
- ☆ Learn how to shop.

### Description:

Observe some fruits and vegetables sellers in your locality.





- ☆ Find out how the following things are sold (by weight/by number) and draw a chart showing them in the following form:

Name of the article	By Weight	By Number
e.g. Banana	–	√

Apples, bananas, melons, cheekus, lollipops, brinjal, spoons, tomatoes, bread, rice, pencils, coconut, tea, oranges.

### Try these too!

1. Go to a grocery shop and observe how things are kept & sold.
2. Make a list of items sold by weight, number, packet wise, item wise.
3. Share information with your classmates or teachers.

### Indicators:

- ☆ Developing ability to do the calculations orally.
- ☆ Understanding the working conditions of shopkeepers.
- ☆ Gaining information about smart shopping.

## ACTIVITY-7: PRAYERS AND CELEBRATIONS

### Learning Outcomes:

The students will be able to

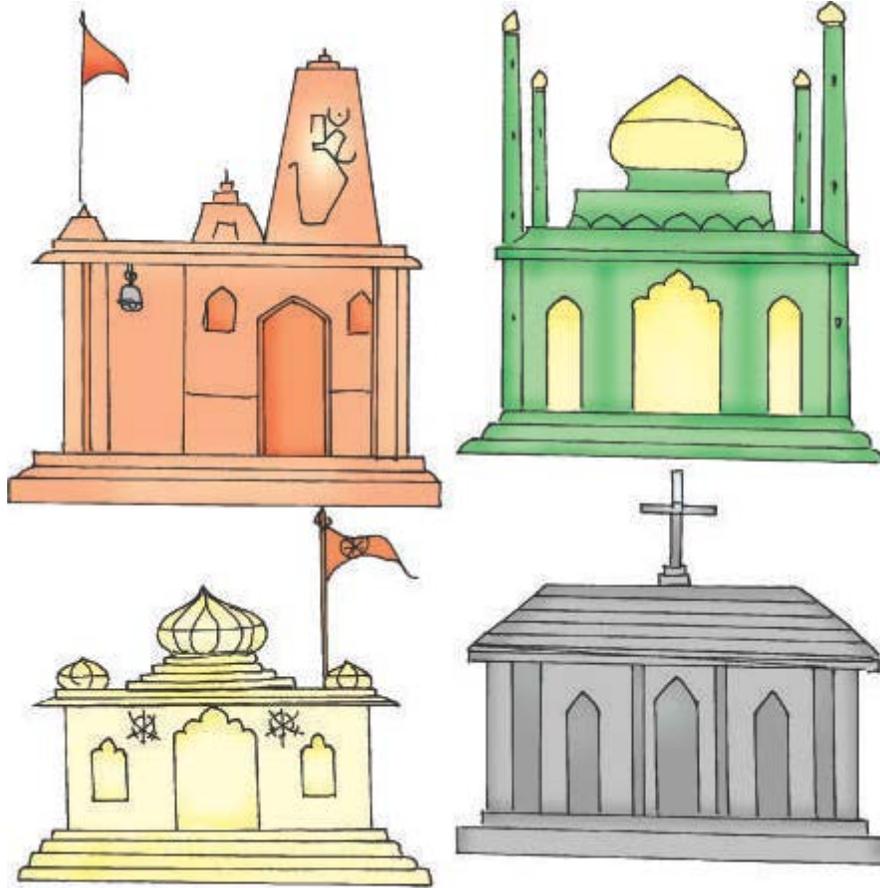
- ☆ Know different religious communities
- ☆ Understand various festivals
- ☆ Comprehend different cultures and customs

### Description:

- ☆ Collect different religious symbols and identify the religion with which they are associated.
- ☆ Observe the different religious processions in your neighbourhood and associate them with the communities.



☆ Name the festival you like the most and write a paragraph on how you celebrate it with your friends.



**Try these too!**

1. Write down the main features/ teachings of different religions. Also collect prayer songs of different communities and paste it in your Project File.
2. Collect images associated with different religious communities and make a collage to be put up on the Class Bulletin Board.
3. Visit the religious monuments of different communities and associate them with the major religions of the country.

**Indicators:**

- ☆ Promoting respect for all faiths
- ☆ Developing feeling of unity and oneness
- ☆ Understanding our rich heritage
- ☆ Developing creative writing skills
- ☆ Appreciating the cultural heritage



## ACTIVITY-8: KNOW YOUR HELPERS

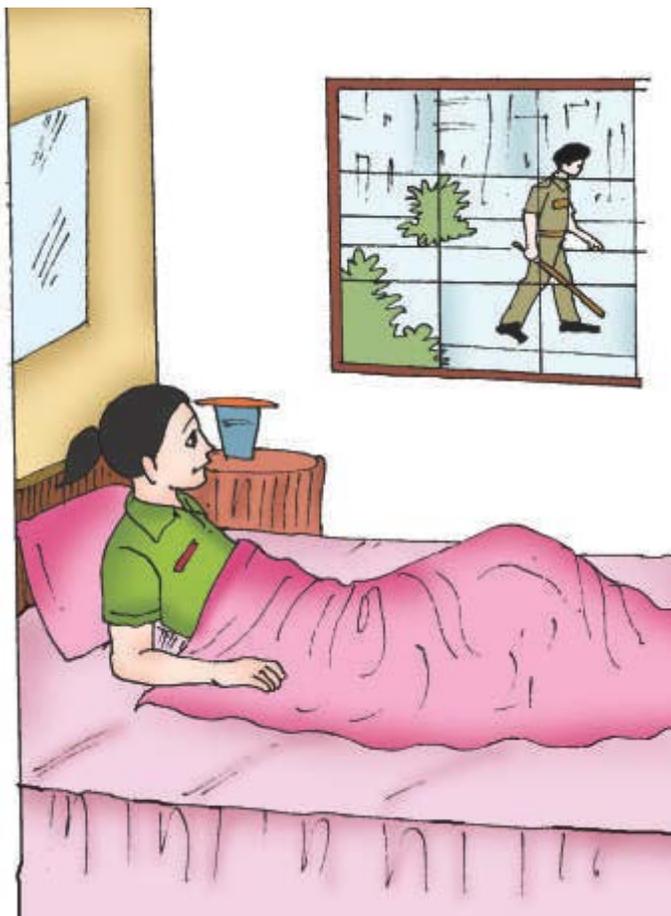
### Learning Outcomes:

The students will be able to

- ☆ Understand the function of security personnels - chowkidar, policeman.
- ☆ Understand the problems they face in performing their duties.

### Description:

- ☆ Who looks after your house and neighbourhood in the night?
- ☆ Have you ever heard a sound of a whistle in the night? If yes, who blows it? What are his duties? Find out.
- ☆ Listen to television news and record how many times the news about the police has been telecast.
- ☆ Maintain a record from Monday to Saturday.
- ☆ From the record analyze their duties and the conditions under which they work.
- ☆ Request your school to show you the working of the police station.



### Try these too!

1. What is the slogan written on the PCR van?  
Can you make your own slogan for them?
2. Name the tools used by the following to perform their functions and paste their pictures. You may also interview them for what they do and the difficulties they face? What can make them happy?
  - a) Farmer
  - b) Gardner
  - c) Electrician
  - d) Mason
  - e) Plumber



3. All occupations should be given equal respect and importance. We must thank the people related for the care and help provided by them.

Name your helpers and suggest any four ways to thank your helpers:

- a) Maid
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

**Indicators:**

- ☆ Understanding the work of security personnel/ police man.
- ☆ Learning dignity of human labours.



**ACTIVITY-9: PROTECTING PUBLIC PROPERTY**

**Learning Outcomes:**

The students will be able to:

- ☆ Take care of the public places.
- ☆ Maintain the public parks.





**Description:**

☆ Do you have a public park near your house?



- ☆ What are the functions organized in the park?
- ☆ How is the park maintained?
- ☆ Can it be used by children for playing games?
- ☆ Who maintains the park? If it is not maintained properly, what steps will you take to improve its condition?

**Try these too!**

1. Organize a social awareness programme for maintaining the public parks. Take the help of Residents' Welfare Association.
2. Organize rallies for prevention of diseases like dengue, malaria in the locality.
3. Write a letter to Sanitary Inspector to clean the garbage lying on the roads.

**Indicators:**

- ☆ Acquire ability to keep the public property in order.
- ☆ Learn to write to the concerned officers to maintain the public property.

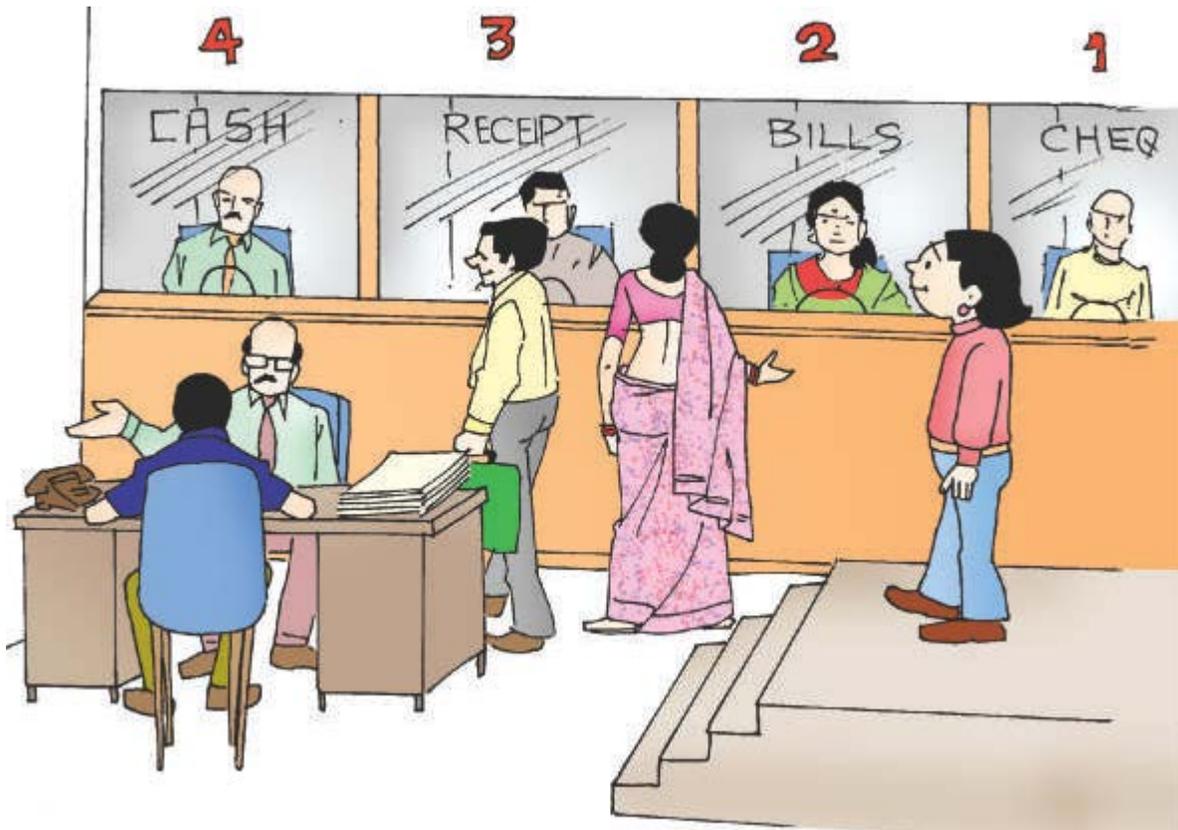
**ACTIVITY-10: MONEY MATTERS!**

**Learning Outcomes:**

The students will be able to:

- ☆ Know the functions of a Bank.





### Description:

- ☆ Cut out the advertisements given in the daily newspapers about the banks
- ☆ Paste them in your scrap book.
- ☆ Collect the additional information given in the advertisement, like rate of interest, credit cards, ATM cards etc.
- ☆ Visit a bank and note down the counters they have in the bank, like - cash counter, savings counter etc.
- ☆ What is the information displayed on the notice board of the bank regarding the rate of interest? Note down the information.

### Try these too!

1. Open your account in the bank.
  - ☆ What are the columns titled in the passbook?
  - ☆ How is the rate of interest calculated?
  - ☆ Write the process of depositing the money in the bank.

### Indicators:

- ☆ Use of bank in daily life & its importance.



## ACTIVITY-11: GARBAGE DISPOSAL

### Learning Outcomes:

The students will be able to:

- ☆ Recognise the importance of maintaining cleanliness in the neighbourhood.



### Description:

- ☆ Have you seen the sweepers cleaning the roads in the morning?
- ☆ If yes, how many times do they clean the road?
- ☆ Who sends them to clean the roads?
- ☆ Where do they store the collected garbage?
- ☆ How many places of such type are available in your neighbourhood?
- ☆ What is the name given to these places?
- ☆ Who collects the garbage from these places?
- ☆ Where do they dispose of this garbage?
- ☆ Who is responsible for disposing the city garbage?
- ☆ Can this garbage be recycled?
- ☆ Share the information collected with your classmates.





**Try these too!**

1. What is the significance of the three colours of the bags-black, green and yellow in collecting the garbage? Do you use it at home?
2. Find out the names of local bodies which are responsible for maintaining cleanliness in the city. If you have a suggestion, write it and send or give it to them.
3. Keep two bins (blue & green) in your neighbourhood. Teach the people living in your locality to throw waste in the right bin. Have you succeeded?

**Indicators:**

- ☆ Acquiring awareness about keeping the neighbourhood and city clean.
- ☆ Having knowledge of the duties of the local body.
- ☆ Having information about use of bins.

**ACTIVITY-12: EATING CORNERS**

**Learning Outcomes:**

The students will be able to

- ☆ Know the names of different dishes
- ☆ Associate cuisines with states
- ☆ Relish mouth watering delicacies

**Description:**

- ☆ Take a walk in your neighbourhood and make a list of the different eating joints.
- ☆ Classify them as star hotels, restaurants/dhabas. Find out the names of different dishes sold there.
- ☆ Also make a list of the sweet shops in your locality and name atleast five famous food and desserts of different states. You may collect pictures also.

S. No.	States	Famous food	Desserts
1.			
2.			
3.			
4.			
5.			





**Try these too!**

1. Visit your neighbours and ask them about the famous snacks of their state and the occasions when they are prepared.

S. No.	States	Famous food	Desserts
1.			
2.			
3.			
4.			
5.			

2. Name your favourite dish. Write five sentences about why you like it so much in your Project File. Paste a picture also.

**Indicators:**

- ☆ Understanding different types of eating joints
- ☆ Relating famous cuisines with their states
- ☆ Trying different culinary skills
- ☆ Developing creative writing skills

**ACTIVITY-13: NATIONAL OCCASIONS / DAYS**

**Learning Outcomes:**

The students will be able to

- ☆ Know the importance of national days
- ☆ Identify national festivals
- ☆ Learn about the activities of RWA's

**Description:**

- ☆ Make a list of national festivals.
- ☆ Find out the different ways of celebrating them in your locality.
- ☆ Discuss the role of RWA's in the organization of functions for various national occasions.
- ☆ Organize Fancy Dress Presentation in your neighbourhood. Ask children to wear the national costumes of different states.





### Try these too!

1. Find out the titles given to our national heroes and list them on a chart paper.
2. What are the activities associated with Independence Day in the country, state, city and neighbourhood? Write a paragraph about it in your Project File.
3. Make a list of the popular slogans given by our national leaders (past and present) and ask your elders about when, why and how did they originate.
4. Form a neighbourhood club and give your old books and clothes to support the cause of the disadvantaged sections of society.

Share your efforts with the teacher.

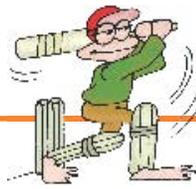
### Indicators:

- ☆ Promotion of national integration
- ☆ Developing mutual understanding and co-operation
- ☆ Connecting with the past

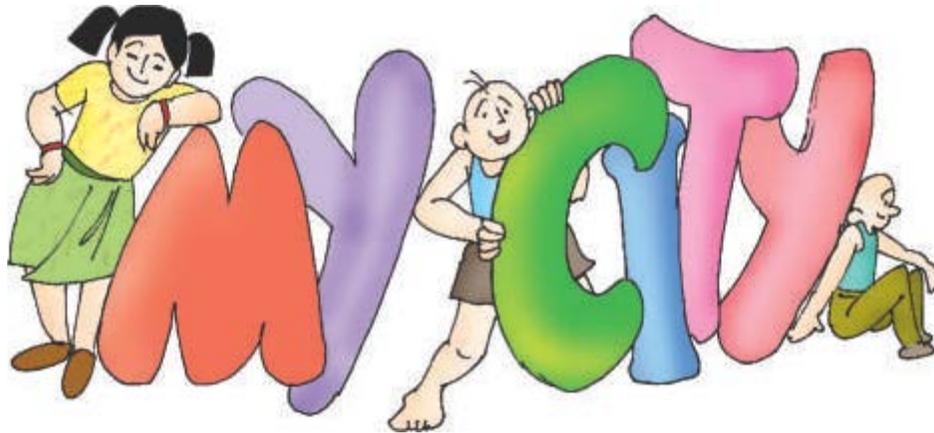




# CLASS - 3 MY CITY



# CHAPTER - 5



Humanity has travelled a long way towards development. From the dawn of history, cities have fascinated people from far and wide. Agriculture created human settlements that resulted in the establishment of cities. Scattered throughout India are the numerous cities, whose dwellers feel a sense of pride and honour. The emergence of cities reflects the astonishing progress man has achieved in a civilized society. Every city has a glorious past. The reputation of a city depends on the amenities and comforts it can provide to its residents. Every city has a different culture. Great cities are created collectively and they have the capability of providing opportunities to everyone. A child can learn all aspects of a city from the people he is surrounded by - his family, school and neighbourhood.

Through the activities designed, children will learn the fundamental features of a city. Students will conduct a simple research about the city and the state in which they live by exploring its tangible and intangible heritage.

*Tell me and I will forget.  
Show me and I may remember.  
Involve me and I will understand.*





## LANGUAGE

- Creative Writing
- Adjectives
- Communication
- Speaking Skills
- Language Development
- Use of Phrases
- Paragraph
- Slogan Writing

## MATHS

- Data handling
- Measurement
- Money
- Time
- Numbers
- Addition
- Logical Thinking Calendar
- Reasoning

## LIFE SKILLS

- Social Values
- Aesthetics
- Communal Harmony
- Basic Human Values
- Questioning & Investigating
- Self Awareness
- Real Life Situations
- Comparative Analysis

## EVS

- Seasons
- Water
- Society
- Landscape
- Transport
- Public facilities
- Festivals
- Monuments
- Climate and Weather
- Plants and Animals
- Means of Recreation
- Neighbourhood

## ART

- Freehand drawing
- Designing posters
- Use of colours
- Map making
- Sketches



## ACTIVITY-1: PIONEERS OF CHANGE-GREAT REFORMERS

### Learning Outcomes:

The students will be able to

- ★ Gather information and present it in a timeline.
- ★ Learn and imbibe leadership skills.
- ★ Use appropriate adjectives.
- ★ Acquire creative writing skills.

### Description:

- ★ Do you love your city? Draft two catchy slogans to portray the beauty and splendour of the city where you live.
- ★ Find out the names of some famous personalities from your city in the listed domains: Freedom Fighters, Cricketers, Writers and Musicians
- ★ Hidden in the grid below are the qualities of an effective leader who can bring about positive changes. Shade them using different colours (at least five).

D	E	C	O	N	F	I	D	E	N	C	E	T	I	O	N
Q	W	E	R	T	Y	U	E	Y	U	I	O	P	O	A	S
A	S	D	F	G	I	N	T	E	G	R	I	T	Y	U	I
Q	W	E	R	T	Y	U	E	O	P	A	S	D	F	G	H
Z	X	C	V	C	O	U	R	A	G	E	I	A	S	D	S
M	Q	Z	X	C	C	B	M	M	A	S	D	F	G	F	I
Q	W	E	P	A	S	S	I	O	N	A	S	P	F	G	N
Z	X	C	V	B	N	M	N	S	D	F	G	O	J	K	C
A	S	H	Q	E	A	P	A	D	Q	A	P	S	Q	R	E
Q	W	U	R	T	Y	U	T	O	P	A	S	I	W	Q	R
C	O	M	P	A	S	S	I	O	N	B	N	T	U	O	I
L	K	I	J	H	G	F	O	D	S	A	P	I	O	U	T
Q	W	L	E	R	S	E	N	S	I	T	I	V	I	T	Y
A	S	I	D	F	G	H	J	K	L	Q	W	I	T	Y	U
Z	X	T	V	B	N	M	L	K	J	H	G	T	N	B	V
Q	W	Y	T	R	E	H	O	N	E	S	T	Y	U	I	O



### Try these too!

1. Talk to your elders and find out about the people who have contributed in bringing significant changes by transforming the face of your city in the last twenty years.

Write their names in the appropriate columns given below.

Political Reformer	Social Reformer

3. List the changes visible in your city in last twenty years.
4. Create an acronym for the term 'REFORMER'.

### Indicators:

- ☆ Developing awareness about personalities and news makers.
- ☆ Instilling leadership qualities.
- ☆ Enhancing fine motor skills.
- ☆ Generating curiosity and inquisitiveness.

## ACTIVITY-2: WATER-THE ELIXIR OF LIFE

### Learning Outcomes:

The students will be able to

- ☆ Understand the importance of water.
- ☆ Create awareness for conservation of the resource.
- ☆ Comprehend water scarcity.
- ☆ Learn water management skills.

### Description:

Find out if your house is fitted with a water meter and the place where it is located. Count the number of water outlets in your house. Make a record every time you use some water in one of the ways described in the 'Personal Activities' column. You could use the tally system to help you count accurately. Make sure that you put in your results in the correct column.





Water Usage Daily Activity	Estimated water and (Litres)	Sun-day	Mon-day	Tues-day	Wednes-day	Thurs-day	Fri-day	Satur-day
Have a drink								
Wash your face and hands under a running tap (3 mins)								
Flushing the toilet								
Brushing your teeth (turning the tap off between brushing)								
An average shower (5 mins)								
Washing the dishes by hand								
Using a washing Machine								
One watering can in the garden								
Using hosepipe in the garden (minutes)								
Cooking and food preparation								





When your chart is complete, use it to answer the following questions:

- Which activity was done most regularly?
- Which activity required most water consumption over the course of the week?
- What was the total amount of water that you used over the course of the week? To work this out, add up the total weekly water used for each activity in your table.

### Try these too!

- Stand outside your house and look around. Find out the ways by which water is being carried away. Look for gutters, drains and large pipes around the building. Do you have any suggestions? Share it with RWA.
- Look for different sources of water available in your city. Find out the process/system by which water reaches your house. Share the collected information.

### Indicators:

- ☆ Recognizing different water resources.
- ☆ Understanding uses of water.
- ☆ Taking measures to contain wastage of water.
- ☆ Spreading awareness about water pumping mechanisms.

## ACTIVITY-3: TIME TO BE LITTLE DETECTIVES!

### Learning Outcomes:

The students will be able to

- ☆ List different sources of water.
- ☆ Realize the importance of clean drinking water.
- ☆ Understand the techniques of water purification.
- ☆ Collect and identify water samples.

### Description:

Collect four different water samples from the natural environment and place them in clearly labeled bottles. You could use water from your tap, a pond, a puddle, the sea or a stream. Your quality control sample should be the tap water. Make a chart on A4 sheet and record your observations on the appearance of each sample and arrange them in the order of their clarity (clearest to dirtiest). Carefully smell each sample of water. You need to think about the contents in the water and decide on how to find out what this could be. Devise a test to find out if there is anything dissolved or suspended in water. You can use heat to evaporate the liquid, filter using cotton wool or simply use gravity to help any dirt sink to the bottom of your samples.





Water Sample	Sample 1	Sample 2	Sample 3	Sample 4
From where did you collect the sample?				
Its appearance				
Clarity of the water				
Smell				
Filter method				

Share your findings with others.

### Try these too!

- Write slogans and design posters to generate and spread awareness about conservation of water and paste them in the corridors of your school.
- Suggest some measures to avoid water wastage:
  - At your homes
  - In your city
- Write five headlines that you are likely to encounter about water in newspapers in the future.
- Take four bottles and fill them with water collected from Tap, Water purifier, RO and a hand pump. Then ask your family members to taste and give their view on the taste of water and list them in the table given below.

Relation	Water A	Water B	Water C	Water D
Dad				
Mom				
Grand Dad				
Grand Mom				

- Which was the cleanest water and the dirtiest water?
- How many people could recognize the taste of tap water?

### Indicators:

- ☆ Recognising the significance of clean drinking water.
- ☆ Knowledge of water treatment options available.
- ☆ Spreading awareness about water conservation.
- ☆ Understanding sustainability of life.





## ACTIVITY-4: EXPLORING THE LANDSCAPE - CITY CONNECT

### Learning Outcomes:

The students will be able to

- ☆ Visit places of interest.
- ☆ Describe the topographical features.
- ☆ Enhance their geographical knowledge by designing a route map.
- ☆ Enhance their vocabulary.

### Description:

Your best friend is coming with his family to pay you a visit and will stay with you for ten days during summer vacation. Design a detailed itinerary for a trip of six days in and around your city. Include at least six places of interest with the local sight-seeing spots, cuisine, shopping, art and cultural activities. Share it with your classmates for their benefit.

### Try these too!

1. When you took your friend and his family for the trip, they were very happy with the way you had planned and handled it. This made you enthusiastic enough to turn into an amateur tourist guide. Plan and design a brochure to attract customers for the same in future.
2. Make a list of five important monuments in your city and the personalities who built them. Find out when they were constructed. Draw a timeline and place them on it as per their age.
3. Draw a route map from your house to the five most important monuments of your city and back.

### Indicators:

- ☆ Knowing the city better.
- ☆ Appreciating cultural heritage.
- ☆ Designing travel brochures.
- ☆ Reading and drawing map routes.

## ACTIVITY-5: MOVING AROUND - MODES OF TRANSPORT

### Learning Outcomes:

The students will be able to

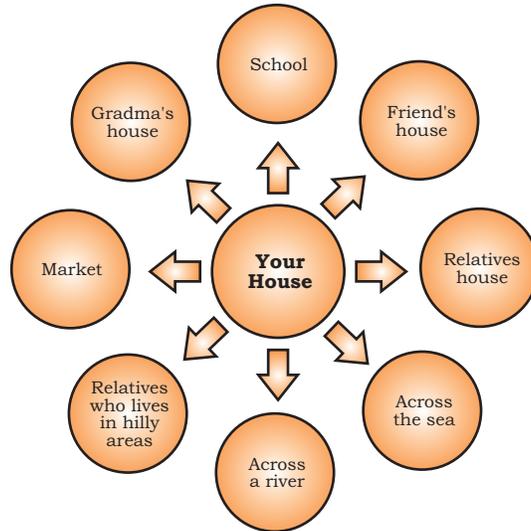
- ☆ Know about the different modes of travelling.
- ☆ Imagine different situations.
- ☆ Use critical thinking skills.
- ☆ Enjoy solving puzzles.





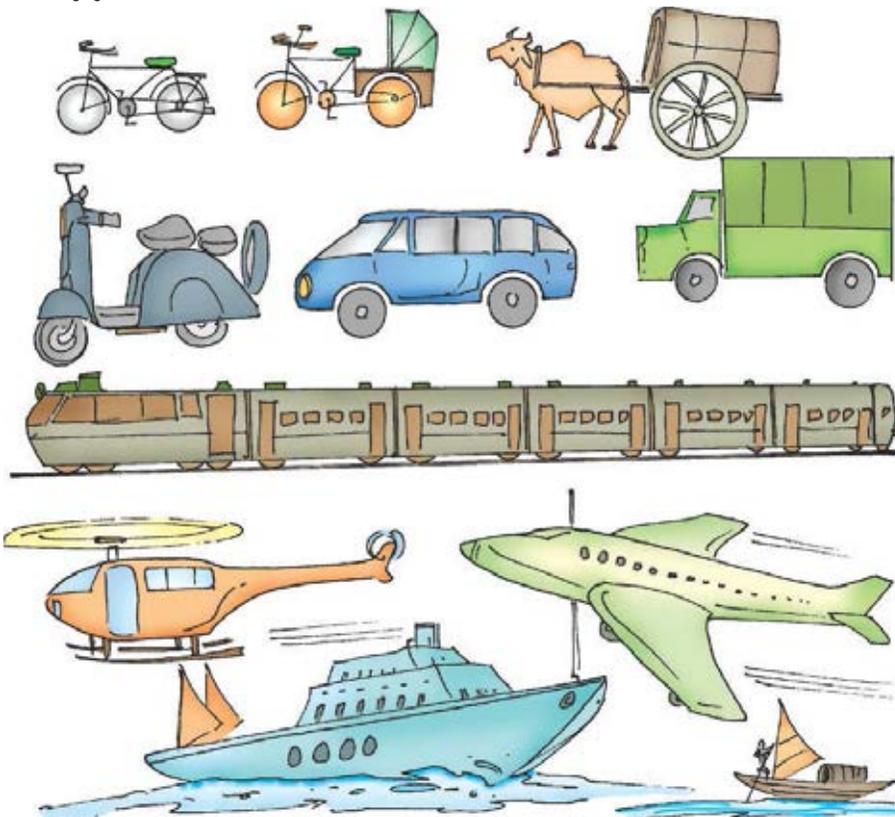
**Description:**

Suppose you have to go from your house to the places written below. Make a log of your travel mentioning date of travel, mode of travel, time taken and who all accompanied.



In your travel, how many road safety symbols did you see? Draw/collect their pictures and interpret their meaning in the project file.

Make a list of all the things around you that have wheels. Compare your list with the lists prepared by your friends.





### Try these too!

1. Categorize the vehicles you come across in your city as two, three, four and multi wheelers. Have a class discussion on the various purposes for which they are used.
2. Make a list of the modes of transport used at the time of independence.
3. Suppose you are a journalist attending the 'Annual Global Vehicles Meet'. Write a report on the event with reference to the arrangements, participating countries, vehicles, issues discussed, decisions taken etc. Take an interview of a Car of your choice (imagine it can speak) and publish it.

## ANNUAL GLOBAL VEHICLES MEET 2014



### Indicators:

- ☆ Developing analytical reasoning skills.
- ☆ Promoting creative thinking.
- ☆ Identifying different modes of travelling.
- ☆ Developing interpersonal skills.

## ACTIVITY-6: CELEBRATING FESTIVALS TOGETHER

### Learning Outcomes:

The students will be able to

- ☆ Identify various festivals and ways of celebrating them.
- ☆ Enhance their knowledge about major communities and their culture.
- ☆ Learn social values associated with various festivals.
- ☆ Appreciate the unique aspects of our traditions.





**Description:**

☆ Ask your family members or neighbours about five festivals or celebration, which they have been part of.

A collage on the pictures, dishes and information related to these five festivals to be put up on the class bulletin board.

☆ Watch the Republic Day Parade on television and write a paragraph about it in your Project/Scrap File.

☆ Unscramble the following alphabets to obtain the names of festivals

- a) AWLIDI
- b) ROZVAN
- c) URABPRUGU
- d) LONAGP
- e) ZANARM
- f) ANMO
- g) TINAYAJ RIVAHAM
- h) LHIO

**Try these too!**

1. Prepare a calendar and mark the major national and religious festivals on it.
2. Think of one festival when you decorate your house. Discuss the things that you need for it.
3. It is festive eve. Give a surprise to your parents/grandparents. Design a greeting card for them with a loving message.

**Indicators:**

- ☆ Promoting communal harmony.
- ☆ Expressing creativity and originality.
- ☆ Encouraging community living and eating.
- ☆ Stimulating respect for diverse faiths and religions.

**ACTIVITY-7: HISTORICAL BACKGROUND-ONCE UPON A TIME.**

**Learning Outcomes:**

The students will be able to

- ☆ Know their city well.
- ☆ Enhance creative writing skills.
- ☆ Enjoy reading stories or myths.
- ☆ Connect with past legends.

**Description:**

Learn more about the city where you live by finding its early name, location and political divisions. Find out the various stories and legends related to your city. Frame a narrative poem describing your city.





Locate your city and the state where it is located on the political map of India along with four neighbouring states.

Find out the names of the last five Chief Ministers and Governors of your state. Share the collected information with your classmates.

**Try these too!**

1. Ask your parents/grandparents about the historical background of your city. Find out the history behind its name and the date /year of its foundation.
2. Identify the types of markets that existed earlier and the new ones that have come up recently.
3. List the changes in the names of streets or roads of your city in the last twenty years. Share your record with your teacher and classmates.

**Indicators:**

- ☆ Promoting awareness about the phases of growth of the city.
- ☆ Investigating changes and developments.
- ☆ Linking the past and the present.
- ☆ Encouraging exploration and gathering of information.

**ACTIVITY-8: CLIMATE AND WEATHER-LET'S EXPLORE**

**Learning Outcomes:**

The students will be able to

- ☆ Know the major seasons.
- ☆ Understand the varied living conditions.
- ☆ Gather information about places with different precipitation and humidity levels.
- ☆ Analyze different climatic conditions.

**Description:**

Find out the major seasons and their corresponding months.

Record a week's weather schedule from the newspaper and prepare a weather report.

Red is for summer, Blue is for winter and Green is for the rainy season. Accordingly circle the following things that you use in each of these seasons.

Sweater	Scarf	Sunglasses	Coat	Raincoat
A.C.	Heater	Gloves	Ice Cream	Lemonade
Gumboots	Umbrella	Coffee	Soup	Geyser

Make a presentation in the class.





### Try these too!

1. Categorize the type of clothes worn in different areas in different seasons.
2. Visit a meteorological office and find out the names of the instruments used for measuring temperature, rainfall, wind direction and humidity.
3. Take their pictures and show to your friends.

### Indicators:

- ☆ Identifying characteristics of major seasons.
- ☆ Developing fine motor skills.
- ☆ Inculcation respect and compassion for environment.
- ☆ Identifying and relating weather phenomenon.

## ACTIVITY-9: HAZARD HUNTER-PREVENTIVE MEASURES

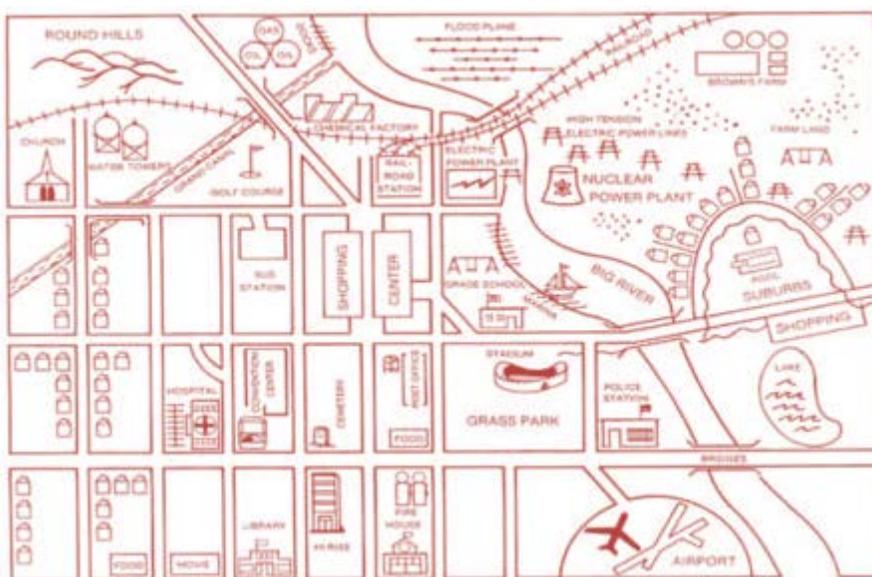
### Learning Outcomes:

The students will be able to

- ☆ Understand the concept of hazards.
- ☆ Identify and analyze various hazards.
- ☆ Plan and execute safe exits.
- ☆ Explore ideas of hazard management.

### Description:

Identify and list the hazards which you perceive for residents of the community residing in the map given below (at least five)



How can they be prevented? Share it with the classmates for their inputs.





### Try these too!

1. Identify a minimum of three hazards in your city. For each, indicate the following:
  - a) Name of the hazard.
  - b) Suggestions for prevention.
  - c) Authorities responsible for adopting preventive measures.
2. Ask your elders and list down the direct causes of most earthquake casualties.
3. Go on a hazard hunt around your locality. Try to identify as many hazards as you can. Make a list and paste/or draw diagrams and discuss with your classmates.

### Indicators:

- ☆ Implementing problem solving measures.
- ☆ Stimulating creative thinking.
- ☆ Observing natural environment.
- ☆ Encouraging decision making.
- ☆ Creating awareness about mitigation strategies.

## ACTIVITY-10: MAP MY CITY-PLOT THE TREASURE

### Learning Outcomes:

The students will be able to

- ☆ Learn the art of map making.
- ☆ Know the concept of directions.
- ☆ Understand the various standard symbols and colours.
- ☆ Know and appreciate the historical significance of their city.

### Description:

Find out the 0 km. milestone of your city and mark it on the map. How far is your house from this milestone?

Visit the important landmarks of your city with your parents and mark their distance from the 0 km. milestone of your city on the map in proper directions. Make an index and allot symbols for each landmark. Show your map to the class.

Name the important landmarks that come on the way from your house to your school. Share it with your classmates who may come from different directions.

### Try these too!

1. Mark the water bodies in your city on the map that you have prepared. However, if there are no water bodies in your city, then find out whether there was any water body before. Why did it dry out? Was it natural or artificial? Share.



- 
2. Suppose your friend, who has never come to your house before, wants to meet you on a holiday. Design a route map so as to enable him to reach your house. Share your route map with your classmates. They may wish to come to your house.

**Indicators:**

- ☆ Displaying the art of route making.
- ☆ Recognizing symbols and icons.
- ☆ Developing creative thinking skills.
- ☆ Promoting interpersonal skills.

### **ACTIVITY-11: THE MYRIAD FLORA-PLANTS OUR GREEN FRIENDS**

**Learning Outcomes:**

The students will be able to

- ☆ Understand and appreciate natural environment.
- ☆ Know the variety of plants and their characteristics.
- ☆ Create awareness to preserve the ecological balance.
- ☆ Promote public participation for nature care.



**Description:**

- ☆ Observe the colours of leaves in a nearby garden. Most plants are green in colour but their leaves are of different shapes and sizes. Pick up five different fallen leaves, dry them and paste them in your Project/Scrap File.



- ☆ Plant saplings and design posters to spread awareness about the advantages of having a green neighbourhood.
- ☆ Then arrange the alphabets to obtain the names of plant products.

EARCELS	LIO
RSGUA	EFOCEF
NTOCOT	SCHLTOEZ
SPESLU	BUERRB

### Try these too!

1. Go for a nature walk with friends. Observe different kinds of plants and their parts. Discuss and share about the parts of plants that we eat. Example: Root, Stem, Flower, Leaf, Seed, etc.
2. Ask your elders the kind of plants that were popularly grown when they were young. Discuss the changes they observe in the agricultural practices then and now. Share your collected information with classmates.
3. Visit a florist near your house. Make a list of the variety of flowers s/he sells and the places from where they are brought. Share collected information with the class.

### Indicators:

- ☆ Introduce children to variety of plants.
- ☆ Spread awareness to conserve nature.
- ☆ Promote public participation.
- ☆ Reflect the dependence of humans on nature.

## ACTIVITY-12: THE AMAZING CREATURES OF OUR ANIMAL KINGDOM

### Learning Outcomes:

The students will be able to

- ☆ Understand and appreciate the natural eco system.
- ☆ Learn about a variety of animals and their characteristics.
- ☆ Create awareness to protect and conserve the rich fauna.
- ☆ Encourage measures to promote love for nature.





**Description:**

- ☆ Visit a zoo, observe the animals around and in your Project File, differentiate them under the headings - herbivores, carnivores and omnivores.
- ☆ Visit a park zoo, listen to the sounds of different birds. Try to imitate these sounds. Ask your friends to identify the bird from the sound that you are making. Also give names to sounds.

Collect the feathers of birds lying on the ground and paste them in your Scrap book.



In your surroundings observe animals (i.e. on roads, homes etc.)

- ☆ Observe and identify the tails and legs of different animals and categorize them as:

Animals with tails	Animals without tails	Animals with two legs	Animals with four legs

If possible you may paste pictures also.





**Try these too!**

1. Take two small bowls. Put some water in one and some grains in the other. Keep the two bowls in a quiet corner of your house. Watch the birds eat and drink. Find out their names and draw their pictures in your Project File.

2. Make a 'Nature Note Book' and do the following:

- a) Note down the features of animals that you see around you.
- b) Identify the pet animals and discuss their characteristics.
- c) What do you do when you see an animal

- ☆ hungry \_\_\_\_\_
- ☆ hurt \_\_\_\_\_
- ☆ feeling hot/cold \_\_\_\_\_
- ☆ teased by someone \_\_\_\_\_

3. Have you ever fed any animal? If not, do it and fill the table:

Name of the animal you fed	What did you feed it?

**Indicators:**

- ☆ Creating awareness about different animal species.
- ☆ Recognising the need to conserve wild life.
- ☆ Spreading awareness to conserve nature.
- ☆ Encouraging compassion for animals.

**ACTIVITY-13: PUBLIC FACILITIES-AROUND THE CITY**

**Learning Outcomes:**

The students will be able to

- ☆ Enhance their interpersonal skills.
- ☆ Improve their communication skills.
- ☆ List and identify the public services.
- ☆ Learn the art of formulating questions.





**Description:**

Students may visit a residential colony in their city and get five questionnaires filled by the residents about the various public facilities available in their locality/colony.

**Questionnaire:**

1. Name of the area /locality you live in.
2. How far is the fire station from your locality?
3. Do you have a shopping mall in your locality?
4. Do you have a rain water harvesting system in your building/society/locality?
5. Do you have a closed sewer system in your locality?
6. How far is the police station from your locality?
7. Do you have a computerized departmental store in your locality?
8. Do you have a super specialty hospital in your locality?
9. How far is the post office from your locality?
10. How many Nationalized Banks are there in your locality?

**Summarize the following in a Project/Scrap File.**

- a) Summarize your overall experience of going and collecting information from people in a few lines.
- b) How do you rate your locality as per facilities available?

**Try these too!**

1. With the help of their parents, children will find out the major internet service providers operating in their locality and fill up the table given below.

S.No.	Service Provider (E.g.)	Maximum speed offered	Monthly charge for the unlimited plan	Year in which the service started in the city	Are there USB data services available like Tata Photon from Tata
1.	Airtel				
2.	BSNL				
3.	Vodafone				
4.	Reliance				





2. Visit any five telecommunication shops in your locality and find out the types of things that they sell.

Name of the Shop	Items Sold	Cost of items in Rs.

3. Prepare a collage to show that your locality is well maintained and developed in all respects.

4. Prepare a map showing all facilities/places of your locality/colony.

**Indicators:**

- ☆ Developing interpersonal and critical thinking skills.
- ☆ Gathering and compiling information.
- ☆ Data handling and analysis.
- ☆ Understanding of internet services.

**ACTIVITY-14: FUN TIME-OUR FAVOURITE THINGS**

**Learning Outcomes:**

The students will able to

- ☆ Learn different means of entertainment.
- ☆ List various ways of spending their leisure times.
- ☆ Understand the importance of games.
- ☆ Differentiate between outdoor and indoor activities.

**Description:**

Find out from your grandparents how they spent their free time when they were young. What games did they play and discuss the difference that they see now.

In your Project File, write a paragraph about your favourite indoor game and outdoor game.





Look at the list of activities given below. Ask your family, friends and neighbours about their favourite activities and mark them on the list given below.

- ☆ Reading books, magazines etc.
- ☆ Watching television
- ☆ Listening to music
- ☆ Going to movies
- ☆ Cooking
- ☆ Knitting and stitching
- ☆ Collecting stamps
- ☆ Gardening
- ☆ Yoga and exercising
- ☆ Playing outdoor games
- ☆ Painting or Paper Craft
- ☆ Doing crosswords and puzzles

Analyze what the people in your survey said and answer the following questions:

- a) How many people were in your survey sample? \_\_\_\_\_
- b) Which was the most popular activity? \_\_\_\_\_
- c) How many people chose it? \_\_\_\_\_
- d) Which was the second most popular activity? \_\_\_\_\_
- e) Which was the least favourite among them? \_\_\_\_\_
- f) Which is your favourite activity? \_\_\_\_\_

Share your survey findings with your teachers & classmates.

**Try these too!**

1. How do you and your family spend leisure time?  
What are the things that you like to do after finishing your homework?
2. How do you and family spend your weekends? Write a paragraph on it.
3. Make a list of outdoor and indoor games.
4. Do you play games with the members of your family? Tabulate as given below:

Family Members Name of the Game

_____	_____
_____	_____



\_\_\_\_\_

\_\_\_\_\_

**Indicators:**

- ☆ Understanding the importance of games.
- ☆ Learning social virtues.
- ☆ Promoting healthy family relations.
- ☆ Understanding team spirit.





CLASS - 4

MY STATE



CHAPTER - 6



*My state is great  
There is so much about it to narrate  
Knowing more about it will keep me update  
Dress and dwelling of people show their custom  
To which they are fully accustomed  
The culture and craft has its beauty  
To preserve it, is our duty.  
The state has many large cities  
With famous buildings and monuments that are pretty.  
The natural resources are at their best  
Let's conserve them and have a lifetime fest!*

### Introduction

It is impossible not to be astonished by India. Nowhere on earth does humanity present itself in such a dazzling, creative burst of cultures and religions, races & tongues. India's puzzle board of 29 states and 7 union territories holds virtually every kind of landscape imaginable and cultural diversity beyond comparison.

This chapter 'My State' provides us an opportunity to have an in-depth understanding through fun filled yet informative activities. Each activity is designed in such a manner that it fills us with the feeling of pride for our state & gives us the feeling that we are like those beads which have different identity but still in one string, truly justifying the mantra of 'Unity in Diversity.' The activities in this section cover social, geographical, political, mathematical and cultural aspects.

This chapter is a joyful journey from known to unknown, from simple to complex, to explore, to create, to think creatively and critically. The information about various states will help them in imbibing the value of sharing and caring and in this way learning about our country in a better way.



### LANGUAGE

- Report Writing
- Paragraph
- Diary Entry
- Poetry
- Slogan Writing
- Adjectives
- Rhyming words
- Poster Making
- Role Play

### MATH

- Data Handling
- Money
- Reasoning
- Tabular Representation

### EVS

- Map Reading - Signs & Symbols
- States
- National Integration
- Freedom Fighters
- Movements
- Social Reformers
- Know your Government
- Elections - Political Parties
- Seasonal Crops
- Transport
- Unity in Diversity
- Festivals

### LIFE SKILLS

- Positive Thinking
- Importance of food
- Self & Organisation
- Interpersonal relationship
- Social Values
- Patriotism
- Comparative study

### LIFE SKILLS

- Crafts of different states
- Collage Making
- Pamphlet designing
- Use of colours
- Map Making





## ACTIVITY-1: KNOW YOUR STATE

### Learning Outcomes:

The students will be able to

- ☆ Know about map of their state.
- ☆ Understand the physical features of their state.
- ☆ Learn through creative skills.
- ☆ Develop skills of collecting data & grouping data.

### Description:

Dear children let's understand our state in a better way using our creative skills.

Each student traces outline of their state on cardboard and cuts it out. Then they make a **dough** and cover their states with it while sculpting in rivers, mountains, etc. Once dry, paint them, green= land, brown= mountains, blue= rivers. Then they label the state capitals and other landmarks with jujubes. Organise exhibition of these models.

### Try this too!

1. **My State in a Can:** Dear children, curiosity and creativity when go hand in hand, lead to better understanding. All you have to do is to gather coffee cans for yourself and choose a State to do your research.
2. **Outside the can:** Cover with a piece of construction paper. Write the name of the state in fancy letters. Put symbols of the state: State seal, State song, State animal, etc.
3. **Inside the can:** A cube with a picture of products grown in the state. A poem about the state, can be an acoustic, or limerick. A journal of a 14 day vacation that your family takes to attractions in your state. Then create a small booklet for this that fits in the can. A map of your state highlighted with capital, major cities, and rivers labeled.
4. **On the top of the can:** Make two slits in the lid. Take a long strip of white paper and divide it into 10 squares. In the first square put the name of the state. In the 9 remaining squares draw pictures of attractions in their state. Put it through the slits and tape the two ends together. This will then roll like a film strip. Show it to your classmates.

### Indicators:

- ☆ Enhancement of logical thinking will help you in collecting data doing research work. Don't forget to use your visual spatial skills while designing your state can.
- ☆ Acquire information about the state.
- ☆ Analyse data





## ACTIVITY-2: MY TOUR GUIDE

### Learning Outcomes:

The student will be able to

- ☆ Understand about their state better.
- ☆ Develop skills of collecting data.
- ☆ Learn the skill of grouping data.
- ☆ Enhance creative thinking.

### Description:

Travelling is fun. Isn't it? It's always better to know that place well where one plans to go. All that you need is to prepare a travel guide/brochure of your state and share.

Your travel guide should include:

- ☆ Map of your state
- ☆ Main cities (can take up one main city for study)
- ☆ Climate, Flora and Fauna
- ☆ Transportation: rail, bus, ship
- ☆ Historical landmarks
- ☆ Customs
- ☆ Hotels
- ☆ Shopping
- ☆ Tourist information office
- ☆ Emergency information : Hospital
- ☆ Interesting Activities
- ☆ Sports
- ☆ Adventure sports
- ☆ Places of tourist interest

### Try these too!

1. You have collected all information that you required for your travel guide/ brochure.

Now put your creative shoes on and create a jingle or an advertisement to attract people's attention to your state. Make a presentation in the class.



## 2. State Fair:

It is called a "State Fair". Each student is assigned a state. They would research their state, write a paragraph or report about their chosen state, include some sort of artistic component (draw/paint map, symbol, etc), create graphs comparing the population, crops, or industries of your state to the assigned state, and so on.... As a culminating activity they could have a classroom or grade level "State Fair". (If you could get your grade level peers on board, you could have the whole country represented!) The students would set up and present their projects either in a gallery format or a "science fair" format.



### Indicators:

- ☆ Enhancing creativity while designing a travel guide visual
- ☆ Collecting data.
- ☆ Developing verbal linguistic skills and intrapersonal skills.
- ☆ Drawing, Interpreting and analysing graphs.

## ACTIVITY-3: ASK YOUR TEACHERS

### Learning outcomes:

The students will be able to

- ☆ Identify different dresses of states
- ☆ Reason why such kind of dress is worn in that particular state.
- ☆ Know the fact that "One cannot think well, do well, sleep well if one has not dined well"
- ☆ Keeping the importance of food in mind, students will know about the famous food of that state & why it is famous there.
- ☆ Know the dwellings of different states and the reason why such habitats are there the end of day.



**Description:**



You all must be thinking that teachers always keep asking questions from you. Isn't it? It's your chance to ask questions from your teachers. So, cheer up & gear up as you are going to interview your teachers. Prepare a questionnaire for teachers in the form of an interview through which you will be able to collect all the related data.

- ☆ Make a table at home with a list of teachers, the name of state they belong to, dress of their state, famous food and homely habitat of their state; and add why to all the heads.
- ☆ Collect information from '5' teachers.
- ☆ Prepare a diary & make entries of the days in which this activity is done.
- ☆ Collate the information at home and present it in the school and share.

**Try these too!**

1. Make a recipe book and give it a suitable title. In this book, you need to collect the main recipes of the state





your teachers belong to. Along with the recipes paste the pictures of the related food items/dishes.

2. \*Let's make an ABC book. Learn and write a regional song related to that state... then with each alphabet write something that letter stands for connected to your state. Be sure all the state facts get included like anything special about the state, picture of the state, capital and where it is located, write about any special person who was born in your state. Put all the pages together and make your own ABC book.

**Indicators:**

- ☆ Acquiring skills to take on interview
- ☆ Making diary entries
- ☆ Gain information about different states

**ACTIVITY-4: ART AND CRAFT-MY STATE'S LEGACY**

**Learning Outcomes:**

The student will be able to

- ☆ Develop artistic craftsmanship skills.
- ☆ Inculcate the feelings of national integration.
- ☆ Handle small money transactions and hence will develop confidence and mathematical skills.

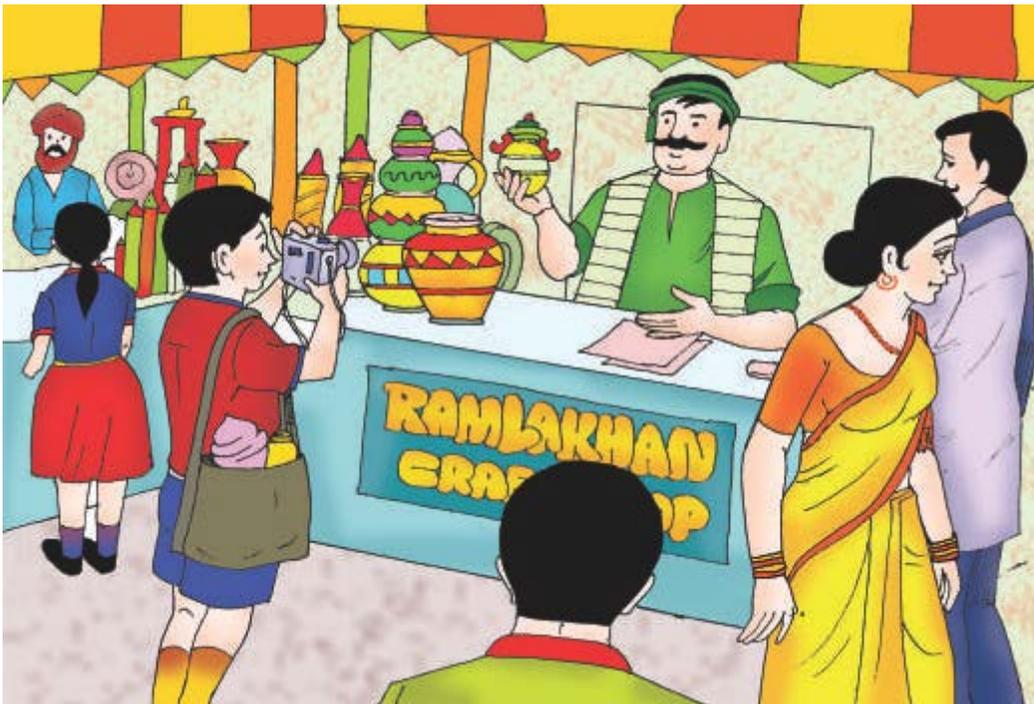




### Description:

Many of you go out in summer break-may be to Nani's place, hill station or to any other relatives' place. Keeping this in mind there is something very interesting for you which will add feathers to your hat. All you need is a camera, a diary and a pen.

- ☆ Visit the place where art and craft work is being done. Don't forget to carry camera along with you.
- ☆ Click photos of different types of items made in the specific kind of art and craft work.



- ☆ Request the artisans and craftsmen to make you learn a little bit of their craft
- ☆ Take small souvenirs for your friends in which you have to be very careful in paying the amount and taking the balance.
- ☆ Make a diary entry everyday about what all you have done during your stay.
- ☆ Make a collage of all the pictures of art and craft which you have clicked and give a suitable title to it.
- ☆ On your return share it with your class.

### Try these too!

In a class, children come from different states of India.

1. Children can have a fancy dress competition/presentation of different states in school and can speak a few sentences about it.
2. Put up tableaus showing the crafts of different states.





### Indicators:

- ☆ Acquiring information about art and craft
- ☆ Developing mathematical skills
- ☆ Learning to plan and organise
- ☆ Improving interpersonal relations.

## ACTIVITY-5: OUR GLORIOUS PAST

### Learning Outcomes:

The student will be able to

- ☆ Know about the glorious past of their state
- ☆ Collect the information about their state's freedom fighters or social reformers & monuments.
- ☆ Learn the skills to create self composed poems on the heritage of their state.

### Description:

India is known for its glorious past. Each state has its glorified history. It is very important for each one of us to know about our past. Read the books of freedom fighters or social reformers and monuments which belong to your state and collect the related information.

### Make a scrapbook which should contain the following details:

- a) Leader's name, picture and a brief introduction.
- b) His/Her contribution
- c) Any slogan, if given
- d) Names of Monuments located in your state, and their pictures.
- e) The year in which they were built.
- f) Names of the persons who built them and why?
- g) Their importance

### Try these too!

1. Create a poem on the state's heritage using rhyming words and adjectives and recite it in the class.
2. Make a PPT based upon your understanding of our glorious past and share it with your classmates.





**Indicators:**

- ☆ Understanding contribution of leaders
- ☆ Developing reading habits
- ☆ Learning to make PPT

**ACTIVITY-6: KNOW ITS POLITICAL PARTIES**

**Learning Outcomes:**

The students will be able to

- ☆ Know about various political parties present in their state
- ☆ Collect the data of the works done by the ruling party.
- ☆ Understand the election process through a role play.
- ☆ Make a pamphlet.

**Description:**

It is very important to know about the functioning of the state. All you have to do is a little bit of research work to know about the political parties of your state.

- ☆ Make a table and enter the names of the political parties of your state, their symbols and their leaders.
- ☆ Make a chart of the policies and programmes of the state parties.
- ☆ Prepare a list of achievements of the ruling party in your state

Share the collected information with your classmates.





### Try these too!

1. The class can be divided in different groups and name them as different political parties. Under teacher's guidance the whole election process should take place which should include
  - a) Filing of nomination papers
  - b) Allotment of symbols
  - c) Campaigning
  - d) Voting
  - e) Counting of votes
  - f) Declaration of results
2. Design symbol and make manifestoes of your political party at home for campaigning

### Indicators:

- ☆ Analysing political parties with their leaders and symbols.
- ☆ Gaining information about ruling party and the opposition.
- ☆ Learning how to design a pamphlet.

## ACTIVITY-7: PRINCIPAL/MAJOR CROPS

### Learning Outcomes:

The students will be able to

- ☆ Know about the main crops that are grown in their state.





- ☆ Realize the importance of grains.
- ☆ Differentiate the crops according to seasons.
- ☆ Know the signs and symbols of different crops used in the map.
- ☆ Develop the skills of data collection and mathematical calculations.

**Description:**

- a) Collect the information on the crops which are grown in your state during summer and winter seasons.

Make a table with following heads:

Summer crops of my state	Sample	Sowing time	Harvest time

Same should be made for winter crops

Summer crops of my state	Sample	Sowing time	Harvest time

On the map of India mark the crops of your state using signs and symbols (Consult Atlas-India). Share it with your classmates.

- b) Visit the granary market and collect the following data:

Names of various crops	State	Mode of transport to Granary market

**Try these too!**

1. Make an appeal letter and make copies of it. Distribute few of them in your neighbourhood, orphanage, old age home etc.
2. Make a table which should have:





Name of the person	Grain donated	Amount

In the end calculate how much grain was collected. Share it with your classmates.

**Indicators:**

- ☆ Learning present data in tabular form.
- ☆ Correlating crops with seasons.
- ☆ Analysis of mathematical data.

**ACTIVITY-8: MY STATE'S FESTS**

**Learning Outcomes:**

The student will be able to

- ☆ Understand the meaning of Unity in diversity.
- ☆ Develop the feeling of patriotism.
- ☆ Learn the importance of socialising with the people
- ☆ Develop the skills of music, dance and creating self composed poems.
- ☆ Inculcate linguistic and social skills

**Description:**

- ☆ Know the names of the festivals that are celebrated in your state (religious, harvest and national)

Now make a table which should have following heads:

Name of the festival	Month of celebration	Reason of celebration

Collect colourful pictures of all the festivals. Segregate them into three categories namely:

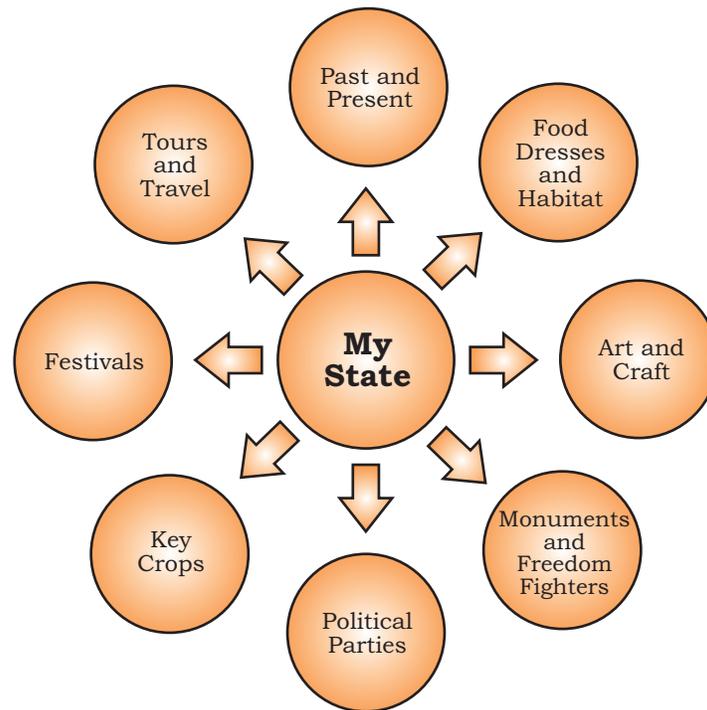
- Religious festivals
- Harvest festivals



c) National festivals

Use your creativity to make three different collages of the above in a scrap book.

Collate pictorial information about your state, as shown in the picture and make a web diagram. Share it with your classmates.



**Try these too!**

1. Create a self composed poem on any festival and write it beautifully in your file. Recite it in the class.

**Indicators:**

- ☆ Self expression through poetry.
- ☆ Enhancing interpersonal and intrapersonal skills.
- ☆ Inculcating linguistic and social skills.





**CLASS - 5**

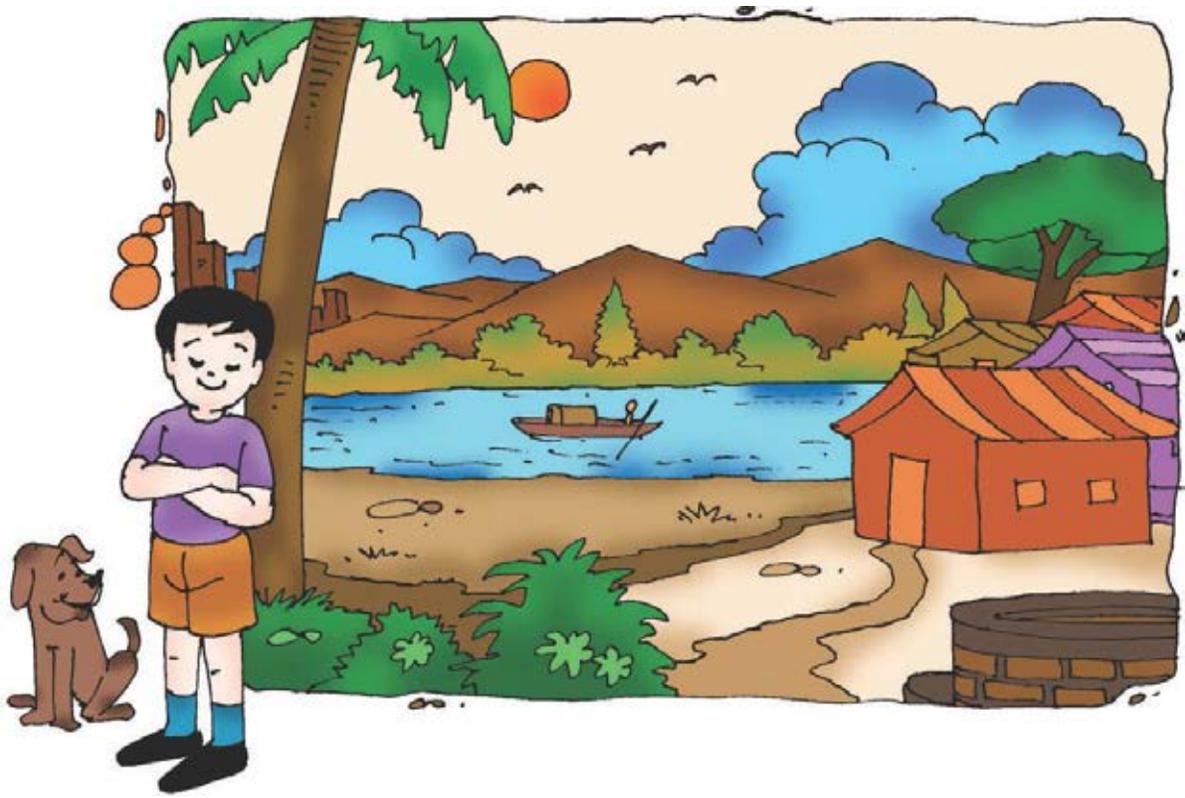
**CHAPTER - 7**



# MY COUNTRY

## Introduction

As we move to the wider horizon from school to the neighbourhood, to city-state and then to the country, we get to notice that we are all one, belonging to one country. India, our motherland we salute you. This chapter is basically an opportunity to have an in-depth knowledge, to move a step ahead from known to unknown, to explore, to create, to think both creatively and critically. This chapter includes not only the geographical aspect of our country but also about our rich cultural heritage. It helps us in understanding our country better, as its journey is interwoven with challenging yet interesting tasks. The activities are designed keeping in mind the integrated approach. Each activity has various levels catering to all multiple intelligences. This chapter is an opportunity to understand the need of the hour and connect globally, to understand about various countries of the world. It prepares us to know and grow our knowledge with each activity so that the objective matches with the outcome.





**Content:**



**LANGUAGE**

Poetry  
Rhyming words  
Story writing  
Slogan writing  
Poster making  
Role play  
Interview  
Story narration  
Newspaper reading

**MATH**

Direction  
Tabular representation  
Bar graph  
Data interpretation  
Picture Sudoku  
Venn diagram  
Percentage

**EVS**

Incredible India  
Use of Atlas  
India-Neighbours  
Parallels and Meridians  
Map Reading  
Physical features  
Oceans  
States & Union Territories  
Indian Heritage  
Monuments  
Social reformers  
Dance forms  
Climate & temperature  
Minerals & Industries

**LIFE SKILLS**

Logical thinking  
Environmental pollution  
Importance of education  
Conservation of Historical buildings

**LIFE SKILLS**

Use of colours  
Map making  
Sketches  
Designing posters  
Scrap book designing  
Collage making  
Ancient Art - puppetry  
Philately





## ACTIVITY-1: MAP GOOGLE

*To know about India our motherland,*

*You got to google on world map.*

*Use your observation,*

*To find its location.*

*Latitudes & Longitudes mark India's boundaries,  
Don't limit yourself & find its neighboring countries.*

### Learning Outcomes:

The student will be able to

- ☆ Make use of Atlas
- ☆ Locate 'India our motherland' on the world map.
- ☆ Know about the neighboring countries of India.
- ☆ Gain knowledge about hemispheres, latitudes & longitudes.

### Description:

Here is an interesting activity "Map Google". All that you need is "ATLAS". Now with the help of atlas

- ☆ Locate India on the World Map.
- ☆ Find out in which hemisphere is it located.
- ☆ Find out the longitude on its right i.e East and longitude on its left (West).
- ☆ Which are the latitudes in North and South?
- ☆ Name the countries with which India shares common borders.
- ☆ Present your finding to the class.



### Try these too:

1. Play this game with your sibling or parent. You are already aware of the latitudes and longitudes that mark India's boundaries. Call out any latitude and longitude within those limits and ask your partner to find out a city/town/a place that lies on those latitudes and longitudes. The one who gives the maximum correct answers will be the winner.
2. You can even play the game the other way round. You will call out the name of any city & your partner will have to find its latitude & longitude.
3. Curiosity leads to creativity so put on your creative hat on and do some research on why India is named as "Bharat". Is there any story behind it? Now write the story in your own words and share.





### Indicators:

- ☆ Your Linguistic skills along with Logical thinking will help you reach your goal.
- ☆ Developing interest in knowing more about our motherland
- ☆ Enhancing thinking skills both critically and creatively
- ☆ Honing observational skills

### ACTIVITY-2: INCREDIBLE INDIA

*India is a land of diversity,  
A land known for its beauty.  
Snowy peaks, high mountains  
Rich plateaus, wide plains  
Surrounded by seas & mighty oceans  
Rhythmic Rivers flowing with calmness.  
I salute you my motherland, my India  
My country, my INCREDIBLE INDIA.*

### Learning Outcomes:

The student will be able to

- ☆ Enhance map skills.
- ☆ Gain knowledge about the physical features of India.
- ☆ Gain information about seas/oceans surrounding India.
- ☆ Appreciate the diverse beauty of India.
- ☆ Create awareness amongst people about protecting rivers from being polluted.

### Description:

Children! We talk of Incredible India. Yes, it's India's diverse physical features that make our country Incredible in true sense.

Have a look at the physical map of India and list down

- ☆ Mountains
- ☆ Plateaus
- ☆ Seas
- ☆ Rivers

Well, the beauty of our motherland has no comparison but do you know that India is surrounded by water from three sides. Now using your observation skills find out the names of seas and oceans that surround our country.





We all love our country. Write two slogans to show the greatness / beauty of India. Share it with your classmates.

### Try these too!

1. Now let's flow with the calmness of rhythmic rivers of Incredible India. On the physical map of India move a pencil on river Ganges. Where does it start from? You can do the same thing with other rivers also. What do you notice? Do they all start from mountains? Where do they end? Do they all fall into the sea? How many of them are making special features before meeting the sea/ocean e.g. Delta, Estuary, etc. Find out their meanings first. Share your findings.
2. Rivers, once considered to be the lifeline for all civilizations are struggling for their life. What have we done to the rivers? Let's do a survey of things that pollute rivers. Classify these pollutants and present them in a tabular form. Now present your findings in Fishbone diagram stating causes and solutions. (Teacher may update students with the concept of fish bone diagram)
3. The present condition of these rivers demand our attention. Let's start a campaign for the cleanliness of these rivers and do our bit.

Create a poster on how rivers are being polluted and how can we save them from being polluted. Show the poster made by you to the classmate or display it on the bulletin board.

### Indicators:

- ☆ Enhancing visual spatial skills.
- ☆ Developing logical thinking
- ☆ Gaining knowledge of the oceans/ seas surrounding India.

## ACTIVITY-3

### Learning Outcomes:

The students will be able to

- ☆ Gain knowledge about the States and Union Territories of India.
- ☆ Gain knowledge about the capitals of these states and union territories.
- ☆ Compare the states on the basis of their area, population and literacy rate.
- ☆ Understand the importance of education in life.
- ☆ Create awareness amongst people about education.

### Description:

Map Reading is an interesting activity. You get to learn so much through Map Skills. Have a look at the political map of India and list down





☆ States and Union Territories of India

☆ Their Capitals.

Well! Learning was never such a fun. Won't you like to know more about these states. Come let's find out

☆ Which is the largest state in India?

☆ Which is the smallest state in India?

☆ Which state is the most thickly populated?

Create a bar graph showing the population in the six largest states in area. Share your findings.

### Try these too:

Education is not preparation for life, education is life itself.

1. Do a survey about the literacy rate of various states. Which state has the highest and which state has the lowest literacy rate of India? Share your survey findings.
2. Each and every child has the right to education. In order to create awareness amongst people about the need of being educated each one of us will have to come forward and contribute. Each and every effort counts. The campaign like "Each one Teach one" a small initiative can be taken up by each one of us.

You can be a part of such a campaign by teaching the driver/maid/servant/gardener or their children.

This small effort can bring a bigger change in the society.

Share how did you act to make a difference?

### Indicators:

- ☆ Appreciation for education.
- ☆ Gaining information about states.
- ☆ Analysing data.

## ACTIVITY-4: THE INDIAN HERITAGE

*The monuments, the scriptures  
And the ancient pictures  
Explore the real age  
The INDIAN HERITAGE*

### Learning Outcomes:

The students will be able to

- ☆ Appreciate rich Indian heritage.





- ☆ Gain knowledge about various historical buildings of India.
- ☆ Understand the importance of these historical buildings.
- ☆ Create an awareness amongst people about the conservation of these historical buildings.

### Description:

Children, here is an interesting activity for you all. Let's see how well you can create and relate the information through your research work. You have to design a brochure using lots of pictures and information about 'The Pride of our Nation', a marvellous monument 'Taj Mahal'.

### Indicators:

- ☆ Taking measures to conserve historical buildings
- ☆ Enhancing creative and logical thinking
- ☆ Gathering information about important movements

### Try these too and share!

1. Create/design a scrap book of about 15-18 pages using information, articles and photographs. Well, you can use articles and photographs from Newspaper and magazines also. You can do your research about:

- ☆ Name of the building.
- ☆ What do you like about it?
- ☆ Who constructed it?
- ☆ What is it famous for?
- ☆ Special features about that building
- ☆ Make a Power Point Presentation on the importance of the historical monuments and the way we can help in conservation of these historical monuments.

2. Compare the architecture of old historical buildings and new buildings. Represent the similarities and dissimilarities in Venn Diagram.

3. Picture Sudoku Rules:

Draw a picture sudoku  $9 \times 9$  square or cells that has been subdivided into nine subgrids or "regions" of three by three cells on a chart paper.

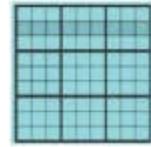
See the following diagram:

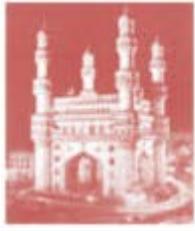
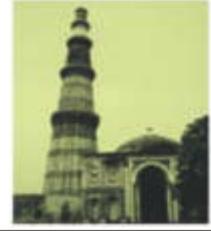
Get the photocopy of the given monuments pictures and enter each picture given below in each cell, in such a way that:





- ☆ Each horizontal **row** contains each picture exactly **once**.
- ☆ Each vertical **column** contains each picture exactly **once**.
- ☆ Each subgrid or **region** contains each picture exactly **once**.



				
				Endangered Animals

### ACTIVITY-5: ENCHANTING INDIA

*A true leader is one who can lead  
 One who understands society's needs.  
 One who has progressive ideas,  
 And people follow what he believes  
 One who can think differently  
 And bring a change effectively*

#### Learning Outcomes:

The student will be able to

- ☆ Gain knowledge about social reformers of India.
- ☆ Represent the data in tabular form.
- ☆ Work in groups.
- ☆ Understand the need of change in the society so that it can progress and not get stagnant.

#### Description:

India is a land of rich heritage, land of diverse culture, land of independent thinking, land of people who believed in their beliefs. So put your thinking hats on and find out the information on Indian society and its social evils, about people who could think differently and people who could help people get rid of these social evils. Yes, you guessed it right. Collect information about various social reformers and what social





reform they were able to bring in Indian society and how did it help Indian society in progressing along with the fast changing world around. Represent the collected factual data in a tabular form like the name of the reformer, the social evil then prevailing in the society, the movement started by them and the reform they could bring and share it with your teacher and classmates.

**Try these too and share!**

1. Write a script to create an awareness about social reforms choosing a few social reformers and what change they could bring in the society and what was the impact of these social reforms on the society.

Role play on the basis of script written by various groups.

2. Indian poets have played a great role in the freedom struggle of India. One such name is of "The Nightingale of India-Sarojini Naidu". Read a biography of Sarojini Naidu and write in your own words why you feel that she was a leader and a freedom fighter in a true sense.

List down the names of other famous poets and writers of India who have played an important role in the freedom struggle of India.

3. Read the collection of poems of Guru Rabindra Nath Tagore and write in your words about his contribution to Indian society.



**Indicators:**

- ☆ Refreshing logical reasoning
- ☆ Enhancing Visual Spatial skills
- ☆ Enhancing verbal linguistic skills
- ☆ Developing inter personal skills

**ACTIVITY-6: PERFORMING INDIA**

*Art creates life  
In a lifeless object  
Art speaks out the mind  
Which no one else can express!  
Colors, rhythm, imagination, creativity  
Art carries our life all the way to eternity.*

**Learning Outcomes:**

The students will be able to

- ☆ Gain information about various famous crafts of India.





- ☆ Learn about various art forms of India.
- ☆ Understand the ancient and popular art form of 'Puppetry'.
- ☆ Gain information about classical and folk dances of India.
- ☆ Understand the classical and folk music of India.
- ☆ Gain information about the story telling art in various states.

### Description:

You may make a presentation of this:

Children! Have you ever visited any crafts mela? If yes, which craft did you like the most? Which place does it belong to?

- ☆ You have to interview a craftsman. Ask him:
- ☆ Where did he learn and from whom did he learn the craft?
- ☆ How long does he take to make each craft object?
- ☆ How has his craft been affected by industrial production?
- ☆ Name the famous crafts of different states.

### Try these too and share!

1. There are many popular dances in India. Most of these dances are associated with a particular state. Prepare a booklet about various classical and folk dances of India using lots of pictures and information related to these dance forms and also describe about various dance exponents associated with these dance forms.
2. Organize a musical program in the school where children can sing (1) classical songs based on 'ragas' (2) folk songs of different states by doing some research at home with family or friends.
3. Art in India does not wait for a canvas or paint. Rock faces and caves, a village wall, the floor, a palm leaf, a piece of wood or even the palm of a hand is spacious enough. Puppets or Kathputli is an ancient and popular form of folk entertainment.





- ☆ Find out about various types of puppets and which Indian states are known for these art forms. Make a Power Point Presentation on "Puppetry".
- ☆ To revive this form of folk entertainment which is on the brink of extinction, learn to make any one type of puppet and give a presentation using the puppet made by you in school.

4. Kathavachan' or the story telling is an art. Each state has a different name and has a different style of storytelling.

- ☆ Do a research work on the story telling styles and people known for these styles. Present the collected information in a tabular form.
- ☆ Learn one form of kathavachan and present your story in the style that you have learnt.

5. India is a land of rich cultural heritage but with the fast changing world around many Indian art forms are on the verge of extinction.

List down the different forms of paintings of India which are on the verge of extinction. What measures according to you should be taken to conserve and preserve these art forms?

Make a scrap book of various art forms of India using pictures and information.

6. Smart Folk Art/Veggie Folk Art

Well, children here's one more interesting activity. We all get fascinated by beautiful art work. Isn't it? So let's be creative and show our creative skills by following these simple steps:

- ☆ Take a potato and cut it into two equal halves.
- ☆ Now carve an Indian motif in it to use as a step for doing fabric printing.
- ☆ Take a white piece of cloth/a handkerchief/ pillow cover/ cushion cover/table cloth.
- ☆ Dip the potato stamp in fabric paint of your choice and print the motifs on the cloth making a design on it.







Date	Maximum Temperature	Minimum Temperature	Rainfall	Humidity

**Now as per your recording find out**

- ☆ Which was the hottest day?
- ☆ Which day was the coldest day?
- ☆ Find out the average maximum temperature of the week?
- ☆ Find out the minimum temperature of the week.
- ☆ Record the minimum and maximum temperature of the month.
- ☆ Show data in a graph.
- ☆ Share it with your classmates and the teacher.

**Try these too and share your findings:**

1. Record the temperature of the past 12 months. Find out the average temperature of the year.
  - ☆ In which month does it rain in your city?
2. When do the following cities get the rainfall?

CITY	MONTHS
CHENNAI	
DELHI	
MUMBAI	
AHMEDABAD	
KOLKATA	
GUWAHATI	

- ☆ Write down your observation about rainfall in terms of when northern India gets rainfall. When does it rain in southern India? Name the winds which bring the rains.





3. Visit the meteorological office.

- ☆ List the instruments used in measuring the temperature, rainfall, wind direction and relative humidity.
- ☆ How do they forecast storm and rainfall?

**Indicators:**

- ☆ Develop analytical reasoning
- ☆ Understand reason for season
- ☆ Record temperature

**ACTIVITY-8: KNOW ABOUT MINERALS AND INDUSTRY**

**Learning Outcomes:**

The students will be able to

- ☆ Gain information about minerals and industry.
- ☆ Understand from where our food needs are getting fulfilled.
- ☆ Understand the availability of resources and their uses.

**Description:**

Make a presentation (chart, PPT, verbal) in the class based on the following:

- ☆ What cereals do you eat?
- ☆ Why do people eat different cereals?
- ☆ Find out where the following crops are grown in India? Why?
  - Wheat
  - Rice
  - Barley
  - Corn

**Try these too for making a presentation.**

1. Find out the other crops grown in the country.
2. Find out about the minerals mined in your state.
3. Locate the places in India where following minerals are mined. Write the names of places they are found in against each
  - Coal
  - Iron
  - Oil
  - Magnesium





### Indicators:

- ☆ Acquiring information about mineral
- ☆ Gaining knowledge about crops
- ☆ Locating Indian cities on map

## ACTIVITY-9: TECHNO CONNECT

### Learning Outcomes:

The students will be able to

- ☆ Use technology (make Power Point Presentation)
- ☆ Understand the importance of globalization and connectivity.
- ☆ Learn to appreciate our rich Indian culture.

### Description:

It's the time for globalization and connectivity. It's the time which requires understanding about each other's culture. So be prepared to build new relationships and what better way you can find other than technology to get connected. Suppose you are the student of XYZ School in India which is going to invite students from ABC School in Australia. In order to make them aware about our Incredible India make a PPT and mail it to them. You can divide yourself into groups and each group can work on various aspects like Indian culture, dances, music, cuisine, historical places, dresses etc. Consolidate the PPT and share it with your teacher for their inputs before sending it to the friends abroad.

### Indicators:

- ☆ Representing data in a PPT.
- ☆ Developing inter personal skills.
- ☆ Appreciating Indian culture.

## ACTIVITY-10: FRIENDLY NATIONS

### Learning Outcomes:

The students will be able to

- ☆ Appreciate relevance of International Relations among countries
- ☆ Gain knowledge from newspaper reading.

### Description:

Well, children all that you have to do is to read a newspaper every day or listen to the news everyday. Share the information collected in the class.





- ☆ Prepare a chart of VIP's of different nations who visited our country.
- ☆ Find out about the country to which they belong.
- ☆ What was the purpose of their visit to India?
- ☆ What do they say about the country, its people and its heritage?

**Indicators:**

- ☆ Inculcate reading habit
- ☆ Retell information in a different way
- ☆ Interpret mathematical data

**ACTIVITY-11: BE A PHILATELIST**

**Learning Outcomes:**

The students will be able to

- ☆ Learn the process of making Stamp Album.
- ☆ Gain information about various time periods.

**Description:**

We use postage stamps to send letters. Stamp collection is a very educative hobby. Let's make our own stamp album. So children follow these basic simple steps and you are ready with your beautiful and informative stamp album:

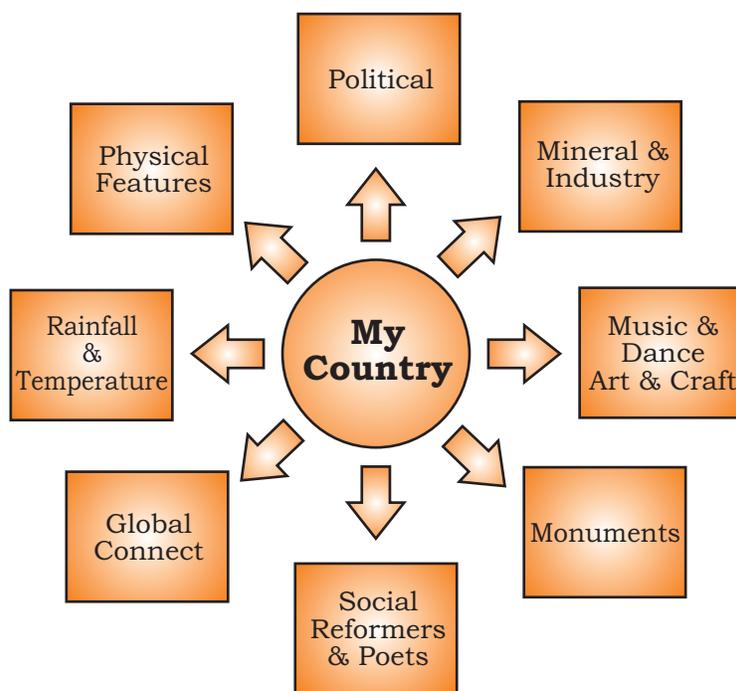




- ☆ Take an old used notebook or book.
- ☆ Collect used postage stamps.
- ☆ Read what is written on them.
- ☆ Use glue and paper hinges to paste stamps in the notebook.
- ☆ Try to classify them according to various criteria - time period could be one such criteria.

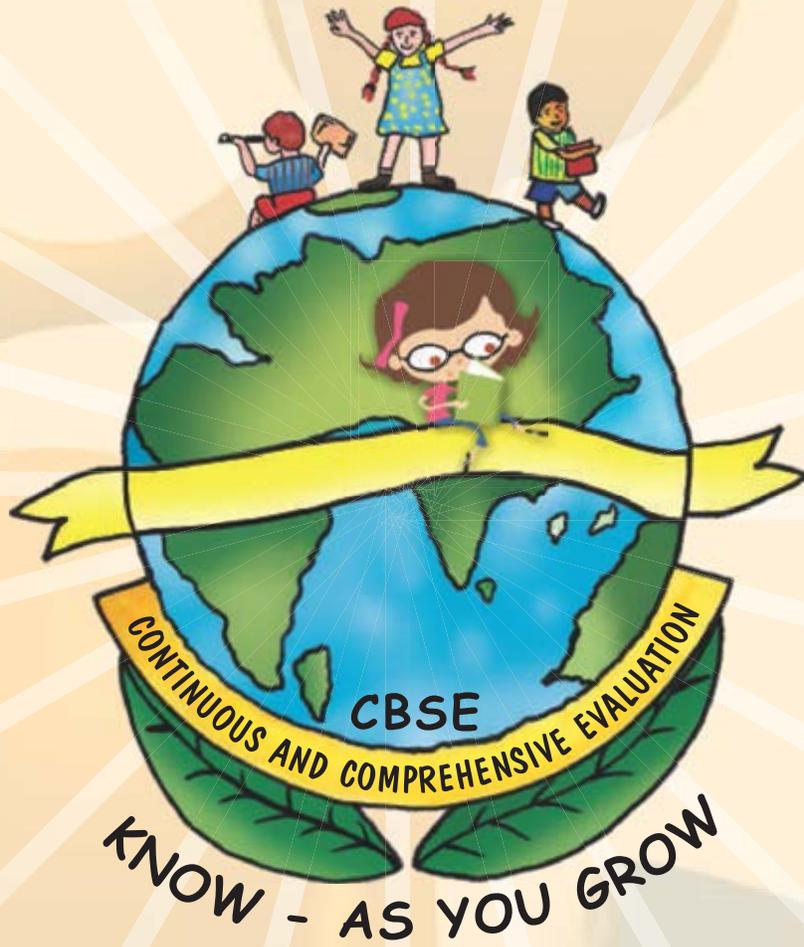
Share your album with your classmates or you may organise an exhibition of the albums made.

**Your stamp album is ready:**

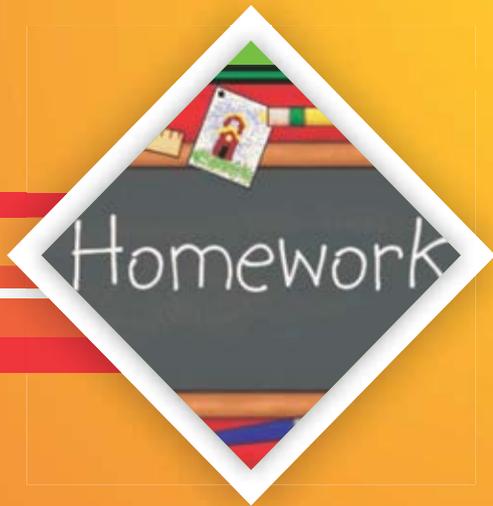


**Indicators:**

- ☆ Discovering a hobby - philately
- ☆ Identifying time frame of stamps
- ☆ Assessing and interpreting information



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