

## **1. Parents and Children**

### **Learning Objectives**

The students will be able:

- To understand about the mother-child relationship.
- To learn how an unborn baby gets food from the mother's body.
- To know about foster parents and adoption.

### **Pre-reading Questions**

- When your mother was your age, who were the relatives she lived with?
- Have you seen a newborn baby - where did he/ she come from?
- Where do the puppy/ kitten/ calf/ chick come from?
- Do you know of people who are looking after/ have adopted a child?

### **Suggested Resources / Activities**

- Storytelling and discussion

### **Summary of Tasks / Actions**

- Explain to students what a mother-child relationship is and how mothers take care of their young ones, be it animals or human beings.
- Give examples. (i.e., Lord Krishna was also an adopted child of His parents Devki and Vasudeva, but still shared a strong bond that is admired by everyone.)
- Have students think of parents that have adopted or are fostering a child.
- Ask for volunteers or choose students randomly to share their own experiences about their mother as a child or share their knowledge about child adoption among their family members.

### **Evaluation**

- Observation of students' participation in the class activities.
- Worksheets

### **Home Tasks**

- The students may prepare a list of the different animals and the ways in which they take care of their young ones.

## **2. Living Together**

### **Learning Objectives**

- Family as a microcosm
- Family values – gender, earning capacity, decision making, caste, religion perceptions etc.
- Changes in family value system – lead to changes in society
- Festivals and family gatherings

### **Pre-reading Questions**

- Are there things you learn from your family members? What?
- Do you do anything different from other members of your family?
- Do all your family members live with you all the time?
- When do you meet members of your family who do not live with you?
- What festivals do you celebrate together?

### **Suggested Resources / Activities**

- Family members
- Family photographs
- Discussion on family values, habits within family
- Discussion on family occasions

### **3. Our Senses**

#### **Learning Objectives**

- Sensitivity to people who are differently-abled
- Senses of smell and touch
- Emotional response to a caress/slap— 'good' and 'bad' touch

#### **Pre-reading Questions**

- With your eyes and ears closed can you identify the people/animals living with you merely by touching/smelling?
- By touching can you tell if anything is cold/hot, wet/ dry, smooth/rough, sticky/slippery, soft/hard?
- Are there some things which you are not allowed to touch?
- Do you feel uncomfortable when some people touch you?

#### **Suggested Resources / Activities**

- Child's daily life experience, observation
- Narratives related to smell and touch- materials for games and activities
- Guessing game: Group activity where children touch different things with their eyes shut

#### **4. Fun and Fights at Play**

##### **Learning Objectives**

- Different games at home and school
- Play as a way of social negotiation
- Rules of each game
- Fights and the need to negotiate – ideas of fair play
- Restrictions on play
- Playmates from children of different gender or class/caste backgrounds

##### **Pre-reading Questions**

- Do you play the same games at school that you play at home?
- What things do you use to play with?
- Do you fight while you play?
- How do you decide the rules for the games?
- Does anyone stop you from playing? Who and why?
- Do you play with every child (boys and girls) in your neighbourhood?
- Are you stopped from playing with certain children?

##### **Suggested Resources / Activities**

- Discussing and planning rules for local games and playing together in groups; writing them down

## **5. Different Skills**

### **Learning Objectives**

- Different occupations in the local region/ country
- Who does what work?
- Gender and work

### **Pre-reading Questions**

- In your area do you know the people who do the following: make pots/stitch clothes/ make shoes/cure people/ build bridges/ embroider/fly planes/ repair cycles/ drive buses, etc.?
- How well do you know them – their names, family etc.?
- What tools do they use for their work?
- Where did they learn how to do these things?

### **Suggested Resources / Activities**

- Drawing people with their professional tools
- Talking to some people like local crafts persons and other professionals and describe how they learnt their skills

## 6. Fun At Fair

### **Learning Objectives**

- Ways of recreation

### **Pre-reading Questions**

- Have you been to a fair or a circus?
- Which is the item you liked best – was it a ride, a game, something you saw/ate/bought?
- When do you fly kites? How do you make them fly?

### **Suggested Resources / Activities**

- Visit to a circus/fair
- A poem on *Mela*
- Kite-making and kite-flying activity in groups, making tops
- Writing a paragraph about an experience in a fair/circus

## **7. Animals Around Us**

### **Learning Objectives**

- Herds or group behaviour
- Animal-human interaction
- Animals with external ears and also hair on body

### **Pre-reading Questions**

- Which animals like to move around in groups?
- Which animals are shy and do not come near you?
- Have you seen animals playing with or riding on different animals?
- Which animals have ears?
- Which animals have hair on their body?

### **Suggested Resources / Activities**

- Observation, child's daily life experience
- Story on animals moving in groups
- Visuals

## 8. Plants Around Us

### Learning Objectives

- Roots of plants
- Aerial roots of some plants
- Flowering plants; seasons; observation of buds blossoming into flowers; different shapes, colours, petals, aroma, etc.
- Flowers used in everyday life, festivals, etc.
- Floral motifs and designs on clothes, animals, pots, walls, etc.
- Knowing the local flower seller; some idea of the local unit of measurement (by cubit, fixed garland, each stem, etc.) and cost.
- Neighbourhood and its plants
- Wild and domestic plants
- Fruits eaten by people living in forests
- Cutting trees

### Pre-reading Questions

- Do all plants need water to grow?
- Which part of the plant absorbs water from the soil?
- When you tug at grass, why does it not come out easily?
- Why do plants/trees not get uprooted when there is a strong wind?
- What are the different kinds of flowers we have seen – shapes, colours, petals, aroma, etc.?
- What do we use flowers for? Do you eat any flower?
- Have you seen flowers motif painted on clothes, walls, floors, pots, animals?
- Who sells flowers in your area? Where do these come from? How are flowers sold - for how much?
- Which plants/trees around you are looked after by people – by whom? Which are not? Whom do they belong to? Who eats the fruits of trees that grow wild?

### Suggested Resources / Activities

- Observation, collection, drawing of roots of different types
- Observing trees/plants whose roots are affected by activities like construction/paving/ plastering
- Observation and discussion about swinging on *pipal/bargad* aerial roots
- Drawing flower motifs for clothes, animals, pots etc.; Making floral decorations
- Observing the flowers and buds, noting similarities and differences
- Observing /smelling and feeling different flowers
- Listing of some common trees in the neighbourhood
- Discussion about ownership of trees and fruits that are not eaten by us



## 9. Food

### Learning Objectives

- Fruit trees, vegetables, cereals, pulses, oil seeds, spices grown by farmers
- From field to *mandi* - from market to house

### Pre-reading Questions

- How does food reach us? Who grows it?
- How you seen vegetables and fruits growing?
- How you seen plants of rice/ wheat/ dal etc.?
- What are the spices that you know?
- Which spices can we recognise by smelling or tasting?

### Suggested Resources / Activities

- Discussion with a vegetable seller/retailer in the mandi, / truck driver who transports food items
- Listing plants children know that provide them food
- Bringing samples of common spices, observing and drawing samples, recognising them by smell and taste

## **10. Food on Special Occasions**

### **Learning Objectives**

- Community eating
- Midday meal (where applicable)
- Cultural diversity in foods associated with special occasions like festivals, family celebrations/ ceremonies etc.
- Boarding school

### **Pre-reading Questions**

- When do many people eat together?
- What food is eaten on special occasions at your home? Who cooks it? How is it served?
- Do you get a midday meal in school? What items?
- Who provides the midday meal?

### **Suggested Resources / Activities**

- Visit to a langar / such occasions
- Talking to people who cook on such occasions
- Narratives about hostel food/pantry car of train
- Discussion on occasions at which there is community eating
- Listing of the different foods eaten at different occasions
- Drawing and descriptions of the large utensils used on such occasions

## **11. Teeth and Tongue**

### **Learning Objectives**

- Taste
- Tongue
- Teeth – types, milk teeth, permanent teeth
- Tongue and speech
- Care of teeth

### **Pre-reading Questions**

- How do we taste different foods?
- How do teeth help us to eat? Are all teeth similar?
- Which teeth have you dropped and how are the new ones different?

### **Suggested Resources / Activities**

- Samples of different food items
- Peer observation
- Pictures or models of teeth
- Observation of each other's teeth
- Counting teeth
- Experiments with different tasting items

## **12. Teeth, Beaks and Claws**

### **Learning Objectives**

- Teeth in some common animals
- Beaks and claws of birds – relationship with food they eat

### **Pre-reading Questions**

- Are the teeth of other animals similar to ours?
- Can we tell what bird eats by looking at their beaks?
- Are the claws of birds also different?
- Is their shape related to the food they eat?

### **Suggested Resources / Activities**

- Observation and drawings of beaks, claws and teeth of different animals, birds etc.
- Visit to observe some animals
- Personal experiences

### **13. Houses - Then and Now**

#### **Learning Objectives**

- Changes in the construction of houses with time
- Houses in villages and cities
- Multi-storeyed houses along with slums in cities
- Materials used have changed

#### **Pre-reading Questions**

- Do you live in houses similar to ones your grandparents lived in?
- Are houses now made of similar materials as was used then? What are the differences?

#### **Suggested Resources / Activities**

- Discussion with elders in the family
- Visit to any old building in the area
- Making models of houses; collection of materials used to make houses
- Drawing pictures of old and new buildings

## **14. Disposal of Waste**

### **Learning Objectives**

- Waste materials
- Waste in our houses, urban/rural waste
- Reduce garbage

### **Pre-reading Questions**

- What do you do with waste in your house?
- Where do you throw it?
- Do you reuse any waste materials?
- Who takes away the garbage?

### **Suggested Resources / Activities**

- Newspaper articles and advertisements on waste/ garbage
- Listing things thrown away as garbage or waste
- Discussion on reduction of waste

## **15. Habitats of Animals**

### **Learning Objectives**

- Diversity in animal habitat and shelters
- Some structures like webs have other purposes
- Birds make nests for laying eggs
- Nesting habits of different birds vary
- Different materials are used for nests

### **Pre-reading Questions**

- Do animals live in shelters?
- Which animals live in water? On land? Underground?
- Are there any animals that we see only at night? Where do they go during the day?
- Do we know of animals that make their own shelter?
- When and why do birds make their shelter?
- Do all birds make nests? Where do different birds nest? When do they fly away?
- With what different materials do birds make their nests?

### **Suggested Resources / Activities**

- Child's observation
- Visuals of nests of different birds
- Observation of a bird's nest and drawing pictures
- Songs and poems, dance and movement to simulate bird flight

## **16. Mapping the Neighbourhood**

### **Learning Objectives**

- Introduction to the concept of giving directions with respect to any landmark
- A preliminary mapping process
- Further use of symbols
- Use of a scale

### **Pre-reading Questions**

- Who are our neighbours?
- Do you have any of the following near your house– a school, grocery shop, market, well, river or pond?
- Where are these physical features with respect to your house?

### **Suggested Resources / Activities**

- Child's experiences, enquiry, observation and previous knowledge of routes
- Local map /chart of the school and its neighbourhood
- Discussion, enquiry from friends and neighbours
- Counting number of steps and estimation of distance for making a preliminary map



## **17. Sources of Water**

### **Learning Objectives**

- Reservoirs, canals, dams etc.
- Different public activities at water bodies
- Protection of water bodies
- Water as a scarce resource and the struggle for acquiring it (those who can exploit resources by digging deeper and deeper wells)
- Rivers and seas seasonal change in water flow

### **Pre-reading Questions**

- Where do you see large amounts of water in your neighborhood?
- Is it a tank/pond/canal/river/ dam?
- What do men/ women/children/ animals do with the water there?
- Is it used for bathing/washing?
- Who bathes/washes there and who does not?
- How can we ensure that this water is not made dirty?
- Do you find factories/ people dumping garbage or harmful materials in rivers or seas?
- Are some animals also facing problems due to what we do to the rivers or seas?
- Do we find any change in the water flow of the water body nearby your locality in different seasons?
- Which are the big rivers you know of? Have you seen the sea?

### **Suggested Resources / Activities**

- Film, photographs of dams/canals/tanks/ ponds etc.
- Local knowledge
- Visit to the natural sources of water in the local area and observing what uses the water is put to
- Discussion, and writing letters/making posters highlighting the misuse of the water body
- Drawing/Painting/Make a model of a water body in the neighbourhood (using scrap materials) as well as the animals found in the river/sea

## **18. Forms of Water**

### **Learning Objectives**

- Basic processes of evaporation and condensation
- Water pollution - its harmful effects
- Protection of water bodies from pollution

### **Pre-reading Questions**

- Why do puddles dry?
- In which season do wet clothes dry easily?
- When do they dry with difficulty?
- Have you seen and wondered where water droplets on the outside of a cold glass of water came from?

### **Suggested Resources / Activities**

- Child's daily observations and class room discussions
- Activity on water drying up from a wet cloth or dish of water in different conditions such as sunlight and shade.

## 19. Travel

### Learning Objectives

- Different land forms, languages, clothing, food habits, some idea of another country (only through story/imaginary narrative)
- Use of animals for transport
- Sensitivity towards animals
- Familiarity with currency notes and coins, national symbols, recognising some language scripts; Introduction to Mahatma Gandhi old coins, change

### Pre-reading Questions

- Have you travelled on a tonga / horse carriage? How is it different from travelling on a bus? Are the horses well looked after? Have you seen a horseshoe? Why is it used?
- What materials have you seen being transported using animals?
- Are there any special occasions when you ride on animals?
- How do you pay for your travel by train/bus/boat etc.? Who issues/checks the bus /rail ticket?
- Which currency notes and coins have you seen? Pictures of which animals can we see on a ten rupee note?
- Which symbol is found on every coin? How many scripts can you recognise on a note?
- Who is the person whose face is shown on every currency note?
- What coins/notes did our grandparents use when they were young?
- Do you know anyone who has travelled very far from your village/city? Why did they go so far? What are they doing there? How do they travel when they visit your family?

### Suggested Resources / Activities

- Personal experience of travel; songs about travel by tonga, etc.
- Coins and currency notes; railway and bus tickets
- Visit to a museum
- Travelogue describing the place they have come from; description of a train/ship/plane journey
- Enacting instances of animals used for transport and people riding them
- Enactment of a bus journey
- Comparison of coins and currency notes/ tracing of coins
- Designing a school emblem/ logo
- Reading and listening, discussion, writing about a travelling experience of oneself or visiting relatives

## **20. Bricks and Bridges**

### **Learning Objectives**

- Process of constructing buildings/ bridges involves raw materials, tools, labour, energy- changes over time in these and in environment too
- Materials and tools used for construction
- Different kinds of people engaged in a construction activity

### **Pre-reading Questions**

- How are bricks made?
- What tools have you seen being used for making a wall or a house?
- Is there a bridge while coming to school?
- What kind of bridges have you seen and where?
- How many kinds of bridges can we make?

### **Suggested Resources / Activities**

- Making bricks
- Drawing and talking about different tools
- Observing, drawing and describing different bridges and how people make their own local bridges from ropes, bamboo and logs of wood
- Making toy bridges in school