

# Lesson-3: Our Food

Theme 3: I Eat healthy

10 Periods (40 minutes each)



Learn Better, Stay Ahead, Theme Poster, Book of Holistic Teaching



Animation, Animated Activities, Dictionary, eBook, Infographic, I Explain, Quiz, Slideshow

Affirming better

I will not waste my food

## Curricular Goals and Objectives (NCF-FS)

### To enable the students:

- to explore how food helps in staying active and healthy.
- to recognize and categorize different kinds of food (e.g., fruits, vegetables, grains, dairy, meat) through hands-on activities, such as sorting food items.
- to explore how food comes from nature, focusing on local examples of plant-based foods (e.g., fruits, vegetables) and animal-based foods (e.g., milk, eggs).
- to learn about the three main meals of the day (breakfast, lunch, dinner) and their importance.
- to introduce the concept of hygiene before eating (e.g., washing hands) and the importance of drinking enough water.

## Methodology

### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart in their notebooks.

**Teacher:** Hello, students! Today, we are going to start a new lesson. I am so excited because it is all about something we all like—food! We eat food every day and it helps us in many ways. In this lesson, we will learn about what food does to our body, the different kinds of food and where it comes from.

**Teacher:** But before we begin, Let us talk about the KWL chart. It stands for:

- K for What I Know
- W for What I Want to Know
- L for What I Learnt

**Note to the Teacher:** Ask students to share what they already know about food. Let them take turns to share a word or a sentence related to food. Next, encourage them to share what they would like to know more about food. As students share, ask them to write their ideas in the K and W columns of the chart.

K	W	L

**Teacher:** Can anyone say what you know about food? What are some different kinds of food we eat and why do we need food? You can share any ideas or examples you can think of.

**Students:** (Possible responses)

- We eat food.
- Fruits, vegetables, chips and juices are food.
- Food helps us grow.
- Some food is healthy.
- I like ice-cream.
- Food helps us play and run.
- We drink milk.
- We eat rice, roti and dal.

**Teacher:** Great! Write those ideas in the K column.

**Teacher:** Now, what are the things you want to know about food?

**Students:** (Possible responses)

- Why do we need food?
- What is junk food?
- Why do we eat fruits and vegetables?
- Why do we drink water?
- What happens if we do not eat food?
- How does food help us play?

**Teacher:** Wonderful! Write these down in the W column. You can keep looking at it as we learn more about food. At the end of the lesson, you will fill in the L column with what we discovered.

COULD DO

10 MIN.



## Kinaesthetic

**Teacher:** Now, we are going to play a game. You will have to show how you feel during summer, winter and rain through actions.

**MUST DO**

15 MIN.



**Re-KAP** SPD

**Kinaesthetic**

Work in pairs. Your partner will tell you how they feel during summer, winter and rain through actions. Then, tell your partner what you understand. Now, reverse the roles and continue playing.

14

**Teacher:** For this, you will work with your partner.

**Teacher:** Let us try an example. (Stand up and pretend to shiver) How do you think I am feeling?

**Students:** Cold!

**Teacher:** Yes, I am showing how I feel during winter! I am shivering because it is cold.

**Teacher:** Now, it is your turn! Think about how you feel during summer and rain and show your partner through actions.

(Allow students to work in pairs, taking turns showing and guessing how they feel in different weather conditions.)

**Teacher:** Well done everyone! You all did a fantastic job showing how you feel in different weather through actions. This is such a fun way to learn and express ourselves!

## Auditory

**Teacher:** Good work, everyone! Now, let us move on to the next activity. For this one, I need you to listen carefully. I am going to read a short passage aloud and after that, I will ask you a few questions. Be sure to listen closely so you can answer them.

**Auditory\***

Listen to your teacher carefully. Answer the questions.

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**Student/s:** Yes ma'am.

(Read the listening text from the last page of the book and then ask students to tell the names of two fruits and two vegetables they heard in the passage. You can read the passage once or twice if needed before asking the questions.)



Play the **Animation** from the digital platform to introduce the concept and spark interest among learners.

**MUST DO**

15 MIN.



## Differentiated Activity

**110 km/hr**



Draw your favourite food items and write their names.

**80 km/hr**



Draw the following fruits and vegetables: Apple, Carrot, Grapes, Potato and Banana. Write the name of each item below your drawing.

**40 km/hr**



Draw the following fruits and vegetables: Apple, Carrot, Grapes, Potato and Banana. Label each drawing and read the names aloud to your teacher.

## Home task

Make a table in your notebook to list the fruits and vegetables you see in your kitchen. Color your favorite ones. Ask your parents to help you with the spellings and learn the names of these fruits and vegetables in your mother language.

## Period 2

**Teacher:** Hello everyone! Let us start today's session with a fun game! I will start by asking you a question and then you can tell me what you ate for breakfast. After your turn, you can point to a friend to share next. Ready? Here we go!

**Teacher (calling on a student):** Can you tell us what you ate for breakfast today?

**COULD DO**

5 MIN.



**Student:** I had toast and milk!

**Teacher:** Toast and milk are yummy! Now, who would you like to call next to share?

(Repeat with a few more students, giving them time to think and answer. Encourage students to tag their friends to take turns and respond in complete sentences.)

**Teacher:** Wow! Looks like you all had a delicious breakfast today! I hope this game helped us think about the different foods we eat in the morning. Now, let us keep this energy going and get ready for today's lesson on food!

## Pictorial

**Teacher:** Now, let us help Maria make a yummy sandwich! Take out your 'Learn Better' books and turn to the lesson 'Our Food'. We are going to do the Pictorial activity.

**Pictorial** PS

Number the pictures in the correct order to help Maria make a sandwich.

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**Teacher:** Look at the pictures given in the Pictorial activity. What do you see?

**Students:** I see Maria, bread, cheese/butter.

**Teacher:** That is right! There are also other things like lettuce and tomatoes.

**Teacher:** Maria wants to make a sandwich. So, we need to number the pictures in the right order to help Maria make her sandwich. Look at the pictures. What do you think Maria should do first?

**MUST DO**

20 MIN.

**Students:** Take out the bread.

**Teacher:** Great! What do you think Maria should do next? (Ask students to discuss and number the remaining pictures in the correct order for making a sandwich.)

**Teacher:** Now, let us weave a story on how Maria made her sandwich. Who can tell me the first step?

**Students:** Maria took out the bread.

**Teacher:** Excellent! What did she do next?

(Continue with the story, encouraging students to use sequencing words like "first," "next," "then," and "finally.")

**Teacher:** You all did a wonderful job helping Maria make her sandwich! You followed the steps in the right order and told a great story. Let us move to the next exercise.

### Interacting better

**Teacher:** Next, we are going to work on 'Interacting better'. Let us read the question together.

**Interacting better** ICL

Write the name of a fruit that is red in colour. Ask your partner to name some more red fruits.

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(Read the questions loudly and clearly. Ask students to follow as you read)

**Teacher:** The question says, 'Write the name of a fruit that is red in colour.' Can you think of a fruit that is red in colour?

**Students:** Apple!


**Teacher:** Great! Now turn to your partner and ask them, 'Can you name some more red fruits?'

(Allow students to work in pairs, asking and answering questions.)

**Teacher:** Let us hear some of the red fruits you found. What are some other red fruits?

(Call on students to share the red fruits they discussed with their partners.)

**Teacher:** Awesome! Now, let us write the names of some of the red fruits you talked about in the space below. If you need help with the spelling, just raise your hand!


 **Dictionary** can be shown from the digital platform to help learners understand the words related to food.

**MUST DO**

15 MIN.


### Differentiated Activity

110 km/hr


 Find six hidden food words in the grid below.

A	P	P	L	E
B	R	E	A	D
M	I	L	K	A
W	C	U	R	D
E	E	G	G	H

80 km/hr

 Write the names of five fruits and vegetables that you like.

40 km/hr

 Practice writing the names of the following food items in your notebook, then read them aloud to your teacher:

Fruits: Apple, Banana, Grapes, Mango, Kiwi

Vegetables: Carrot, Potato, Brinjal, Onion, Ginger

### Home task

Check the food items in the refrigerator at home. With the help of your parents, make a list of food that come from plants and those that come from animals. Share your findings in class the next day.

### Period 3

It is morning. Maria and her family are eating breakfast.



We eat food when we are hungry.

- Food helps us grow.
- Food makes us strong and healthy.
- Food gives us energy to work and play.

#### KINDS OF FOOD

We eat different kinds of food. Fruits and vegetables keep us healthy. Grains give us energy. They are found in foods, such as bread, rice, roti and chapati. Foods, such as milk and cheese make our bones and teeth strong. Fish, eggs and beans make our muscles grow and keep us strong.



#### WHERE DOES FOOD COME FROM?

The food we eat comes from plants and animals. We get fruits, vegetables and pulses from plants. We get milk, eggs and meat from animals.

**Teacher:** Hello everyone! Today, we are going to learn something very important.

**Teacher:** Look at the picture. What do you see?

**Students:** I see Maria and her family having breakfast.

**Teacher:** What do you think they are eating?

**Students:** Bread and butter, milk and fruits.

**Teacher:** That is right! They are having their breakfast. Now, let us read what they are talking about.

(Read the conversation aloud, pause to explain key words like “hungry,” “strong” and “energy” in simple terms.)

**Teacher:** Why do we eat food?

**Students:** To not feel hungry.

**MUST DO**

15 MIN.

**Teacher:** Yes, we eat food to not be hungry. What else does food do for us?

**Students:** Makes us grow.

**Teacher:** That is right! Food helps us grow big and strong. What else?

**Students:** It gives us energy to play.

**Teacher:** You are right! Food gives us energy to play and run around.

**Teacher:** Now, let us look at the kinds of food. Can you name some healthy food that we eat?

**Students:** Fruits, vegetables

**Teacher:** Absolutely! Fruits and vegetables are very healthy. What else you eat?

**Students:** Milk, Curd, Cheese

**Teacher:** Yes, they are good for our bones. Let us read further to know about the kinds of food we eat.

(Read the content ‘Kinds of Foods’ and explain it to the students. Introduce the key words to them.)

**Teacher:** Next, let us see where our food comes from. Where do you think we get fruits and vegetables from?

**Students:** From plants.

**Teacher:** That is correct! Where do we get the other food items from?

(Read the content ‘Where does food comes from’ and explain it to the students. Introduce the key words to them.)

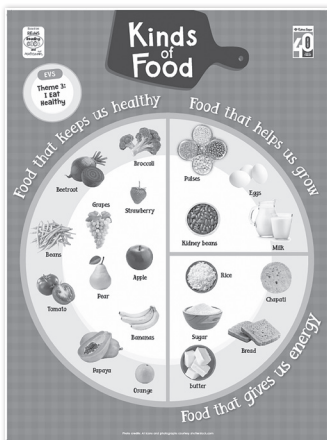
**Teacher:** So, today we learnt that food is important for our growth and health. We also learnt that our food comes from plants and animals.

### Poster

Point to the poster and talk about the different kinds of foods. Give examples to help students understand each type of food.

**MUST DO**

15 MIN.



Open the **Animated Activities** from the digital platform. Encourage students to work in pairs to answer the questions.

**MUST DO**

10 MIN.

### Differentiated Activity

**110 km/hr**

Look at the list of food items below. Draw a line to match each food item to its function.

- |        |                        |
|--------|------------------------|
| Apple  | Makes our bones strong |
| Milk   | Keep us strong         |
| Grains | Keeps us healthy       |
| Eggs   | Gives us energy        |

**80 km/hr**

Read the list and sort them into two groups: Healthy Foods and Unhealthy Foods.

Food List: Orange, Chips, Banana, Cake, Pizza, Rice, Spinach

**40 km/hr**

Draw two boxes. In the first box, draw pictures of healthy foods like fruits, vegetables and other healthy foods. In the second box, draw pictures of unhealthy foods like chocolates, chips and other unhealthy foods.

### Home task

Find five food items in your kitchen. Write their names and sort them into healthy and unhealthy food.

**A Note to the teacher:** Prepare paper slips with names of different food for the next class.

### Period 4

**Teacher:** Hello, students! I hope you had fun with the home task. Did you enjoy sorting healthy food and unhealthy food at home?

**Students:** Yes!

**Teacher:** Wonderful! Can you tell me which one of these you found more in your kitchen—healthy food or unhealthy food?

**A Note to the Teacher:** Encourage students to share their findings with the class. Allow them to discuss the types of healthy and unhealthy food items they have sorted and what they noticed during the activity. Lead the discussion by asking questions like:

- Which healthy food do you like the most?
- Do you think we should eat more healthy food or unhealthy food? Why?

**COULD DO**

10 MIN.

**Teacher (conclude the discussion):** Wow! You all did such a great job sharing what you found in the kitchen. It was wonderful to hear about the healthy food you saw, like fruits, vegetables and grains. These food help us grow strong and keep us active.

Remember, unhealthy food like chips and candies can be tasty, but we should only eat them once in a while as a special treat. Eating more healthy food will give us the energy to play, study and stay happy. So, let us all try to choose healthy food items whenever we can. Great work, everyone!

**Teacher:** Let us now play a game. I have written names of some food items on these paper slips. Look carefully.

(Show the students the word slips with food items like: fruits, vegetables, pulses, milk, eggs, meat, ice cream, butter, ghee, cheese and curd.)

**Teacher:** Now, I am going to divide you into groups of four. Each group will get a set of these food cards. You will work together and paste these food cards into three columns on a sheet of paper.

**Teacher:** The first column will be for foods that help us grow. The second column will be for foods that keep us healthy. And the third column will be for foods that give us energy.

Foods that help us grow	Foods that keep us healthy	Foods that give us energy

**Teacher:** Discuss with your group and decide where to place each food card. Remember to talk to each other and listen to everyone's ideas.

(Allow students 10 to 15 minutes to work in groups and paste the food cards.)

**Teacher:** Time up! Let us see what you came up with. Who wants to share first?

**SHOULD DO**

30 MIN.

(Call on each group to present their findings. Encourage them to explain their choices and discuss any disagreements they had within the group.)

**Teacher:** Great job, everyone! You all worked together to classify the food items. Did you learn something new today about the kinds of food and how they help us?

**Students:** Yes.

**Teacher:** Excellent! Remember to eat variety of healthy food to grow strong and stay healthy.

### Differentiated Activity

110 km/hr



Read the section 'Kinds of Food' from the lesson. Write down the difficult words in your notebook.

80 km/hr



Practice reading the following words with your teacher and write them in your notebook: different, found, muscles, strong, chapati, healthy.

40 km/hr



Practice reading the following words with your teacher and write them in your notebook: food, grains, fruits, fish, bread, bones, teeth.

### Home Task

Watch how your mother prepares dinner. List down the name of vegetables or grains she used while cooking.




### Period 5

Begin the session with a quick discussion on the previous home task activity. Invite students to share what they observed.

**COULD DO**

05 MIN.


**MEALS OF THE DAY**  
We eat three main meals in a day.

<p><b>COU</b></p> <p>We eat breakfast in the morning.</p> <p>I enjoy eating idli for breakfast.</p> 	<p>We eat lunch in the afternoon.</p> <p>I eat rice, dal and vegetable curry for lunch.</p> 	<p>We eat dinner at night.</p> <p>Yummy! Chole poori for dinner.</p> 
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**GOOD EATING HABITS**

- Wash your hands before and after eating.
- Eat clean and fresh food.
- Eat slowly. Chew your food well.
- Chew with your mouth closed.
- Rinse your mouth after meals.

I never waste any food.



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**Teacher:** Next, we are going to learn about the different meals we eat throughout the day. Can you tell me what we eat in the morning?

**Students:** Breakfast.

**Teacher:** That is right! We eat breakfast in the morning. What do you eat for breakfast?

**Students:** Milk and cereal, idly, chapati, upma

**Teacher:** Great! We eat different types of food for breakfast. Now, what do we eat in the afternoon?

**Students:** Lunch!

**Teacher:** Yes, we have lunch in the afternoon. And what about at night?

**Students:** Dinner!

**Teacher:** That is correct! We eat dinner at night.

**Teacher:** Now, let us do a fun activity. I want each of you to take your notebook and draw three columns on your page.

**Teacher:** In the first column, draw a picture of something you eat for breakfast. In the second column, draw something you eat for lunch and in the third column, draw something you eat for dinner.

(Draw a sample table on board to show students. Give them time to draw their pictures.)

**Teacher:** Now, write the name of each meal below the picture. Write 'breakfast' under the first picture, 'lunch' under the second and 'dinner' under the third.

(Give students time to write the names of the meals.)

**Teacher:** Great job! Now, let us share our drawings with a friend. Tell them what you drew for breakfast, lunch and dinner.

(Allow students to share their drawings with their partners.)

**Teacher:** We learnt about the three main meals of the day - breakfast, lunch and dinner!

(Read aloud the content 'Meals of the day' from the textbook and explain it to students)

**Teacher:** Now, we know that eating healthy food helps us stay strong. Let us also learn some good habits that will keep us healthy while we eat our food.

**Teacher:** Do you know why it is important to eat food in a healthy way?

**Students:** (Possible responses)

- To get strong.
- To play.
- To not get sick.
- To be happy.

**Teacher:** Yes, that is right! Eating healthy food helps us grow strong and stay healthy. Let us talk about some good eating habits that we should follow.

**Teacher:** The first habit is, wash your hands before and after eating. Can anyone tell me why washing hands is important before eating and after?

**Students:** Because our hands can be dirty.

**Teacher:** Yes, washing hands helps to not only remove dirt, but also remove germs, so that you do not get sick. It is very important to wash our hands with soap and water before we start eating and after we finish eating.

**Teacher:** The second habit is, eat clean and fresh food.

**Teacher:** Clean and fresh food is good for our body. We should avoid eating food that is dirty or has been left outside for too long.

**Teacher:** The third habit is, eat slowly. Chew your food well.

**Teacher:** When you eat slowly, you can enjoy your food more and it helps your body to digest the food better. It is important to chew food well before swallowing it.

**Teacher:** The fourth habit is: Chew with your mouth closed.

**Teacher:** When we chew with our mouth closed, it prevents others from seeing inside our mouth. It is also more polite and hygienic.

**Teacher:** The last one is, rinse mouth after meals. Can anyone tell me why rinsing mouth is important?

**Students:** To clean our mouth, to remove food stuck in our teeth.

**Teacher:** Yes, rinsing our mouth after meals helps to clean your teeth and mouth. It keeps our teeth healthy and fresh.

**Teacher:** Now, let us check if you remember the good eating habits. I will say some of them, and you can tell me what they mean.

**Teacher:** What should we do before and after eating?

**Students:** Wash our hands!

**Teacher:** What should we eat?

**Students:** Clean and fresh food!

**Teacher:** What should we do when we eat?


**Students:** Eat slowly and chew well!

**Teacher:** What should we do with our mouth when we chew?

**Students:** Chew with our mouth closed!

**Teacher:** What should we do after meals?

**Students:** Rinse our mouth!

 Open the **Quiz** from the digital platform. Divide the class into two teams. The team to answer maximum number of questions correctly, wins.

**MUST DO**

15 MIN.

## Home task

Talk to your family members and find out what they like to eat for breakfast, lunch and dinner. Ask your family members,

- What do you like to eat for breakfast?
- What is your favourite food for lunch?
- What do you like to have for dinner?

After talking to your family, tell your parents one thing you learnt about their favourite meals.

## Period 6

### Recalling better

**Recalling better** CING

- We eat food to grow and stay healthy. Food also gives us energy.
- We eat different kinds of food.
- We get food from plants and animals.
- We eat three main meals in a day.
- We must have good eating habits.

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**Teacher:** Let us check how much we remember about the lesson. Let us try to recall the important points we learnt about food.

**Teacher:** For this activity, you will work in teams. Find a partner and sit together with them. After I ask each question, discuss it with your partner and then, share your answer with the class.

(Use the CRM signs to get students' attention before starting the activity. Allow them to refer to the lesson pages if needed. Encourage students to speak in full sentences while sharing their responses. Model responses after students have shared their answers to support them.)

- Why do we eat food?
- What gives us energy to play?
- Name some fruits.
- Name some vegetables.
- Where do we get milk from?
- Name some other products we get from milk.
- What are the three meals we eat in a day?
- Give any two good habits to follow while eating food.

**SHOULD DO**

10 MIN.

## Learning better

**Choose the correct answers. Write them in the blanks.**

**Teacher:** Let us now move on to the practice exercises. In this exercise, you will have to look at the questions and read the options given to find out the right answer.

The first question says, 'Food helps us \_\_\_\_\_.'

**Learning better** CBA

**A. Choose the correct answers. Write them in the blanks.**

1. Food helps us \_\_\_\_\_.

a. see                      b. grow                      c. sleep 16

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2. We get fruits, vegetables and pulses from \_\_\_\_\_.

a. plants                      b. animals                      c. milk

3. We have \_\_\_\_\_ at night.

a. lunch                      b. dinner                      c. breakfast 17

**Teacher:** Let us read the options together.

(Read the options a, b, and c aloud with the students.)

**Teacher:** Now, let us think about this. Does food help us see? Hmm, I do not think so. Does food help us grow? Yes, I think so! We need food to grow big and strong.

**Teacher:** So, tick the option b and write the word 'grow' in the blank.

**Teacher:** Now, it is your turn! Look at the second question. Read it carefully and choose the correct answer. Write the word in the blank.

(Give students a minute or two to work independently.)

**Teacher:** Let us see who chose the correct answer for the second question. Who can tell me what they wrote?

**MUST DO**

10 MIN.



(Use the raise hand CRM sign to make students take turns to share their responses.)

**Teacher:** Now, let us do the third question together. Read it carefully.

(Read the third question aloud with the students.)

**Teacher:** Think about it. Do we have lunch or dinner at night?

(Allow students to think and raise their hands to answer.)

**Student:** Dinner!

**Teacher:** That is right! We have dinner at night. So, tick the option b and write the word dinner in the blank.

**B. Write short answer in your notebook.**

1. When do we eat food?
2. Name the three meals we eat in a day.
3. Rohan drinks a glass of milk before going to school. Where does milk come from? 17

**Write short answers in your notebook**

**Teacher:** Now, we are going to solve some questions. Let us try to check our understanding about food to answer them. Look at the first question. It says, when do we eat food?

**Teacher:** Think about it for a minute and then raise your hand if you have an answer.

(Wait for a few seconds and call on a student who raised their hand.)

**Students:** We eat food when we are hungry.

**Teacher:** That is right! We eat food when we are hungry. Now, let us write the answer in our notebooks.

(Give students 2-3 minutes to write their answers. You can write the answers on the board to help them check their spelling.)

**Teacher:** Let us move on to the second question. It says, 'Name the three meals we eat in a day.'

**Teacher:** Can you remember the three meals we talked about?

(Guide students to recall and name the three meals: breakfast, lunch and dinner.)

**Teacher:** Now, write the names of these three meals in your notebooks.

(Allow students 2-3 minutes to write their answers.)

**Teacher:** Good work! The last question says, 'Rohan drinks a glass of milk before going to school. Where does milk come from?'


**Teacher:** Think about where milk comes from. Do we get milk from plants or animals?

(Guide students to answer that milk comes from animals.)

**Teacher:** That is right! We get milk from animals like cows. Now, write the answer in your notebooks.

(Allow students 2-3 minutes to write their answers.)

**Teacher:** Excellent work everyone! You all answered the questions correctly. Remember, food is important for our growth and health and we eat different meals throughout the day.

 Play the **Slideshow** from the digital platform. After the presentation, encourage students to share their understanding with the class.

**MUST DO**

20 MIN.



## Differentiated Activity

**110 km/hr**



Draw three pictures that show good eating habits. Write one word or phrase for each picture to explain it. For example: eat fruits, wash hands, drink water.

**80 km/hr**



Draw a big circle for your plate. Draw the food items you like to eat. Write the names of the food items near your drawings. For example: rice, dal, chapati, fruits or vegetables.

**40 km/hr**





Take a blue crayon. Find food items that come from animals. Colour them in blue.

Butter	Apple
Spinach	Rice
Meat	Curd
Cheese	Pulses
Carrot	Milk


## Home Task

### Creating better

Watch your parents cook in the kitchen. Note the colours of the food items they use. Now, make a food rainbow using only those colours of the items.

 **Creating better**  17

Watch your parents cook in the kitchen. Note the colours of the food items they use. Now, make a food rainbow using only those colours of the items.



## Period 7

**Teacher:** Hello, everyone! We are almost at the end of the lesson. I hope you had fun learning about food. I am sure you will start choosing healthy food!

**Teacher:** Before we start today's session, let us play a quick game!

**Teacher:** I will say the name of a food item. Listen carefully!

- If the food is healthy, touch your tummy.
- If the food is unhealthy, touch your head.

**Teacher:** Let me give you an example, If I say "Apple," what do you do?

(Pause for students to do the action)

**Teacher:** Yes, you touch your tummy because it is healthy!

**Teacher:** If I say "Chocolate," what do you do?

(Pause for students to do the action)

**Teacher:** That is right, you touch your head because it is unhealthy!

**Teacher:** Let us start the game! Listen carefully!

- |                 |             |
|-----------------|-------------|
| • Carrot        | • Orange    |
| • Pizza         | • Ice cream |
| • Chocolate     | • Milk      |
| • Chips         | • Rice      |
| • Bottled juice |             |





To make the game more engaging and interactive, include additional food items such as: Banana, Pizza, Fish, Bread, Cake, Tomato, Butter, Grapes, Burger, Watermelon. Play at a normal speed to ensure students understand the rules. Increase the speed slightly to make the game more fun and exciting. Shuffle the order of food items to make it fun and challenging.

**A Note to the teacher:** Use a cheerful tone and encourage students to participate actively. Praise students who respond quickly and correctly to motivate others. End the game with a short discussion: "Why is it important to eat healthy food?"

## Thinking better

**Teacher:** That was fun! now, let us continue with the book exercises. We are going to work on 'Thinking better'.

 **Thinking better**  17

Think and answer in your notebook.

How would you explain to a friend why eating fruits and vegetables is important?

**Teacher:** Let us read the question together.

(Read the question aloud for students)

**Teacher:** We have to think about why eating fruits and vegetables is important. First, let us talk about fruits and vegetables. Can anyone name some fruits or vegetables you know?

**Students:** Apples, carrots, spinach, potato, bananas and so on.

**Teacher:** Great! There are so many yummy fruits and vegetables to choose from. Now, let us talk about why we eat them. Do you think they make us strong?

**Students:** (Possible responses)

- Yes!
- They make us strong.
- My mother says they are healthy!
- They help us grow big!

**Teacher:** That is right! Fruits and vegetables help us stay strong and healthy. They give us energy to play and learn.

**Teacher:** Now, imagine your friend does not like eating fruits or vegetables. How would you explain to them why it is important to eat these food? Think about how they help us grow, keep us healthy and make us feel good.

(Give time for students to think and share their ideas)

**Students:** (Possible responses)

- I would tell them that fruits are sweet and tasty!
- I would say vegetables help us not get sick.
- I would tell them they make us strong like superheroes!

**Teacher:** Wow, those are great ideas! Now, I want you to write your own answer in your notebooks. Start by writing, "Eating fruits and vegetables is important because..."

(Write this sentence starter on the board.)

**Teacher:** Take a few minutes to think and write your answers.



(Give students time to write.)

**Teacher:** Let us hear what you wrote. Who wants to share? (Invite a few students to share their responses with the class)

**Teacher:** Wonderful answers! You all did a great job. Now you know how to explain to others why fruits and vegetables are so important. Let us remember to eat them every day to stay strong and healthy!

## Choosing better

**Teacher:** Have you heard the word 'table manners' before? What does it mean to have good table manners?

 **Choosing better**  17

Tick (✓) what you should do.

1. Sit straight while eating.  2. Talk while eating.

(Pause for student responses. Guide them if needed.)

**Teacher:** Good table manners mean we eat in a polite and neat way. There are two options given in the question. Let us read them.

(Read aloud the options for students to listen and follow)

**Teacher:** Let us look at the first sentence: 'Sit straight while eating. What does this mean?

**Students:** We should sit properly.


**Teacher:** That is right! We should sit straight when we eat. (Demonstrate sitting straight to students.)

**Teacher:** Now let us read the next sentence: 'Talk while eating.' Do you think we should talk while eating?

**Students:** No.

**Teacher:** You are right! We should chew our food quietly and not talk with our mouths full. So, tick the box for 'Sit straight while eating' because it is a good table manner.

**Teacher:** From now on, let us practice these table manners while eating.


 **Infographic** can be shown to students To recapitulate the concepts taught.

**SHOULD DO**

15 MIN.


### Differentiated Activity

**110 km/hr**

 Draw a table with three columns and label them as Healthy Food, Energy Food and Strong Body Food. Think about the kinds of food we have learnt about and write the names of the foods in the correct columns.


**Bonus Task:** Draw pictures of the foods next to their names to make your chart colourful.

**80 km/hr**

 Look at the jumbled letters below. Use the clues to unscramble and find the names of healthy fruits and vegetables hidden in the jumbled letters.

1. RACROT - This is an orange vegetable. It is crunchy and you can eat it raw.
2. BANNAA - This is a yellow fruit. It is long and sweet.
3. ATOMTO - This is a red vegetable that looks like a fruit

**40 km/hr**

 Draw pictures of the following healthy food - Apple, Banana, Brinjal, Carrot.

### Home Task

#### Revising better

In this chapter, you have learnt about the meals you eat in a day. What do you eat for breakfast, lunch and dinner in a week? Write in your Little Book.

DBL

L. Diff. / How Learnt?

17

Revising better - In this chapter, you have learnt about the meals you eat in a day. What do you eat for breakfast, lunch and dinner in a week? Write in your Little Book.

### Period 8

#### L (What I have learnt)

**Teacher:** Now, let us talk about what we have learnt! Remember we talked about what we know and what we

wanted to know at the beginning of this lesson? Can you share one new point that you learnt about food?

(Ask the students to sit with their partners and discuss what they have learnt from the story. Then, give each pair a turn to share their points and consolidate their ideas. As students share their ideas ask them to consolidate and write them in the 'L' column of the chart in their notebooks.)

**Students:** We learnt that food gives us energy to play and think.

**Teacher:** Yes, that is right! Food gives us energy to do all the things we love. Write this in the L column.

**Teacher:** Who else would like to share something they learnt?

**Students:** We learnt that fruits and vegetables help keep us healthy.

**Teacher:** Absolutely! Fruits and vegetables are packed with vitamins and nutrients that help our body stay strong.

**Teacher:** Great! Now, let us think about the questions you had in the W column. Have any of your questions been answered today?

**MUST DO**

15 MIN.

**Student:** We learnt that unhealthy food is not good for us because it can make us sick.

**Teacher:** That is a wonderful point! Unhealthy food can make us feel tired or sick if we eat too much. We should eat it only sometimes. Let us put that in the L column.

**Teacher:** I can see that you have learnt a lot about food today. Keep thinking and sharing your ideas!

**Teacher:** You did a great job today! Let us now look at what we knew at the beginning of the lesson, what we wanted to know and what we have learnt. This chart shows how much we have discovered together! Can you see how our questions got answered? Amazing work, everyone!

#### Worksheet 1

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

#### Fill in the blanks with correct options

Read each sentence aloud with students. Guide the students to understand which word fits in each blank. Encourage students to choose the right word from the options and fill in the blanks independently. After completing the exercise, review the answers together as a class.

#### Write T for true and F for false

Read each sentence aloud with the students. Help students understand the meaning of each statement. Encourage students to decide whether each statement is true or false and mark the correct answer (T or F). After completing the exercise, review the answers together as a class.

**Which of these statements about food is true? Colour the correct answers with a yellow crayon.**

**Theme 3: I Eat Healthy**  
**3. Our Food**

**Worksheet 1**

A. Fill in the blanks with the correct options.

- \_\_\_\_\_ helps us grow (Food/Plants).
- Food makes us \_\_\_\_\_ (weak/strong).
- Food gives us \_\_\_\_\_ to work and play (no energy/energy).
- \_\_\_\_\_ keep us healthy (Candies/Fruits).
- \_\_\_\_\_ gives us energy (Milk/Rice).

B. Write **T** for true or **F** for false.

- We eat food when we are not hungry. \_\_\_\_\_
- Food makes us weak. \_\_\_\_\_
- Food gives us no energy to work and play. \_\_\_\_\_
- We get fruits from plants. \_\_\_\_\_
- We get eggs from animals. \_\_\_\_\_


C. Which of these statements about food is true? Colour the correct answers with a yellow crayon.

- We eat food daily.
- Food makes us lazy.
- Green vegetables make us unhealthy.
- Pulses help us grow.
- We get eggs from plants.

16

Read each sentence aloud with the students. Discuss each statement briefly to help students understand whether it is true or not. Guide students to colour the sentences they think are true using a yellow crayon. After completing the exercise, review the answers together as a class.


**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

 **I Explain** Play the video for the students to watch. After the video, ask simple questions to help them think about what they saw and share what they understood.


**SHOULD DO**  
25 MIN.

### Differentiated Activity

#### 110 km/hr


 Read the lesson to find out the following words in the book – vegetables, healthy, grow, energy, strong, plant. After you find these words, write them in your notebook.

#### 80 km/hr

 Look carefully at the words below. Some of them are spelled correctly and others are not. Tick (✓) the ones that are spelled correctly.

- Vegetables/Vegetables
- Healthy/ Healty
- Grow/Grouw
- Energy/Energy
- Strong/Strng

#### 40 km/hr

 Practice writing the following words in your notebook - vegetables, healthy, grow, energy, strong, plant. After writing the words, read them aloud to your teacher.

### Home Task

Read the lesson with the help of your parents. Make a list of new words you find in the lesson on a piece of paper. Practice reading these words every day with your parents.

### Period 9

Begin the session with a quick discussion on the home task activity. Ask students to share the list of new words they made.

**COULD DO**

10 MIN.

#### Worksheet 2

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

**Worksheet 2**

A. Fill in the blanks with the correct words.

- Eat \_\_\_\_\_ and fresh food.
- Eat at the \_\_\_\_\_ time every day.
- Chew with your mouth \_\_\_\_\_.
- Wash your hands \_\_\_\_\_ and after eating.
- \_\_\_\_\_ your mouth after meals.

B. Match the columns.

Column A	Column B
1. fruits	• i. animals
2. dals	• ii. afternoon
3. sugar	• iii. healthy
4. meat	• iv. growth
5. lunch	• v. energy

C. Which of these food items does not give us energy? Colour the correct answer with a yellow crayon.

- rice
- bread
- eggs
- butter
- chappatti

17

#### Fill in the blanks with correct words.

Read the sentences aloud to the students, emphasizing the missing words. Explain each sentence to ensure students understand the meaning. Ask the students to think carefully and choose the correct words for each blank. Once completed, review the answers with the class.

#### Match the columns

Read the exercise title and explain that the students will be matching items in Column A with their correct descriptions in Column B. Explain the exercise: "Look at the words in Column A and choose the correct description from Column B."

Ask the students to match the words independently. Give them enough time to complete the task. Once all students are done, review the answers with the class.

**Which of these food items does not give us energy? Colour the correct answer with a yellow crayon.**

Explain the task to the students: "We are going to identify which food items give us energy and which do not." Have the students look at the list of food items. Instruct students to colour the food item that does not give energy with a yellow crayon. Allow time for students to complete the task. After completion, review the answers with the class and explain why the selected food does not provide energy.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

**MUST DO**

30 MIN.



## Period 10

### Worksheet 3

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 3.

Worksheet 3

A. Fill in the blanks with the correct words.

- Fruits and vegetables keep us \_\_\_\_\_.
- Milk, fish and eggs help us \_\_\_\_\_.
- We have breakfast in the \_\_\_\_\_.
- We have lunch in the \_\_\_\_\_.
- We have dinner at \_\_\_\_\_.

B. Which of these is not a food item? Colour the correct answer with a green crayon.

1. rice	2. eggs
3. carrot	4. paper
5. cucumber	

C. List any five good eating habits that you follow.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

18

#### Fill in the blanks with the correct words.

Explain to the students that they will fill in the blanks using the correct words. Read each sentence aloud and clarify the meaning of any difficult words, if needed. Ask the students to read the sentences carefully write the correct words in the blanks provided to complete the sentences. Once they complete, review the answers as a class and discuss why each word fits in the blank.

**MUST DO**

20 MIN.



**Which of these is not a food item? Colour the correct answer with a green crayon.**

Instruct students to look at the list of items carefully. Ask students to colour the item that is not a food with a green crayon. Give students time to complete the task. Review the answers with the class.

#### List any five good eating habits that you follow.

Encourage the students to think about the healthy habits they practice during meals. Give time to discuss with a partner the good eating habits they follow. After the discussion, ask students to share their ideas with the class. Consolidate the shared ideas on the board. Ask students to choose the habits they would like to follow and write them in space provided.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Book of Holistic Teaching

### English

Theme 3: I Eat Healthy

Chapter 3: Our Food

**A English**

FLN HoLL MDA

Fill in the blanks with gr words.

- \_\_\_\_\_ leafy vegetables, such as spinach, are good for health.
- \_\_\_\_\_ are my favourite fruit. They come in a bunch.

16

#### Fill in the blanks with gr words.

Read the sentences aloud and make sure the students understand the context of each sentence. Guide the students to think of words that start with "gr" that would fit into the blanks, such as "grapes" or "green." Allow students time to fill in the blanks individually in their notebooks. Once they are done, ask students to share their answers. Discuss the answers as a class.

**COULD DO**

10 MIN.



### Maths

**B Maths**

Lina's mother buys some fruits. Help Lina count the total number of fruits. Write your answer in the space provided.  
(2 watermelons, 2 bananas, 2 apples, 2 oranges, 2 guavas)

\_\_\_\_\_

16

Explain the task to the students. List the name of fruits with quantity on board. Ask students to count each type of fruit one by one, starting with the watermelons. Once they have counted each fruit, ask students to work independently to find the total number of fruits. Invite some of them to come up to the board and write the answer. Conclude the activity by reviewing the answers.

**COULD DO**

10 MIN.



## Learning Outcomes

The students will:

Domain	Development Area
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• use fine motor skills to draw and label different types of food.</li><li>• demonstrate gross motor skills through kinaesthetic activities like movement games (healthy &amp; junk game)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• collaborate in pairs or groups during activities</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the sources of food</li><li>• list the different meals of the day and good eating habits</li><li>• differentiate healthy and unhealthy foods</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use descriptive vocabulary (e.g., "healthy, strong and unhealthy") during speaking and writing.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• design a meal plate with an aesthetic sense.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• actively participate in group discussions and games.</li><li>• demonstrate attentiveness during teacher-led activities and follow instructions carefully</li></ul>

### Starry Knights

Do you know your learners well? Have you discovered their special talents and strengths? Give yourself a star.

---

It has just been a few weeks with the new class and yet you have discovered so much about the learners. Well done! Give yourself a STAR



# Answers

## Chapter 3: Our Food

### Main Coursebook

#### Re-KAP

**Kinaesthetic:** Accept all relevant responses.

#### Auditory:

fruits: apples and bananas

vegetables: carrots and spinach

#### Pictorial:



3

1

2

**Interacting Better:** Accept all relevant responses.  
Possible response: apple, cherry, pomegranate

#### Learning Better

- A. 1. b.      2. a.      3. b.  
B. 1. We eat food when we are hungry.  
2. We eat breakfast, lunch and dinner.  
3. Milk comes from animals.

#### Creating Better

Accept all relevant responses.

#### Thinking Better

Fruits and vegetables keep us healthy.

**Choosing Better:** Answer: 1.

#### Revising Better

Accept all relevant responses.

### Students' Worksheets

#### Worksheet 1

- A. 1. Food      2. strong      3. energy  
4. Fruits      5. Rice  
B. 1. F      2. F      3. F      4. T      5. T  
C. 1.

#### Worksheet 2

- A. 1. clean      2. same      3. closed  
4. before      5. Rinse  
B. 1. iii.      2. iv.      3. v.      4. i.      5. ii.  
C. 3.

#### Worksheet 3

- A. 1. healthy      2. grow      3. morning  
4. afternoon      5. night  
B. 4.  
C. Accept all relevant responses.

### Book of Holistic Teaching

#### Developing better

- A. **English**  
1. Green      2. Grapes  
B. **Maths:** 10

# Lesson-4: Air

Theme 3: I Eat healthy

9 Periods (40 minutes each)



Learn Better, Stay Ahead, Book of Holistic Teaching, Balloons, Pinwheel



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz, Slideshow, Video

Affirming better  
I am calm

## Curricular Goals and Objectives (NCF)

### To enable the students:

- to recognize that air is all around us, even though we cannot see it.
- to engage in hands-on activities to explore and observe the presence of air (e.g., blowing air, inflating balloons).
- to understand how air is important for living things, such as plants, animals and humans.
- to discover that air has no shape, is invisible and can be felt (through wind or breeze).
- to learn why fresh air is important for staying healthy and active.

## Methodology

### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart in their notebooks.

**Teacher:** Hello, students! Today, we are going to learn about something we cannot see, but we can feel—air! Air is all around us, and we need it to live. Today, we will learn what air does, why it is important and how it helps plants, animals and people. I am sure you will have fun learning about air!

**Teacher:** Before we begin, let us talk about the KWL chart. It stands for:

- K for What I Know
- W for What I Want to Know
- L for What I Learnt

**A Note to the Teacher:** Ask students to note down and share what they know about air. Let them take turns to share a word or a sentence related to air. Next, encourage them to share what else they would like to know about air. As students share, ask them to write their ideas in the K and W columns of the chart.

K	W	L

**Teacher:** Tell me what do you know about air? It could be anything like birds fly in air, balloon has air and so on.

**Students:** (Possible responses)

- We can feel air when wind blows on our faces.
- Air is inside the balloon.
- We need air to fly our kites.
- Air moves things like leaves and paper.
- We feel the air around us when we run very fast.
- Air is in the sky, all around us!
- We cannot see air.
- Air helps birds to fly in the sky!

COULD DO

10 MIN.

**Teacher:** Great! Write these in the K column.

**Teacher:** Now, what are some things you want to know about air? You can ask me anything!

**Students:** (Possible responses)

- Why can we not see air?
- How does air help plants?
- Where does air come from?
- What will happen if we do not have air?

**Teacher:** Great questions! Write these down in the W column.

**Teacher:** Wow! You all shared so many ideas and questions! At the end of the lesson, we will fill in the L column with what we discovered about air.

### Kinaesthetic

**Teacher:** Let us do a fun activity. Are you all ready to start?

**Students:** Yes!

**Teacher:** First, stand up in your places. Stretch your arms out to the sides like wings.

**Re-KAP** **SPD**

**Kinaesthetic**

Try the following activities. Share your experiences with your partner.

1. Flap your arms like a bird. Do you feel something?
2. Put your hand in front of your mouth. Blow into it. What can you feel? Tick (✓) your answer.

cold air  hot air

18

**Teacher:** Now, start flapping your arms slowly, just like a bird flying. Keep flapping for a few seconds.

**Teacher:** Stop flapping now. Place your hands on your chest or shoulders. What do you feel? Talk to your partner about it.

(Give students a moment to discuss their experiences with their partners. Invite a few students to share what they felt.)

**Students:** My chest is moving! My heart is beating faster!

**Teacher:** That is because your body worked hard when you moved your arms. Well done. Now, sit down for the next activity.

**MUST DO**

15 MIN.

**Teacher:** Hold one hand in front of your mouth with your palm open. Now, gently blow into your hand as if you are blowing out a candle.

**Teacher:** What do you feel? Is it warm air or cool air? Talk to your partner about it.

**Teacher:** Now, look at your book. Tick the option that matches what you felt.

**Teacher:** Great job, everyone! Today, we learned how our body feels air when we move or blow.

### Auditory

**Auditory\***

Listen to your teacher carefully. Answer the questions.

18

**Teacher:** Now, let us try something fun! I am going to read a short story. You need to listen carefully because I will ask you some questions after the story. Do not worry; I can read it again if you need me to. Are you ready?

**Students:** Yes ma'am.

**Teacher:** Now close your eyes to listen and imagine as I read.

(Read the listening text the book. After finishing the story, proceed to ask questions. You can read the passage once or twice if needed before asking the questions.)

### Post Reading

**Teacher:** Close your eyes for a moment and think about all the things that are moving because of the wind. I will give you a few seconds to think.

(Pause for a few seconds to let students imagine.)

**Teacher:** Now open your eyes. Turn to your partner and tell them the names of the things you imagined moving in the wind.

(Give students a few moments to talk to their partners.)

**Teacher:** Who would like to share what they imagined?

**Students:** (Possible responses)

- The clothes were moving.
- The leaves were dancing.
- The kite was flying.

**Teacher:** Very good. The wind makes many things move. Can you think of anything else that might move because of the wind?

**Students:** Maybe a leaf or paper on the ground.

**Teacher:** Excellent answers! the wind is very powerful and it helps us understand how air moves around us.

**Teacher:** You all did a wonderful job today listening, imagining and sharing your thoughts. In the next class, we will work on the Pictorial activity. We will continue exploring how air and wind affect the world around us.

**Animation** can be shown to students to generate interest in the topic.

**MUST DO**

15 MIN.

### Differentiated Activity

**110 km/hr**

In a piece of paper, ask students to draw five objects that can fly in the air. Encourage them to write the names of the objects below their drawings.

**80 km/hr**

Create a Bingo sheet with a mix of objects that can and cannot fly in the air. Instruct students to colour the objects green that can fly in the air.

Kite	Stone
Paper	Stone
Ball	Leaf
Aeroplane	Car

**40 km/hr**

Gather some simple objects: paper, leaf, feather, stone, pencil and twig. Arrange the objects on a table and ensure that a fan is ready to use. Turn on the fan at a low speed. One by one, place each object in front of the fan. Ask the students to observe carefully and notice which objects move or fly when the fan is on. After testing all the objects, ask the students, 'Which objects moved or flew? Which ones stayed still?'

Ask students to write their answers in their notebook under two headings: Object that can fly and objects that cannot fly.

## Home Task

Go outside or sit near a window with your family. Feel the air around you in different ways.

- Can you feel the air when the wind blows on your face?
- Can you feel the air when you wave your hand?
- Can you feel the air when you blow on your hand?

Ask someone from your family to help you write one sentence about how you felt the air. Example: I felt the air when I blew on my hand.

## Period 2

**Teacher:** Good morning, everyone. I hope you enjoyed doing the home task that was discussed in the previous session. Before we further explore about air, let us talk about the homework you did. Please take out your notebooks.

**Teacher:** Now, who would like to share what they did for their homework? Who would like to go first?

(Encourage students to share their thoughts and ideas.)

**Students:** (Possible responses)

- I felt the air on my palm.
- I felt the wind blowing on my face when I stood outside. It felt cool.
- I was waving my hand in front of my face. I could feel the air moving.
- I saw the leaves moving in the wind near my window. The air was making them dance.

COULD DO

10 MIN.




**Teacher:** Good work! You have done a fantastic job noticing how we feel air in different ways. Let us now use what we learned to explore more about air in today's lesson.

## Pictorial

**Pictorial** PS

Look at the pictures. Fill in the blanks.



Kim walks home from school. The \_\_\_\_\_ air touches her face.

At home, Kim switches on the heater. Its \_\_\_\_\_ air makes her feel better.

18

**Teacher:** Look at the picture carefully. What do you see in the first picture?

**Students:** I see a girl.

**Teacher:** Very good! And what is she doing?

**Students:** She is walking.

**Teacher:** Excellent! Where is she walking?

**Students:** Maybe she is walking home from school.

**Teacher:** You are right! Now, let us look at the sentence below the first picture. Let us read it together.

MUST DO

15 MIN.



(Read aloud the sentence and ask students to follow as you read)

**Teacher:** Look at the picture and guess. What do you think touches her face?

**Students:** The air.

**Teacher:** That is correct! Do you think the air is cold or hot?

**Students:** Cold!

**Teacher:** Why do you think so?

**Students:** Because there is snow around her.

**Teacher:** Well done! So what do you think we should write in the blank?

**Students:** Cold.

**Teacher:** Great! now, look at the second picture. What is Kim doing here?

**Students:** She is at home.

**Teacher:** Yes, she is at home. What is she doing with her hands?

**Students:** I think she is in front of the heater.

**Teacher:** You are right! Now let us look at the sentence below the second picture. Let us read it together.

**Teacher:** What do you think makes her feel better?

**Students:** The air.

**Teacher:** That is correct! Do you think the air is cold or hot?

**Students:** Hot.

**Teacher:** Well done! Now write 'hot' in the blank.

**Teacher:** Excellent work, everyone! So, air can feel cold or hot in different situations. Next time remember to notice how air feels around you.

**Teacher:** Alright, let us proceed with the next exercise.

## Interacting better

**Interacting better** ICL

Rearrange the letters to form a meaningful sentence. Conduct a discussion in class on the need for air.

EW DNEE IRA \_\_\_\_\_

19

**Teacher:** We are now going to work on 'Interacting Better'. Let us read the question together.

(Read the question loudly and clearly. Ask students to follow as you read)

**Teacher:** There is a sentence hidden in these jumbled letters. We need to arrange the letters to form a meaningful sentence. I will write the letters on the board. Look at them carefully. Can you think of a sentence using these letters?

**Teacher:** Work with your partners to find out the sentence. Take your time, and we will discuss it together in a few minutes.

(Give some time for students to discuss and work with their partners)

**Teacher:** What do you think 'IRA' could be?

**Students:** Air.

**Teacher:** Very good. Now look at 'DNEE'. What word can we make from it?

**Students:** Need.

**Teacher:** Excellent! Finally, what about 'EW'?

**Students:** We.

**Teacher:** That is correct! Now, can you think of the sentence we can make with these words?

**Students:** We need air.


**Teacher:** Well, done! You all solved the puzzle. Now let us talk about this sentence.

**Teacher:** Why do you think we need air?

**Students:** (Possible responses)

- To breathe.
- To fly kites.
- For plants and animals to live.
- To feel cool on a hot day.

**Teacher:** Those are wonderful answers. Air is very important for all living things. We cannot live without air.


 **Slideshow** can be shown to students to help them learn about the uses of air.

**MUST DO**


15 MIN.

### Differentiated Activity


**110 km/hr**

 Ask students to draw a scene showing at least three ways air is used (e.g., flying a kite, a balloon in the air, leaves moving in the wind). Encourage them to label their drawing with words like kite, balloon or leaves. Then ask them to describe what they have drawn using simple sentences.

**80 km/hr**

 Ask students to look around the classroom and list some objects that uses air to fly.

**40 km/hr**

 Provide an outline of a fan and a blank space. Ask them to colour the fan and then draw one thing that moves because of air, such as a leaf, a kite or a balloon. Help them write or say a sentence like: 'The air moves the kite.'

### Home Task

Look around your house and observe how air is used. Draw pictures or write simple sentences about each activity with the help of your parents. Make a list of at least three activities.

### Period 3

**Teacher:** Hello students! Today, we are going to do a fun experiment to learn about air using a balloon.

**Teacher:** Now, watch carefully.

(Blow air into the balloon slowly, showing the increasing size)

**Teacher:** What do you see happening to the balloon?

**Students:** It is getting bigger!

Chang is back home from school. He finds a packet of balloons on his bookshelf.

What do you think Chang will do? Let us find out.

#### AIR TAKES UP SPACE

Chang takes out a balloon. He starts blowing air into it. Air fills up space inside the balloon. The balloon grows big.



Chang blows more air into the balloon. The balloon gets bigger and bigger.



Chang forgets to tie his balloon with a thread. Air starts to escape from it. The balloon flies away!



Air is all around us. Just like us, animals and plants also need air to live. We cannot see air. We can feel air when it moves. When air moves, it is called wind.

- ➔ You can feel air if you fan yourself.
  - ➔ You can feel air on a moving scooter.
- Think of other ways in which you can feel air.

I can feel the wind on my face!



19

**Teacher:** Yes, it is! And why do you think it is getting bigger?

**Students:** Because you are blowing air into it!

**Teacher:** That is right! When we blow air to the balloon it grows bigger. Air takes up space inside the balloon making it look bigger.

**Teacher:** Now, watch closely!

(Release the air from the balloon suddenly)

**Teacher:** What happened to the balloon?

**Students:** The balloon got small again!

**Teacher:** Why do you think that happened?

**Students:** Because the air came out!

**Teacher:** Yes! When the air comes out, the balloon gets smaller. The air was taking up space inside the balloon and when it left, the balloon shrank.

**Teacher:** Now, let us listen to a short story about Chang and his balloon.

(Read the text to the students)

**SHOULD DO**

10 MIN.

### Post Reading

**Teacher:** What did Chang do with the balloon?

**Students:** He blew air into it and then let the air out!

**MUST DO**

10 MIN.

**Teacher:** That is right! And when Chang blew air into the balloon, what happened?

**Students:** The balloon grew bigger!

**Teacher:** Yes, because air took up space inside the balloon.

**Teacher:** Next, let us learn about air and how we can feel it.

(Read out the text given on page 19 to students and ask them to follow with you)

**SHOULD DO**

5 MIN.

**Teacher:** Air is all around us. It is everywhere, but we cannot see it. However, we can feel it when it moves. Can anyone think of what happens when air moves?

**Students:** It is called wind!

**Teacher:** Yes, you are correct! When air moves, we call it wind. Now, let me ask you, how do we feel air? Can anyone share?


**Students:** When we sit under a fan, near trees, in a car/ bike.

**Teacher:** That is right! When we ride a scooter or a bike, the air moves around us and we can feel it. Can you think of any other ways we might feel air?

(Allow students to share answers and appreciate their responses)

**Teacher:** Wonderful! Some other ways we can feel air are when we open the window and the air comes inside or when we feel the breeze on a hot day.

**Teacher:** So, remember, air is all around us and we can feel it when it moves. It is called wind when it moves. Keep noticing how you feel air in different ways.


 **eBook** can be shown to learners while reading the lesson.

**MUST DO**


15 MIN.

### Differentiated Activity


110 km/hr

 Ask students to brainstorm and draw pictures of different ways they can feel air. Encourage them to think beyond the examples given in the text (e.g., blowing bubbles, flying a kite). They can then share their drawings and explanations with the class.

80 km/hr

 Provide students with simple materials like paper, straws and fans. Ask them to experiment with these materials to see how they can feel air in action (e.g., blowing air through a straw, making paper airplanes fly).

40 km/hr

 Guide students in a simple experiment. Blow up a balloon and let them observe it. Ask questions like: 'What makes the balloon big?' (Help them understand that it is the air inside.) Then, let them feel the air coming out of the balloon when it is popped.

### Home Task

Parents can help students to make their own pinwheel.

**A Note to the teacher:** Bring a pinwheel for the next class to show students and discuss the impact of air.

### Period 4

**Teacher:** Hello everyone! Today I have an interesting toy for you. Are you excited to know what it is?

**Students:** Yes!

**Teacher:** Look at this pinwheel. It has colourful blades that spin when the air moves. I will now show you how it works.

**Teacher:** First, I want you to blow on the pinwheel gently and watch what happens. See how the blades start to spin?

**Students:** (Possible responses)

- I can see it moving.
- The air is making it go round.

**Teacher:** This is because the air from your breath is making it turn.

**Teacher:** Next, we will place the pinwheel under the fan. What do you think will happen? Let us watch carefully.

**Students:** (Possible responses)

- The pinwheel will spin faster.
- It will move like when we blow on it.
- The fan will make it spin.

**Teacher:** Now, I would like you to share what you see. How does the pinwheel move? What do you think is making it spin? Can you feel the air when the pinwheel turns?

(Encourage students to share their thoughts and ideas. Acknowledge and appreciate their responses)

#### AIR HAS MANY USES

- ➔ People, plants and animals need air to breathe.
- ➔ We need air to light fire and dry our clothes.
- ➔ Air helps us keep cool.
- ➔ Air helps us smell.
- ➔ Plants need air to make food.
- ➔ Air is filled into footballs, swimming tubes, tyres and balloons.



20

**Teacher:** Now we are going to learn about air and how it is very important. We need air in many ways. Can anyone tell me why do we need air?

**Students:** (Possible responses)

- We breathe air.
- People and animals need air.
- Plants need air too.

**Teacher:** That is right! Let us read the lesson to understand more uses of air.

(Read the text given and explain to students the various uses of air.)

### Post Reading

**Teacher:** Now, I want you to think about other ways you have seen air being used. Can you think of some more examples? I want you to talk with a friend and share your ideas.

(Allow students to work in pairs to think and share their ideas.)

**Teacher:** I hope you now understand how important air is for us and many other things around us. Air is needed for breathing, cooling down, drying clothes, smelling, helping plants grow and even filling balloons.

### Strong winds cause storms

**Teacher:** Have you ever seen a windy day when air blows faster than usual?

**MUST DO**

15 MIN.

What happens when the wind blows fast?

**STRONG WINDS CAUSE STORMS**

Sometimes, the wind blows fast and strong. Fast and strong winds can cause a storm. Storms bring houses and trees down. Storms can also harm people.

20

**Students:** (Possible responses)

- It feels very cold
- The trees move
- The leaves fly around

**Teacher:** Yes, when the wind blows fast, it can make the trees move and things fly around. But sometimes, strong winds can cause something even bigger—a storm! Let us learn more about what happens during a storm.

(Read aloud the given text)

**Teacher:** Can you imagine how a storm looks like?

(Allow students to share their thoughts)

**Teacher:** A storm can make houses and trees fall down. The wind is so strong that it can break everything in its way. Storms are dangerous for people because the wind can blow things that might hurt them.

**Teacher:** Now, let me tell you some important things about storms. Storms bring strong winds, rain and sometimes thunder. When the wind is too strong, it can knock down trees and houses. It is important to stay safe during a storm. You should always listen to an adult and stay inside when there is a storm.



Open the **Dictionary** from the digital platform for learners to understand the words related to air.

**MUST DO**

10 MIN.



**Differentiated Activity**

**110 km/hr**



How are air, wind and a storm different from each other? Share your thoughts with the class.

**80 km/hr**



Open your book to the lesson and read through it carefully. When you find any of these words, use your orange crayon to colour them.

Plants	food	night
Ways	summer	storm
Kick	eat	nose
Light	blows	go

**40 km/hr**



Practice writing these words in your notebook and then read them aloud to your teacher: air, around, breathe, light, smell, storm, harm.

**Home Task**

Read the lesson at home with the help of your parents.

**Period 5**

**Teacher:** Good morning, everyone! Today, we are going to do a fun activity to learn more about air.

**Teacher:** Now, I want you to gently blow on your hand like this.

(Demonstrate blowing gently on her hand.)

**Teacher:** Try it and tell me what you feel.

(Give sometime for students to do the action and observe)

**Students:** (Possible responses)

- I feel something
- It is like wind.
- It feels soft and cool.

**COULD DO**

10 MIN.



**Teacher:** Great! What do you think that is?

**Students:** Is it air?

**Teacher:** Yes, that is correct! Air is all around us, but we cannot see it. Now, wave your hands in the air like this.

(Demonstrate to students as you tell them)

**Teacher:** Can you feel anything when you move your hands?

**Students:** I feel the air moving!

**Teacher:** Exactly! When we move, we can feel the air around us. Even though we cannot see air, we can feel it.

**Teacher:** Let us remember—air is everywhere, but we need to observe carefully to notice it. You all did a great job exploring air today. Let us now do a quick check of how much we remember from the lesson.

**Recalling better**

**SHOULD DO**

10 MIN.



**Teacher:** For this let us work in teams.

Find a partner and sit together with your pair. After I ask each question, discuss it with your partner and then share your answer with the class.

**Recalling better** CING

- Air takes up space.
- We cannot see air. We can feel it.
- Moving air is called wind.
- Air is useful to us in many ways.
- We need air to breathe. Plants need air to make food.
- Strong winds can cause storms.

20

(Use the CRM sign to get students' attention before starting the activity. Allow them to refer to the lesson pages if needed. Encourage students to speak in full sentences while sharing their responses.)

- What takes up space, but we cannot see it?
- Can we see air? What can we do to know air is around us?
- What do we call moving air?
- How is air useful to us? Can you give some examples?
- Why do we need air?
- Why do plants need air?
- What can strong winds cause?

**Teacher:** Great job, everyone! Now, let us move on to the practice exercises. We will begin with 'Learning better.'

### Learning better

**Learning better** CBA

**A. Fill in the blanks.**

1. Plants and animals need \_\_\_\_\_ to live.
2. When air moves, it is called \_\_\_\_\_.
3. Air helps us keep \_\_\_\_\_.

**B. Write T for true or F for false.**

1. People and animals can live without air. \_\_\_\_\_ (20)
2. We can feel air. \_\_\_\_\_

3. We need air to dry clothes. \_\_\_\_\_ (21)

Fill in the blanks

**Teacher:** Look at the first sentence. Let us read it together.

**Teacher:** We are talking about what plants and animals need to live. What do you think they need?

(Allow students to raise their hands and answer.)

**Teacher:** Yes, plants and animals need air to live. So, write 'air' in the blank.

**Teacher:** Now, let us look at the second sentence. When air moves, we call it with a special name. Can anyone tell me what we call moving air?

(Allow students to raise their hands and answer.)

**Teacher:** That is right, we call it 'wind.' Write the word in the blank.

**Teacher:** Now, for the third sentence. Air helps us with something very important. What does air help us do?

(Allow students to raise their hands and answer.)

**Teacher:** Correct! Air helps us keep 'alive.' Write the word in the blank.

**Teacher:** Well done, everyone! Keep up the great work.

Write T for true or F for false.

**Teacher:** Now, we are going to do a true or false activity.

I will read some sentences, and you need to decide if they are true or false. If the sentence is true, write T. If the sentence is false, write F.

**MUST DO**

10 MIN.

**Teacher:** Let us start with the first sentence. The sentence says, 'People and animals can live without air.' Do you think this is true or false?

(Allow students to raise their hands and answer.)

**Teacher:** Correct! People and animals need air to live. So, you will write F in the box.

**Teacher:** Now, let us look at the second sentence. The sentence says, 'We can feel air.' Do you think this is true or false?

(Allow students to raise their hands and answer.)

**Teacher:** Yes, this is true! We can feel the air, especially when the wind blows. So, you will write T in the box.

**Teacher:** Let us move on to the third sentence. The sentence says, 'We need air to dry clothes.' Do you think

this is true or false?

(Allow students to raise their hands and answer.)

**Teacher:** Yes, this is true! The air helps to dry clothes. So, you will write T in the box.

**Teacher:** Well done, everyone! Keep up the good work.

**Infographic** Show the infographic to the students and ask them to look at the different objects in the picture.

**MUST DO**

10 MIN.

Encourage them to share what they think about each object. Explain that air is all around us and it takes up space in things like balloons, tires and even the empty space inside a bottle. Help the students understand that although we cannot see air, it fills up space in many objects around us.

### Differentiated Activity

**110 km/hr**



Explain in three simple sentences how we use air in our daily lives.

**80 km/hr**



Draw pictures to show how air is used. For example:

- Someone flying a kite.
- Balloons filled with air.

**40 km/hr**



Think of examples where we use air (e.g., breathing, flying a kite or filling a balloon). Share your ideas with the teacher.

### Home Task

#### Creating better

Make a paper fan with the help of your parents.

**Creating better** Art 1 2L CS

**Make a paper fan.**

1. Take an old newspaper.
2. Fold the paper from the edge.
3. Flip the paper and fold again, creating a zigzag or accordion pattern.
4. Hold the newspaper from one end and twist it.
5. Spread the upper half of the newspaper. It would look like a fan.

(21)

### Period 6

**c. Write short answer in your notebook.**

1. What is wind?
2. What causes a storm?
3. Naira is flying a kite. What helps the kite fly high?

(21)

Write short answers in your notebook

**Teacher:** Today, let us work on some questions and recollect our understanding about air to answer them. Look at the first question.

(Read aloud the questions to students)

**Teacher:** First, Discuss with the friend sitting next to you. What do you think wind is?

(Encourage students to share their responses. Consolidate their responses and help them write the answer in a proper sentence)

**Teacher:** Let us move to the next question.

(Read aloud the questions to students)

**Teacher:** Now, talk to your friend to discuss what causes a storm. Think about how air feels during a storm.

**MUST DO**

20 MIN.

(Encourage students to share their responses. Consolidate their responses and help them write the answer in a proper sentence)


**Teacher:** Let us move to the next question.

(Read aloud the questions to students)

**Teacher:** Imagine Naira flying a kite. What makes the kite go up in the sky? Talk to your friend and think about it.

(Encourage students to share their responses. Consolidate their responses and help them write the answer in a proper sentence)

### Thinking better

**Thinking better**  **2L CS HOTS**

Think and answer in your notebook.

There is no electricity at Meena's house. She is feeling hot. What should she do? **21**

**Teacher:** We have a situation and we are all going to wear our thinking hats to find the answer.

(Read the question aloud to the students.)

**Teacher:** Let us think about the situation. Meena is at her house and there is no electricity. She is feeling very hot. What do you think Meena can do to feel better?

**Students:** She can use a hand fan.

**Teacher:** Very good. That is one way. Can anyone think of another way?

**Students:** She can drink cold water.


**Teacher:** Excellent idea. Drinking cold water can help her feel cool. What else can Meena do?

**Students:** She can go to a shady place or sit near a tree outside.

**Teacher:** That is a smart thought. A shady place or sitting near a tree can be cooler than inside the house.

**Teacher:** Now, take out your notebooks. Let us write the ideas in your notebooks. You can write about what we talked about. You can also give a different idea. After writing, show it to me.

### Choosing better

**Choosing better**  **LSV**

Lina's sister, Esther, has spilled water on her skirt. Esther is getting worried. What should Lina do? Tick (✓) the correct answer.

- Lina should ask Esther to wait as the water would dry up soon.
- Lina should ask Esther to wipe her skirt with a handkerchief.

**21**

**Teacher:** Next, we are going to think about another situation today. Listen carefully. Lina's sister, Esther, has

spilled water on her skirt. Esther is getting worried. What do you think Lina should do to help Esther?

**Students:** She can tell Esther to change her clothes.

**Teacher:** That is one idea. Can you think of something else Lina can do?

**Students:** She can tell Esther to sit under the fan.

**Teacher:** That is also a good idea. Now, take out your pencils and open your books.

**Teacher:** You will see two options in the book. Let us read the options together.

1. Lina should ask Esther to wait as the water would dry up soon.

2. Lina should ask Esther to wipe her skirt with a handkerchief.

**SHOULD DO**


20 MIN.

**Teacher:** Now, tick the answer you think is the best way to help Esther. After you finish, raise your hand and we will discuss your choice.


(Once the students complete the activity, encourage them to share the reason for their choice to initiate a discussion around the topic.)

### Differentiated Activity


**110 km/hr**

 Imagine you woke up one day, and there was no air around you. What would happen? How would you feel? Discuss with your peers and share your answers with the teacher.

**80 km/hr**

 Why do we need air? Name three things that air helps us do.


**40 km/hr**

 What are some things that move because of air? Give two examples.

### Home Task

**Revising better**

You have learnt about the importance of nature. What image does this bring to your mind? Write in your Little Book.

**Revising better**  **DBL** **L (What I have learnt)**

In this chapter, you have learnt the importance of nature. What image does this bring to your mind? Write in your Little Book.

**21**

### Period 7

**L (What I have learnt)**

**Teacher:** Now, we are at the end of our lesson about air! Let us see what we have learnt today.

**Teacher:** Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, fill in the L part.

(Ask the students to sit with their partners and discuss what they have learnt from the lesson. Then, invite each pair to share their points and consolidate their ideas. As students share their ideas ask them to consolidate and write them in the 'L' column of the chart in their notebooks.)

**Students:** (Possible responses)

- Air is all around us, even though we cannot see it.
- Air helps balloons fly.
- Air moves things like leaves and paper.
- We can feel air when we run or blow on our face.
- Plants need air to grow.
- Air helps birds and animals breathe.
- If we did not have air, we will not live.

**Teacher:** Great answers! Write these in the L column.

**Teacher:** So, we learnt that air is very important. It helps us breathe, it moves leaves and paper, and it helps plants and animals live. Even though we cannot see air, it is all around us.

### Worksheet 1

Theme 3: I Eat Healthy

**4. Air**

Worksheet 1

A. Fill in the blanks with the correct options.

- Air \_\_\_\_\_ space (takes up/does not take up).
- We \_\_\_\_\_ feel air if we fan ourselves (can/cannot).
- We need \_\_\_\_\_ to breathe (air/water).
- We fill air in a \_\_\_\_\_ (wooden chair/tyre).
- We fill \_\_\_\_\_ in balloons (air/soil).

B. Write **T** for true or **F** for false.

- Air does not take up space. \_\_\_\_\_
- Plants need air to breathe. \_\_\_\_\_
- We can see air. \_\_\_\_\_
- We cannot feel air. \_\_\_\_\_
- Air helps ships move. \_\_\_\_\_

C. Which of these statements about air is true? Colour the correct answers with a green crayon.

- Air takes up space. \_\_\_\_\_
- You can see air. \_\_\_\_\_
- You cannot feel air. \_\_\_\_\_
- We can feel air when a fan moves. \_\_\_\_\_
- Air makes boats move. \_\_\_\_\_

20

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

#### Fill in the blanks with correct options

Read each sentence aloud to the students. Ask the students to choose the correct word to fill in the blank. Encourage them to think carefully about the options provided. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together and discuss the correct choices.

#### Write T for true and F for false

Read each statement aloud to the students. Ask the students to decide whether the statement is true or false. Instruct the students to write 'T' for true and 'F' for false in their workbooks next to each statement. After completing the exercise, ask the students to raise their hands so you can check their answers. Discuss the answers with the students and explain why each statement is true or false.

#### Which of these statements about air is true? Colour the correct answers with a green crayon.


Read each statement aloud to the students. Ask the students to listen carefully and think about each statement. Explain that they should only colour the statements that are true. After they finish, review the answers as a class and discuss which statements are correct and why.


**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.


## Period 8


Worksheet 2


A. Look at the pictures. Name the objects which have air filled in them.


1.   
\_\_\_\_\_

2.   
\_\_\_\_\_

3.   
\_\_\_\_\_

4.   
\_\_\_\_\_

5.   
\_\_\_\_\_

6.   
\_\_\_\_\_

B. Rearrange the letters to get words related to air.

- LFEE \_\_\_\_\_
- INDW \_\_\_\_\_
- ACESP \_\_\_\_\_
- ORMST \_\_\_\_\_
- EATHEBR \_\_\_\_\_

C. Sana has spilled water on her uniform in school. By the end of the day, the water dries. What helps the water dry? Colour the correct answer with a yellow crayon.

- air \_\_\_\_\_
- fire \_\_\_\_\_
- food \_\_\_\_\_
- cloth \_\_\_\_\_
- water \_\_\_\_\_

21

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

#### Look at the pictures. Name the objects which have air filled in them.

Point to the pictures and ask students to name the objects. Guide the students to write the names of the objects filled with air below each picture. Help them spell the words if needed. Review the answers together as a class. Encourage them to give examples of other objects filled with air.

### Rearrange the letters to get words related to air.

Read each word puzzle aloud to the students. Ask the students to work in teams to rearrange the jumbled letters and write the correct word in their workbook. After students finish, review the answers as a class.

**Sana has spilled water on her uniform in school. By the end of the day, the water dries. What helps the water dry? Colour the correct answer with a yellow crayon.**

Read the scenario aloud to the students. Ask the students to look at the options given below and think about what helps the water dry. Instruct students to colour the correct answer with a yellow crayon. Review the answers with the class.

## Period 9

### Worksheet 3

A. Fill in the missing letters to complete the sentences.

1. Air takes up s \_\_\_\_ a c \_\_\_\_.
2. A \_\_\_\_ r is all around us.
3. We can f \_\_\_\_ l air when it moves.
4. Moving air is called w \_\_\_\_ n \_\_\_\_.
5. P \_\_\_\_ a n \_\_\_\_ s need air to breathe.

B. Match the columns.

#### Column A

1. Plants
2. Air takes up
3. We cannot
4. Air helps dry
5. Air helps light

#### Column B

- i. space
- ii. need air to breathe
- iii. our clothes
- iv. a fire
- v. see air

C. Write five uses of air.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

22

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 3.

SHOULD DO

20 MIN.

### Fill in the missing letters to complete the sentences.

Read each sentence aloud to the students. Explain the sentences and ask the students to think and fill in the

missing letters to complete the words. Give them prompts and clues if needed. Review the answers with the class.

### Match the columns

Ask the students to work independently in their workbooks. Give them enough time to complete the task. Once all students are done, review the answers with the class, discussing the correct matches.

### List any five uses of air.

Encourage students to think about the uses of air. Give students time to discuss with a partner. After the discussion, ask students to share their ideas with the class. Consolidate the shared habits on the board. Ask students to write them in their notebooks.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Book of Holistic Teaching

### English

#### Chapter 4: Air

#### A English

FLN HoLL MDA

Fill in the blanks with c or k to complete the words.

1. The \_\_\_\_ite flies in the air.
2. The wind was blowing strongly near the \_\_\_\_ampsite.

16

### Fill in the blanks with c or k to complete the words.

Read the sentences aloud. Ask students to listen carefully to the sounds in the words. Ask the students to repeat the words out loud before filling in the blanks. For example, say, 'What sound do you hear at the beginning of the word 'ite'?' or 'What sound does 'ampsite' start with?'

### Maths

#### B Maths

Lina and her friends buy 7 balloons. They fill air in 3 of them. How many balloons are left without any air inside them? Write your answer in the space provided.

16

Read the problem aloud. Ask the students to work in pairs to solve the sum. Guide the students through the subtraction. Encourage students to write their answers in their notebook.

COULD DO

20 MIN.

## Learning Outcomes

The students will:

Domain	Development Area
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• use fine motor skills to draw and label different sources of air (e.g., wind, plants, fans).</li><li>• demonstrate gross motor skills through kinaesthetic activities, such as movement games (e.g., "Blow the Air" game)</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• collaborate in pairs or groups during activities that involve understanding air (e.g., exploring air through experiments or group discussions).</li><li>• work together to create a simple project or poster on how air helps living beings.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the different sources of air (e.g., wind, trees, fans).</li><li>• list ways in which air is essential for life (breathing, weather, etc.).</li><li>• differentiate between moving air (wind) and still air and understand their effects on the environment.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use descriptive vocabulary (e.g., wind, storm, cool, hot) during speaking and writing tasks related to air.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• draw and create models related to uses of air (example - making a paper fan)</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• actively participate in group discussions and games.</li><li>• demonstrate attentiveness during teacher-led activities and follow instructions carefully.</li></ul>

### Starry Knights

Did you enjoy teaching this unit? Mention what you enjoyed the most.

\_\_\_\_\_

A job well done! Give yourself a STAR.





# Lesson-5: Water

Theme 3: I Eat healthy

8 Periods (40 minutes each)



Learn Better, Stay Ahead, Book of Holistic Teaching



Animation, Animated Activities, Dictionary, eBook, Infographic, Quiz

Confirming better  
Water helps me grow

## Curricular Goals and Objectives (NCF)

### To enable the students:

- to recognize and describe the various uses of water in everyday life (e.g., drinking, cooking, bathing, etc.).
- to identify the sources of water like rain, rivers and taps and understand that these sources provide water for our daily needs.
- to express the importance of water for survival and how people, animals and plants rely on it.
- to understand the need to use water carefully and the importance of saving it.

## Methodology

### Period 1

**Note to the Teacher:** Ask the students to prepare a KWL chart in their notebooks.

**Teacher:** Hello, students! Today, we are going to start with a new lesson. It is something that we use everyday—water! Water is something we use every day. It is in our food, our drinks and even in nature. In this lesson, we will learn why water is so important and how it helps all living things. I am sure you will enjoy learning about water in this lesson.

**Teacher:** Before we begin, let us talk about the KWL chart. It stands for:

- K for What I Know
- W for What I Want to Know
- L for What I Learnt

**A Note to the Teacher:** Ask students to share what they already know about water. Let them take turns sharing a word or sentence related to water. Next, encourage them to share what they would like to know more about water. As students share, ask them to write their ideas in the K and W columns of the chart.

K	W	L

**Teacher:** Tell me, what do you know about water?

**Students:** (Possible responses)

- Water falls from the sky when it rains.
- We drink water when we are thirsty.

- Water is in the tap.
- Water helps plants grow.
- We need water to take a bath.
- Water helps us wash our hands.
- Water is in the beach.

COULD DO

10 MIN.

**Teacher:** Great! Write those ideas in the K column.

**Teacher:** Now, what are some things you want to know about water? You can ask me anything!

**Students:** (Possible responses)

- Why is water important for plants?
- Where does water come from?
- What happens if we do not have enough water?
- Can animals drink the same water we drink?

**Teacher:** Great questions! Write these down in the W column.

**Teacher:** At the end of the lesson, we will fill in the L column with what we discovered about water in this lesson.

## Kinaesthetic

**Re-KAP** SPD

**Kinaesthetic**

Do a role play on the topic 'Let Us Save Water'. Make groups. Each group will enact a way in which they can save water. Discuss the importance of saving water.

22

**Teacher:** Now, we are going to do something fun! We will work in groups and act out different ways we can save water. Saving water is very important and by the end of this activity, you will know how to save water at home or at school.

**Teacher:** First, let us talk about why saving water is so important. Water is needed for all living things—plants, animals and people. If we do not save water, there might

not be enough for everyone. We need to use water carefully so that there is always enough for everyone to drink, take a bath and grow food.

**Teacher:** Now, I will divide you into groups. Each group will act out one way to save water. I will give you some ideas and you can use your imagination to show me how we can save water.

**Teacher:** Here are some ideas to help you:

- While brushing your teeth
- While watering plants
- While taking a bath

**Teacher:** Alright, I will give each group a few minutes to talk about their idea and practise their role play. You can use your actions to show us how you save water. Try to explain it clearly with your group.

(Groups perform their role plays.)

**Teacher:** Well done, everyone! You all did a wonderful job showing how we can save water. Now, let us talk about why saving water is so important.

**Teacher:** Why do you think it is important to save water?

**Students:** We need water to drink.


**Teacher:** Yes, that is right! We need water to stay healthy and grow. If we use too much water, we might run out and that would be a big problem for everyone. By saving water, we are helping our planet and making sure there is enough for everyone.

**Teacher:** What are some ways you can save water at home?

**Students:** We can turn off the tap when brushing our teeth.

**Teacher:** That is a great idea! Turning off the tap while brushing your teeth is an easy way to save water.

**Teacher:** Remember, every little thing we do to save water helps. If we use the right amount of water each time, it can make a big difference. Let us all try our best to save water every day!


 **Animation** can be shown to students to generate interest in the topic.

### Differentiated Activities


**MUST DO**

30 MIN.


#### 110 km/hr

 Ask the students to think about all the places where they have seen water, such as rivers, lakes, oceans, or taps at home, and then draw pictures of these places in their notebook.

#### 80 km/hr

 Ask the students to list at least five different places where they have seen water. For example, in rivers, lakes, oceans or in taps at home.

#### 40 km/hr

 Provide students with simple words like river, lake, well and tap. Ask them to draw pictures of these places where water is found.

## Home Task

Look around your house and see how water is used in different places. Write down or draw at least three ways water is used in your home. For example, you might use water to drink, wash your hands or water the plants. Draw pictures to show how water is used in your house.

## Period 2

### Auditory

**Auditory\***

Listen to your teacher carefully. Answer the questions.

22

**Teacher:** Good morning, class! Today, we are going to begin with a fun riddle. I will say something and I want you to listen and try to guess what it is. Here you go: I am clear and cool, quenching your thirst. Plants need me to grow. What am I?

**Teacher:** Now, who can tell me the answer to the riddle? What do you think I am talking about?

**Students:** Water!

**Teacher:** That is correct! Water is the answer. Water is clear, it quenches out thirst when we are thirsty and it helps plants grow.

**Teacher:** Well done! Now, let us move on to the next activity.

**Teacher:** Now, let us look at these pictures carefully. Can you see the children in the pictures? Tick the ones where the children are saving water.

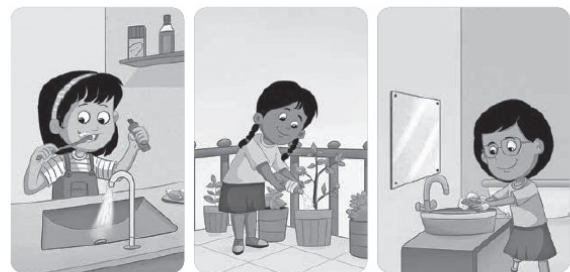
**MUST DO**

10 MIN.

(Allow time for students to work independently.)

**Pictorial** PS

Who is saving water? Tick (✓) the correct pictures.



22

**Teacher:** Now, let us talk about the first picture. What is the first child doing?

**Students:** Brushing teeth.

**Teacher:** Yes, the first child is brushing her teeth. Is that a good way to save water?

**Students:** No.

**Teacher:** Why do you think so?

**Students:** The tap is running while she is brushing.

**Teacher:** You are right! When we brush our teeth, we should not leave the tap running. Let us look at the second picture. Is that a good way to save water?

**Students:** Yes.

**Teacher:** Why do you think so?

**Students:** She is using a watering can to water the plants.

**Teacher:** Yes, that is a great way to save water! We should always use a watering can to water plants carefully. Now, let us look at the third picture. Is that a good way to save water?

**Students:** Yes.

**Teacher:** Why do you think so?

**Students:** Because she has turned off the tap while washing her hands.

**Teacher:** Correct! We should always turn off the tap when we are not using water.

### Interacting better



Interacting better  
How do you save water at home? Hold a discussion about it in class. ICL 23

**Teacher:** Next, we are going to talk about how we can save water at home. Who can tell me some ways that we can save water at home? Think about the things you do every day.

(Give students time to think and raise their hands.)

**Students:** We can turn off the tap while brushing teeth.

**Teacher:** Yes, that is a very good idea. Turning off the tap when we do not need water helps to save a lot of water. Who has another idea?

**Students:** We can use a bucket to water the plants.

**Teacher:** Excellent! Using a bucket or a watering can to water plants is a good way to save water. Are there any other ways to save water at home?


**Student:** We can fill a glass with water instead of leaving the tap running when we drink.

**Teacher:** That is a great suggestion! When we fill a glass of water instead of letting the tap run, we save water.

(Continue the discussion by encouraging more students to share their ideas.)

**Teacher:** You all have shared wonderful ideas on how to save water at home. Remember, small things like turning off the tap, using a bucket for watering plants, can help save a lot of water every day.

Let us try to save water every day so that we have enough for everyone, including animals and plants. Saving water is important for our planet and we all can make a big difference by using water consciously. Follow these good habits at home and share them with your family and friends too!

 **Dictionary** Ask the students to look at the picture and describe what

**SHOULD DO**

15 MIN.



they understand. Then, introduce the words and their meanings.

### Differentiated Activities

**110 km/hr**



Ask students to describe different ways water is used in daily life at home, school and outside.

**80 km/hr**



Ask students to draw a picture to show uses of water at home or school (e.g., brushing teeth or watering plants).

**40 km/hr**



Provide students with a set of simple pictures (e.g., brushing teeth, watering plants, washing hands) and ask them to point to the picture that shows saving water.

### Home Task

Discuss with your parents and create a poster on 'Save Water' You can draw pictures or write a slogan to show how important it is to save water. Be creative and think of ways we can save water at home or school.

### Period 3

**COULD DO**

10 MIN.



**Teacher:** Good morning, class! Let us begin the session today with a fun game. I will say something, and you need to think if it is related to water or not. If it is about water, clap your hands. If it is not about water, shake your head. Are you ready?

**Students:** Yes!

**Teacher:** Great! Let us start. First word: Rain.

**Students:** (Clap hands)

**Teacher:** Well done! Next word: A pencil.

**Students:** (Shake heads)

**Teacher:** Good job! Next: Ocean.

**Students:** (Clap hands)

**Teacher:** Yes, the ocean is full of water! Now: A toy car.

**Students:** (Shake heads)

**Teacher:** Correct! A toy car is not water. Now, let us make it more interesting. I will say more words. Remember, think carefully and react when you hear something about water. Ready?

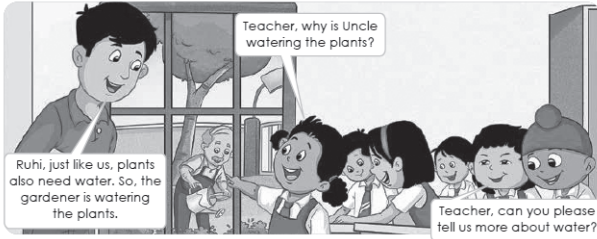
(Continue with the list of words, gradually increasing speed)

Suggested list of words: Cloud, Ice, Sand, Pond, Fire, Glass of water, Tree, Waterfall, Milk, Beach, Fish, Sun, Swimming pool, Raincoat, Boat, River, Sponge, Soap, Mud.

**Teacher:** Wasn't that fun? Well played everyone!

**Teacher:** We have learned some uses of water through different activities so far. Now, let us continue the lesson to discover more uses of water.

It is EVS class. The children learn about water and its importance.



Ruhi, just like us, plants also need water. So, the gardener is watering the plants.

Teacher, why is Uncle watering the plants?

Teacher, can you please tell us more about water?

People, plants and animals need water to live. There can be no life without water. We must not waste water. We need water to cook food, wash fruits and vegetables, bathe, wash clothes and grow crops.



**WHERE DO WE GET WATER FROM?**

When it rains, water fills up ponds, lakes and rivers. This water is cleaned. Then, it comes to our homes through pipes. We get this water from taps. Some rainwater goes below the ground. We dig wells to take this water out.

23

**Teacher:** Look at this picture carefully. Can you see the children in the picture? What are they doing?

**Students:** (Possible responses)

- They are in school.
- They are looking outside the window.

**MUST DO**

15 MIN.

**Teacher:** That is right! The children are learning about water in their class. Now, let us read what the teacher and the children in the picture are saying.

(Read the text aloud. Pause inbetween to explain key words in simple terms)

**Teacher:** Now that you know the importance of water, I want you to sit in teams of four. Think about ways water is useful at school and at home. Discuss your ideas with your team. After a few minutes, we will talk about your ideas together.

(Students work in teams for 10 minutes to discuss. Later conduct a group discussion on the uses of water.)

**Students:** (Possible Responses)

- At home, we use water for drinking, cooking and bathing.
- We water the plants at home to help them grow.
- At school, we use water for washing our hands.
- We need water to clean the classrooms.
- Water is used to fill our water bottles.
- We use water to keep our surroundings clean.

**eBook** can be shown to students to explain the concept.

**SHOULD DO**

15 MIN.

**Differentiated Activities**

**110 km/hr**



Look at the list of words below the puzzle. These are all words related to water. Circle each word

when you find it. Once you have found all the words, raise your hand to let the teacher check your work.

Word list: Rain, River, Pond, Tap, Fish, Ocean, Clean, Save, Cloud

R	A	I	N	P	O	N	D	S
I	C	L	O	U	D	F	I	S
V	O	C	E	A	N	T	A	P
E	C	L	E	A	N	R	I	V
R	T	A	S	A	V	E	E	P
O	F	I	S	H	D	R	O	P

**80 km/hr**



Look at the words below. Fill in the blanks with the suitable words.

Word List: Rain, Tap, Pond

Descriptions:

1. Water falls from the sky as \_\_\_\_\_.
2. Fish live in a \_\_\_\_\_.
3. We get water at home from a \_\_\_\_\_.

**40 km/hr**



Look at the list of words below. Read the words aloud to the teacher and create a sentence with any one word of your choice.

Word List: Rain, Tap, Pond, Fish, Ocean

**Home Task**

Read the lesson with the help of your parents.

**Period 4**

Begin with a quick recap of the previous session. You may ask students to take turns to read.

**COULD DO**

10 MIN.

**Where do we get water from**

**Teacher:** Hello students! now that we have read about water, let us explore the lesson further to find out where do we get water from. Can you tell me?

**Students:** From the tap!

**Teacher:** Yes, water comes to our homes through pipes. But can anyone tell me where the water in the pipes comes from?

**Students:** From the rain!

**Teacher:** Very good! Rainwater falls on the ground and fills rivers and lakes. This water is cleaned before it comes to our homes through the pipes.

**P.S.** This section is aligned to the SDG 6: Clean Water and Sanitation: Teach the students the importance of conserving water, by closing taps while brushing teeth and while applying soap during bathing and so on.

## Recalling better

### Recalling better

- People, plants and animals need water to live. We must save water.
- We use water for drinking, cooking, bathing, washing and cleaning.
- Rainwater fills up ponds, lakes and rivers.

CING

23

**Teacher:** For this activity, let us work in teams. Find a partner and sit together with your pair. After I ask each question, discuss it with your partner and then share your answer with the class.

**MUST DO**

15 MIN.

(Use the CRM sign to get students' attention before starting the activity. Allow them to refer to the lesson pages if needed. Encourage students to speak in full sentences when sharing their responses. Model responses after students have shared their answers to support them.)

- Who needs water to live?
- Why must we save water?
- What do we use water for?
- Where does rainwater go?



Open the **Animated Activities** from the digital platform. Allow students to think and answer the questions.

**SHOULD DO**

15 MIN.

## Differentiated Activities

### 110 km/hr



Imagine a day without water. What problems would you face? Discuss them with your peers and present it to the class.

### 80 km/hr



List any 3 uses of water in your notebook.

### 40 km/hr



In your notebook, list at least five places where you can find water.

## Home Task

Write two ways in which water can be saved in daily life.

## Period 5

**Teacher:** Before we start the book exercise, let us do a fun activity to get us thinking about water! I will divide the class into four groups. Each group will draw a picture of a water resource on a piece of paper. You can draw something like a river, a lake, rain or even a water tap. Work together as a team and make it colourful! Once you are finished, we will share your drawings with the class.

**COULD DO**

10 MIN.

## Learning better

### Write T for true and F for False

**Teacher:** Now, here are some questions about water and

you will tell me if the statements are true or false. If it is true, you will write 'T'. If it is false, you will write 'F'.

### Learning better

CBA

#### A Write T for true or F for false.

- There can be no life without water.
- We must waste water.
- Rainwater fills up ponds, lakes and rivers.

24

**Teacher:** Let us read these sentences together.

(Read the sentences aloud)

**SHOULD DO**

15 MIN.

**Teacher:** I will give you a few minutes to complete the exercise. Please raise your hand if you need help.

(Give time for students to work on the exercise and then discuss the answers)

**Teacher:** The first sentence says, 'There can be no life without water.' Is this true or false?

**Students:** True!

**Teacher:** Yes, that is correct! All living things, including plants, animals and people, need water to live.

**Teacher:** The second sentence says, 'We must waste water.' Is this true or false?

**Students:** False!

**Teacher:** That is right! We should never waste water.

**Teacher:** The third sentence says, 'Rainwater fills up ponds, lakes and rivers.' Is this true or false?

**Students:** True!

**Teacher:** Correct! Rainwater falls from the sky and fills up ponds, lakes and rivers.

**Teacher:** Well, done everyone! You all did a great job. Remember, water is very important and we must use it wisely. Let us move to the next exercise.

#### B Which of these drink water? Colour them blue.

fish pen cat plant baby book

24

**Teacher:** There are some words given. Let us read them together.

(Read the words aloud and ask students to repeat after you)

**Teacher:** Now, you need to look at the words and colour those that drink water. Let us try the first one. Does fish drink water?

**Students:** Yes.

**Teacher:** Why do you think so?

**Students:** It always stays in water.

**Teacher:** Right! Now colour the word blue. In the same way, read the other words and colour only those that drink water.

(Once students complete, discuss the answers before moving further.)

**Quiz** can be conducted with students to help students recollect their learning.

**SHOULD DO**

15 MIN.

## Differentiated Activities

110 km/hr



Take turns to read the lesson with your peers.

80 km/hr



Fill in the Blanks

We drink \_\_\_\_\_ to stay healthy.

Fish live in \_\_\_\_\_.

We use water to \_\_\_\_\_ our hands.

Rain gives water to \_\_\_\_\_ and animals.

40 km/hr



Draw a picture of how you use water at home.

Write one sentence about it.

## Home Task

With the help of your parents, do an experiment to find out which items float and which sink in water. Make use of the objects available at home. Try objects like a spoon, a leaf, or a plastic bottle.

## Period 6

Greet students and settle them down using CRM signs

**MUST DO**

20 MIN.



Write short answers in your notebook

**C** Write short answers in your notebook.

1. Write two uses of water.
2. You have a plant outside your house. Its leaves are turning yellow. How will you help the plant?

24

**Teacher:** Let us work on some questions and recollect our understanding about water to answer them. Look at the first question.

(Read aloud the questions to students)

**Teacher:** First, let us talk about the uses of water. Discuss with the friend sitting next to you.

(Encourage students to share their responses. Consolidate their responses and help them write the answer in a proper sentence)

**Teacher:** Let us move to the next question.

(Read aloud the questions to students)

**Teacher:** Now imagine that you have a plant outside your house. Talk to your friend to discuss how to help the plant to grow stronger.

(Encourage students to share their responses. Consolidate their responses and help them write the answer in a proper sentence)

## Thinking better

**Thinking better**

2 L. CS HOTS

Think and answer in your notebook.

What would happen if we did not have enough water? Can you think some steps which would help save water?

24

**Teacher:** Alright, let us move to the next exercise. We have a situation and we are all going to wear our thinking hats to find the answer.

(Read the question aloud to the students.)

**Teacher:** Let us think about the situation. What would happen if we do not have enough water?

**Students:** (Possible responses)

- We cannot drink water.
- The plants will die.
- The animals will be thirsty.
- We will not be able to wash our hands.

**Teacher:** Very good answers! Yes, if we do not have enough water, we cannot drink or clean and plants and animals will not grow.

**Teacher:** Now, let us think about how we can save water. The next question is: Can you think of some ways we can save water?

**Teacher:** Think about things we can do at home or school to save water.

**Students:** (Possible responses)

- Close the tap after using it.
- Do not waste water while bathing.
- Water the plants carefully.
- Do not play with water.
- Fill the bucket only with the water we need.
- Drink water from a glass, not the tap.
- Use a bucket to wash the car.

**SHOULD DO**

10 MIN.



**Teacher:** Those are great ideas! Saving water is very important and every little action helps. Well done, everyone!

**Teacher:** Now, take out your notebooks. Let us write the ideas in your notebooks. You can write about what we talked about or you can give a different idea. After writing, show it to me.

## Choosing better

**Choosing better**

LSV

Rahul is back from school. There is some water left in his water bottle. What should he do? Tick (✓) your answer.

1. He should use it to water the plants.
2. He should throw it in the sink.

24

**Teacher:** Next, we are going to think about another situation today. Rahul is back from school. There is some water left in his water bottle. What should he do with the water?

**Students:** He can drink the water.

**Teacher:** That is one idea. Can you think of something else that Rahul can do?

**Students:** He can pour the water to the plant.


**Teacher:** That is also a good idea. Now, take out your pencils and open your books.

**Teacher:** You will see two options in the book. Let us read the options together.

(Read the options aloud for students and ask students to repeat)

**Teacher:** Now, tick the answer you think is the good practice that Rahul can do. After you finish, raise your hand, and we will discuss your choice.

(Once the students complete the activity, encourage them to share the reason for their choice to initiate a discussion around the topic.)

 **Infographic** show the infographic to students and discuss the uses of water.

### Differentiated Activities

**110 km/hr**



If you could create a machine that saves water, what would it do? Draw and show it to your teacher.

**80 km/hr**



Why should we not waste water? List three reasons why should we not waste water?

**40 km/hr**




Draw examples of things that need water.

### Home Task

#### Creating better

Draw and colour a rainy day in your notebook.


**Art 21. CS**  
24

Draw and colour a rainy day scene in your notebook.

### Period 7

#### L (What I have learnt)

**Teacher:** Now, we are at the end of our lesson about water! Let us see what we have learnt today.

**Teacher:** Remember, at the start of the lesson, we talked about what we knew and what we wanted to know. Now, we will fill in the 'Learnt' part.

**Teacher:** I want you to sit with your partner and discuss what you have learnt about water. After a few minutes, we will hear from each pair and write your ideas on your notebook.

(Give time for students to discuss with each other. Move around to observe and guide students who need help)

**Students:** (Possible responses)

- Water helps us live.
- We drink water when we are thirsty.
- We use water to clean ourselves and wash things.
- Water falls from the sky as rain.
- Fish live in water.
- Plants need water to grow.
- Water can be in the ocean, rivers and ponds.
- If we don't have water, we would not live.

**MUST DO**

10 MIN.



**Teacher:** Great answers! Write these in the 'Learnt' column.

**Teacher:** So, in this lesson we learned that water is very important. It helps us live, it helps plants grow and animals, like fish, live in water. We need to drink water and we use it for many things like cleaning. Even though we cannot always see it, water is everywhere!

### Worksheet 1

**Theme 3: I Eat Healthy**

**5. Water**

Worksheet 1

A. Fill in the blanks with the correct option.

1. Plants need \_\_\_\_\_ to live (oil/water).
2. Animals need \_\_\_\_\_ to live (water/toys).
3. There can be no life without \_\_\_\_\_ (snow/water).
4. We must not \_\_\_\_\_ water (drink/waste).
5. Water has \_\_\_\_\_ uses (no/many).

B. Write **T** for true or **F** for false.

1. There is no life without water. \_\_\_\_\_
2. We need water to drink. \_\_\_\_\_
3. We do not need water to cook food. \_\_\_\_\_
4. We need soap to clean vegetables. \_\_\_\_\_
5. We need water to wash fruits. \_\_\_\_\_

C. Which of these statements about water are correct? Colour your answers with a blue crayon.

1. We cannot see water.
2. We can feel water.
3. We drink water.
4. We use water to bathe.
5. We should waste water.

23

Ask students to open their EVS workbook. Guide them to complete the exercises in worksheet 1.

#### Fill in the blanks with correct options

Read each sentence aloud to the students. Ask the students to choose the correct word to fill in the blank. Encourage them to think carefully about the options provided. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together and discuss the correct choices.

**SHOULD DO**

30 MIN.



#### Write T for true and F for false

Read each statement aloud to the students. Ask the students to decide whether the statement is true or false. Instruct the students to write 'T' for true and 'F' for false in their notebooks next to each statement. After completing the exercise, ask the students to raise their hands so you can check their answers. Discuss the answers with the students and explain why each statement is true or false.

#### Which of these statements about air is true? Colour the correct answers with a green crayon.

Read each statement aloud to the students. Ask the students to listen carefully and think about each statement.

Explain that they should only colour the statements that are true. After they finish, review the answers as a class and discuss which statements are correct and why.

**Note:** You may also take up this worksheet in class for concept recap or for assessment purpose.

## Home Task

### Revising better

In this chapter, you have learnt the uses of water. Water has so many uses in our lives. What images does this bring to your mind? Write in your Little Book.

**Revising better** DBL

In this chapter, you have learnt the uses of water. Water has many uses in our lives. What images does this bring to your mind? Write in your Little Book.

24

## Period 8

### Worksheet 2

A. Five words related to water are given in this word search. Colour them with a blue crayon.

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

POND  
RAIN  
WASH  
BATHE  
DRINK

B. Fill in the blanks with the correct words from the box.

life    drink    wash    rain    waste

- There is no \_\_\_\_\_ without water.
- We must not \_\_\_\_\_ water.
- We should \_\_\_\_\_ a lot of water.
- We need water to \_\_\_\_\_ clothes.
- We get water from \_\_\_\_\_.

C. Write T for true or F for false.

- We need water to light a fire. \_\_\_\_\_
- We need only soap to wash clothes. \_\_\_\_\_
- We use water to wash fruits and vegetables. \_\_\_\_\_
- We use water to bathe. \_\_\_\_\_
- Water comes to our house through pipes. \_\_\_\_\_

24

Ask the students to open their EVS workbook. Guide them to complete the exercises in worksheet 2.

**Five words related to water are given in this word search. Colour them with a blue crayon.**

Ask the students to look carefully at the word search. Explain that they need to find and colour the five words related to water using a blue crayon. Encourage students

to work at their own pace, ensuring they focus on identifying each word correctly before colouring them. Walk around to help if any student faces difficulty in identifying the words.

**Fill in the blanks with the correct words from the box.**

Read the sentences aloud and explain that students need to fill in the blanks with the correct words from the box. Encourage students to think about the meaning of each word and how it fits in the context of the sentence. Allow time for students to complete the activity independently. Walk around to help as needed. After completing the exercise, review the answers with the class and encourage discussion about why each word fits in the blank.

SHOULD DO

20 MIN.

**Write T for true and F for false**

Read each statement aloud to the students. Ask the students to decide whether the statement is true or false. Instruct the students to write 'T' for true and 'F' for false in their notebooks next to each statement. After completing the exercise, ask the students to raise their hands so you can check their answers. Discuss the answers with the students and explain why each statement is true or false.

## Book of Holistic Teaching

### English

#### Chapter 5: Water

#### A English

FLN HOLL MDA

Fill in the blanks with the correct u words.

- Ria filled the j\_\_g with clean water.
- Mohit drank two glasses of water after being out in the S\_\_n.

17

**Fill in the blanks with the correct u words.**

Read the sentences aloud. Ask students to listen carefully to the sounds in the words. Encourage students to pay attention to the sounds and the meanings of the words. Write the words on the board and ask students to identify what will happen if u is added to the word.

### Maths

#### B Maths

Lina and her mother go to the market. They buy 2 boxes of sharpener. Each box has 5 sharpener. How many sharpeners did they buy in total? Write your answer in the space provided.

17

Read the problem aloud. Guide students through the addition. Encourage students to write their answers in their notebook.

COULD DO

20 MIN.

## Learning Outcomes

The students will:

Domain	Development Area
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• use fine motor skills to draw and label different sources of water (e.g., rivers, lakes, taps, rain).</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• collaborate in pairs or groups during activities that involve understanding water (e.g., sharing and discussing the importance of water through experiments or group discussions).</li><li>• work together to create a simple project or poster on how water is essential for life and the environment.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify the different sources of water (e.g., rain, rivers, lakes, wells).</li><li>• list ways in which water is essential for life (drinking, cooking, bathing, watering plants).</li><li>• list ways to save water around them.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use descriptive vocabulary (e.g., pond, lake, wash) during speaking and writing tasks related to water.</li><li>• share thoughts about the importance of water in the classroom, discussing its uses in daily life.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• engage creatively in designing water conservation posters or drawings with an aesthetic sense.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• actively participate in group discussions and games.</li><li>• demonstrate attentiveness during teacher-led activities and follow instructions carefully.</li></ul>

### Starry Knights

If you had to improve one aspect of your teaching, what would it be?

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Problem identified is half problem solved. Kudos to you for being open to improvement always.

Give yourself a STAR

