

Lesson-2: Food We Eat

9 Periods (40 minutes each)



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



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

Confirming better

I thank god for every meal.

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to develop an understanding of the different types of food and their importance in everyday life through observations and discussions.
- to recognize and classify kinds of food into groups (e.g., Body-building, Energy giving and Protective foods) with the help of visual aids and real-life examples.
- to understand the importance of a balanced diet and learn about healthy eating habits in a relatable and engaging manner.
- to share and discuss their preferences for vegetables and other foods, fostering a connection with their local food culture.
- to learn about the effects of consuming unhealthy or junk food and its impact on the body through stories, role-plays, or hands-on activities.
- to appreciate how food choices contribute to health and well-being and explore the concept of seasonal and locally available foods.

Methodology

Period 1

Note to the Teacher: Ask students to prepare a KWL chart in their notebooks. Help students to recollect what they know, what they want to know and what they would like to learn from the lesson.

Teacher: Hello, students. Today, we are going to start a new lesson, and it is about something we all enjoy—food. We eat food every day, but have you ever thought about why we need it?

(Pause for students to share their thoughts)

Teacher: Food helps us in many ways. It makes us strong, helps us grow and gives us energy to play and learn. In this lesson, we will talk about:

- How food helps our body grow and stay strong.
- How different foods give us energy to play, learn and stay healthy.
- The different types of food we eat every day.
- Where our food comes from (plants, animals).
- What it means to eat healthy and make good food choices.

Encourage students to share:

- **K (What we Know):** Ask students to share what they already know about food.

- **W (What we Want to Know):** Encourage curiosity by asking what they would like to know about food.

| K | W | L |
|---|---|---|
| | | |

Teacher: Let us start with what we already know. Can anyone share something about food? What kinds of food do we eat? Why do we need food?

Students: (Possible responses)

- We eat rice and dal.
- I like apples and bananas.
- Food makes us strong.
- We need food to grow.
- I eat chapati and sabzi at home.
- Food gives us energy to play.
- We drink milk to be healthy.
- Vegetables and fruits are good for us.
- My favourite food is sabzi and roti.
- Food helps us when we feel hungry.

Teacher: Great. Write them in the K column.

Teacher: Now, let us think about what we want to learn. What questions do you have about food? Is there something you have always been curious about?

Students: (Possible responses)

- Why do we need food?
- What is healthy food?
- Why can't we eat only chocolates?
- Where does food come from?
- What happens if we don't eat food?
- Why do we drink water?
- What is junk food?
- How does food make us strong?
- Why do we eat fruits and vegetables?
- Can all food come from plants?

Teacher: These are fantastic questions. Write them in the W (What we Want to Know) column.

Teacher: By the end of our lesson, we will fill the L (What we Learned) column with all the new things we discover about food. Let us get ready to dive into the world of food—are you excited?

COULD DO

10 MIN.

☐

Kinaesthetic

Teacher: Let us start with a fun activity called Food Pictionary. Have any of you played this game before? (Wait for students to respond. Encourage them to share if they have played similar games.)

Kinaesthetic

Play food-pictionary in class. One of you will draw a food item on the board. The rest of the class will have to guess its name. Take turns and set a time limit for the game.

10

Teacher: Great. Let me explain how to play. One of you will come to the board and draw a food item. The rest of the class will guess its name. Everyone will get a turn to draw and we will make it even more exciting by setting a time limit to guess—5 seconds.

Are you ready to play?

Students: Yes.

Teacher: Here are the rules,

1. I will call one student to come to the board and draw a food item.
2. The rest of you can raise your hands to guess what it is.
3. You have to guess within 5 seconds.

Teacher: Let us start.

(Call a student to draw the first food item. Encourage guesses from the class. Appreciate students for their correct responses and efforts.)

Teacher: Wow. You all did such a great job. This was so much fun and now we are ready to learn more about food.

MUST DO

15 MIN.

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Auditory

Teacher: Now, I will read a few sentences to you. You need to listen very carefully because, at the end, I will ask you a question about it.

Auditory*

Listen to your teacher carefully. Answer the questions.

10

So, make sure you are paying close attention. If you do not understand something, do not worry—I can read it again if needed.

(Read the listening text provided at the end of the course book slowly and clearly.)

Teacher: Now, here is the question.

(Ask the question given below the listening text.)

Teacher: Take your time to think before answering. If you need me to read the passage again, just let me know.

(Allow students to respond. If required, read the passage once more to ensure everyone understands.)

MUST DO

15 MIN.

☐

Animation can be shown to students to generate interest about the topic.

Differentiated Activity

110 km/hr



Draw two big squares on a paper. In one square, draw food items that come from plants, and in the other square, draw food items that come from animals. Label each food item with its name.

80 km/hr



Draw two big squares on a paper. In the first square, draw and label the following plant foods:

- Carrot
- Banana
- Apple
- Spinach

In the second square, draw and label the following animal foods:

- Milk
- Cheese
- Egg

Make sure your drawings are neat and the names are written clearly next to each food.

40 km/hr



Look at the list of food items below. With the teacher's help, read the names of the food. Circle the foods that come from plants. Colour the foods that come from animals.

Food List: Cheese, Milk, Banana, Rice, Carrot, Kiwi, Egg, Spinach, Pineapple

Home Task

Draw or paste a picture of your favourite food on a piece of paper. In the next class, share the following about the food,

- What is it?
- Why do you like it?
- Does it come from a plant or an animal?

Period 2

Teacher: Hello, everyone. I hope you had fun working on your homework yesterday. Are you ready to talk about your favourite food? Who would like to go first?

(Encourage a few volunteers to share what they have drawn or pasted. Ask them to talk about their food using the questions they answered at home: 'What is it?', 'Why do you like it?' and 'Does it come from a plant or an animal?')

Teacher: Great job, everyone. I am so proud of your work. I will collect your pictures and put them up in the class so we can see everyone's favourite food.

COULD DO

10 MIN.

Pictorial

Teacher: Turn your books to page 10. We are going to work on pictorial activity.

Pictorial PS

Look at the pictures. Circle the food that comes from plants with a green crayon. Circle the food that comes from animals with a yellow crayon.

10

Teacher Look at the pictures on the page. You will see different types of food.

- Use green colour to circle the food that comes from plants.
- Use yellow colour to circle the food that comes from animals.

You can use your crayons or colour pencils for this activity. (Allow students to work on the activity. Walk around the class to see if anyone needs help and support them as needed.)

Teacher: Who would like to share their answers? Let us start with the food that comes from plants. What did you circle?

Students: Pulses, Banana, Potato, Cabbage, Carrot

Teacher: Great. Now, what food did you circle from animals?

Students: Eggs and Milk

Teacher: Great job, everyone. Now we know that plants give us foods like fruits, vegetables, and grains, while animals give us foods like milk, eggs and meat. Remember,

MUST DO

15 MIN.

it is important to eat a mix of both kinds of foods to stay healthy and strong.

Interacting Better

Teacher: Next, let us work on 'fruity fun' riddles. Turn to page number 11.

Interacting better ICL

Answer these 'fruity fun' riddles.

1. I am yellow and sweet. Monkeys love to eat me. I grow in a bunch on trees. What am I?
2. I am red and juicy. People say that I keep the doctor away. What am I?

11

Teacher: Let us read the first clue to find out which fruit it is. (Read the riddle aloud with the students and encourage them to discuss with their peers to find out the answer.)

Teacher: What do you think is the answer for the first one? The riddle says, 'I am yellow and sweet. Monkeys love to eat me. I grow in a bunch on trees.' Who am I?

Students: Banana.

Teacher: Well done. Monkeys love to eat bananas, and they are yellow in colour and grow in bunches on a tree.

Teacher: Now, let us read the second clue.

(Read the riddle aloud with the students and ask them to discuss with their peers to find out the answer.)

Teacher: What do you think is the answer for the second one? The clue says, 'I am red and juicy. People say that I keep the doctor away.' Who am I?

Students: Tomato.

Teacher: That is a good guess. However, remember, we need to find the name of a fruit. Let me give you an additional clue. It starts with the letter 'A.'

Students: Apple.

Teacher: Yes. An apple is red in colour and eating one every day is said to keep the doctor away.

Teacher: Alright, let us now read a story. Who would like to read with me?

SHOULD DO

10 MIN.

Tomorrow, we will do some fire-less cooking in class. What do you plan to make?

Next day...

I will make my favourite sandwich.

I will make fruit chaat.

Very nice. I cannot wait to taste all the yummy food.

Do you know that fruit chaat is not just tasty, it is healthy too?

How so, Ma'am?

Fruits are protective foods. They keep us healthy. We will talk about different kinds of food during the class.

11


Teacher: As we read, pay attention to the new words we will come across.

(Encourage students to take turns reading the dialogue help them if required. As the story is narrated, introduce the key terms 'fire-less cooking' and 'protective foods'.)

Teacher: 'Fire-less cooking' means making food without using a stove or fire. Can anyone think of an example of food made this way?

(Allow time for students to respond.)

Teacher: Very good. 'Protective foods' are foods that help keep our body strong and healthy. We will learn more about these as we go through the lesson further.

 **Dictionary** can be shown to students to introduce the words related to food.

MUST DO

15 MIN.



Differentiated Activity

110 km/hr



Write 5 sentences about your favourite food.

- What is your favourite food?
- What does it look like?
- How does it taste?
- Why do you like it?
- Is it made from plants or animals?

80 km/hr



Rearrange these letters to find the names of some foods hidden in them.

1. LMKI (Hint: It is white and we drink it every day.)
2. TATOPO (Hint: It is a vegetable that grows underground.)
3. SEECHE (Hint: It is made from milk and is soft and tasty.)
4. SPLUES (Hint: It is a type of food rich in protein, like lentils.)
5. IREC (Hint: It is a grain we eat with curry.)

40 km/hr



Provide students with pictures of different foods (cut-outs from magazines or printed handouts).

Place two baskets in the classroom. Label one basket 'Foods from Plants' and the other 'Foods from Animals.' Ask students to take turns choosing a picture and placing it in the correct basket. Once all pictures are sorted, review the baskets together and discuss the answers.

Home Task

With the help of your parents, make a fruit salad to explore cooking without fire.

Period 3

Teacher: Hello, students. Let us start our session with a fun challenge. I am going to split the class into two teams. We will play a game called Healthy vs. Junk.

Teacher: Here is how it works:

- When Team A names a healthy food, Team B must quickly name a junk food.
- If a team cannot think of a food in time, the other team gets a point.

Let us see how fast you can think of food names.

Teacher: Remember to listen carefully and have fun. Are you ready?

Students: Yes.

(Encourage students to take turns and ensure everyone gets a chance to participate. If a team struggles to think of a food item, provide gentle prompts or clues to keep the game fun and engaging. Use the activity to reinforce the importance of choosing healthy foods for a strong body and mind. End the activity by summarizing the key differences between healthy and junk foods, emphasizing the benefits of healthy eating.)

COULD DO

05 MIN.



Kinds of Food

KINDS OF FOOD

Body-building food

Body-building foods help us grow. Examples are milk, eggs, fish, meat and pulses. They make our bones and muscles strong.



pulses



milk



eggs

11

Energy-giving food

We need energy to work and play. Sugar, butter, rice and jaggery give us energy.



rice



butter



jaggery

Protective food

Fruits and vegetables are protective foods. They keep us healthy.



vegetables



fruits

12

Teacher: Now, we are going to learn about body-building foods. Do you know what that means?

(Encourage students to share their ideas)

Teacher: Good guess. It means foods that help us get stronger and grow bigger. They help our bones and muscles become strong too. Can you think of some body-building foods?

Students: Eggs, Milk, Pulses

Teacher: Yes, those are some great examples of body-building foods.

Teacher: Now we know how body-building foods help us grow strong. Next, let us learn about energy giving food.

Teacher: Energy is what helps us do all the fun things we love, like playing and running. It is like fuel for our body, just like a car needs fuel to run. When we eat food, it gives us energy to play and study.

Teacher: Have you ever felt tired, and then ate something yummy, like a banana, and felt better? That is energy helping you.

(Encourage students to share their thoughts)

Teacher: That was nice to hear.

Teacher: Just like batteries give energy to toys, some foods give energy to us. These are called energy-giving foods. Some examples are rice, sugar, butter and jaggery.

Teacher: Now let us talk about another very important kind of food – protective foods.

Teacher: Protective foods are foods that help our body stay healthy and strong. They protect us from getting sick.

- Fruits and vegetables are great examples of protective foods.
- These foods give our body the vitamins and minerals it needs to fight germs and stay healthy.

Teacher: For example, if we eat apples, oranges and carrots, they help our body stay strong and fight off sickness. Can you think of any fruits or vegetables you eat to stay healthy?

(Allow students to share their responses)

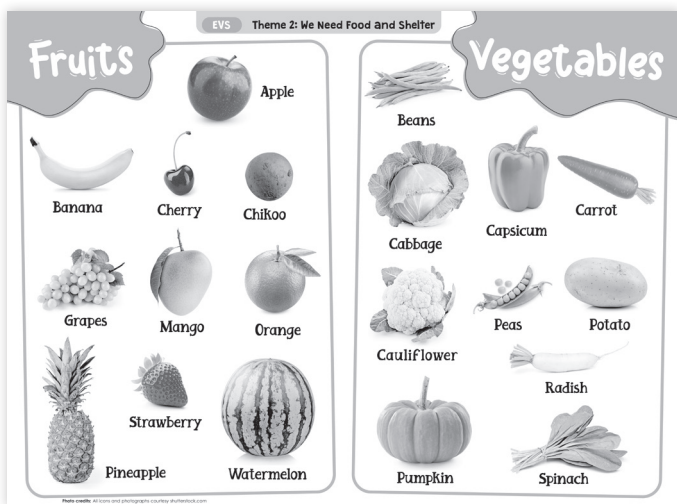
Teacher: Great job, everyone. Just like energy-giving foods help us play, protective foods help keep us healthy.

MUST DO

20 MIN.

Poster

Teacher: Now, that we know about food and how fruits and vegetables help keep us strong and healthy, let us look at something fun. I have a poster here that shows different types of fruits and vegetables.



Teacher: Can you see how many colourful fruits and vegetables are on this poster? These are all protective foods. Remember, protective foods help us stay healthy and fight off sickness.

(Allow students to point out and name the fruits and vegetables they see on the poster.)

Teacher: Wow. Look at all the wonderful fruits and vegetables. Eating these foods helps our body stay strong, just like how eating healthy foods like rice or milk gives us energy and helps us grow.

COULD DO

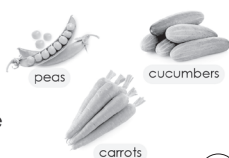
05 MIN.

Teacher: Now, that we know about different kinds of foods, let us talk about raw and cooked foods.

RAW AND COOKED FOOD

Uncooked food is called raw food. We eat fruits raw. We can also eat a few vegetables raw. Examples are carrots, cucumbers and peas.

We need to cook some food items before eating. Examples are meat, eggs, pulses, rice and some vegetables.



12

Teacher: Have you ever seen your mother cooking vegetables and pulses at home? Why do you think we need to cook some foods before eating them?

Students: (Possible responses)

- Because it tastes better when we cook it
- When we cook food, it smells nice and yummy.
- It is like we are making the food ready for us to eat.

Teacher: Great. We cook some foods to make them safe to eat and cooking also makes them taste better. Some foods, like meat, eggs, and rice, need to be cooked so they are yummy and good for our body.

Teacher: There are also some foods that we can eat without cooking, and they are called raw foods. Let us read further to learn about raw food and cooked food.

MUST DO

10 MIN.

(Read the content and explain it to the learners)

eBook can be shown to students to teach the concepts.

Differentiated Activity

110 km/hr

Imagine you find a magical fruit. What does it look like? What special powers does it have? Give a name to your magical fruit and write 3 sentences about it.

80 km/hr

Imagine you find a magical fruit. What does it look like? What special powers does it have? Give your magical fruit a name. Draw your fruit.

40 km/hr

Imagine you find a magical fruit. What does it look like? Give your magical fruit a name. Draw your fruit.

Home Task

Look at the food items you have at home. In your notebook, draw three columns. Label them as:

- Body-Building Foods
- Energy-Giving Foods
- Protective Foods

Write the names of at least 3 foods in each column that belong to each type.

Period 4

Teacher: Hello students. I hope you had fun exploring the food items in your kitchen. Did you find different types of foods at home, like body-building, energy-giving, and protective foods?

Teacher: Who would like to share what they found?

COULD DO

10 MIN.

(Invite a few students to share their examples)

Teacher: Great job, everyone. Before we move on, I want to ask you a question. Can you think about all the food you ate yesterday, from the time you woke up to the time you went to bed?

(Allow students a moment to think and share their answers)

Teacher: That is awesome. Now, I am going to tell you about a new word. Have you ever heard the word 'diet'? A diet means the food we eat.

A BALANCED DIET

The food we eat is called our diet. We should have a good diet. A good diet has all kinds of food in it – body-building food, energy-giving food and protective food. A balanced diet has all kinds of food items in the right amount. It keeps us fit and healthy.

12

Teacher: A good diet is like having all the healthy food items in the right amounts. Just like how a puzzle has different pieces that fit together, our food needs to fit together too.

Teacher: A balanced diet means we eat different types of foods in the right amounts. These foods help us stay healthy, strong and full of energy.

Teacher: So, to stay healthy, we need to eat a little bit of each of these food every day. If we eat only one type, like only junk, we will not have enough of the other foods that help us grow strong and stay healthy.

Teacher: So, remember, eating a balanced diet is like having the perfect mix of all the foods your body needs to stay fit and happy.

MUST DO

15 MIN.



Teacher: Now let us talk about junk food. Can anyone tell me what junk food is?

(Allow students to share their ideas.)

JUNK FOOD

Junk food has a lot of salt or sugar in it. Chips, pizza and soft drinks are some examples of junk food. Junk food might be tasty but it is not good for us. We should always eat healthy food.

12

Teacher: Great. Junk food is food that is not very healthy for us. It often has a lot of sugar or salt in it. Some examples of junk food are chips, pizza and soft drinks.

Teacher: Junk food can taste yummy and make us feel happy for a little while, but it is not good for our body. Eating too much junk food can make us feel tired and it can even make us sick.

Teacher: Now, can you name some healthy food options, instead of junk food?


(Encourage students to share their ideas)

Teacher: Remember, eating too much junk food is not good for our body. That is why it is important to eat healthy foods, like fruits, vegetables and pulses, every day. These foods help us stay strong and full of energy.

MUST DO

15 MIN.



 **Animated activities** can be shown to students to make the lesson more engaging. Encourage them to answer the questions by recalling the key points from the lesson.

Differentiated Activity

110 km/hr



Provide students with a list of food items (e.g., apple, rice, chicken, chips, carrots, milk, etc.). Ask them to sort the food items into three groups: Body-building food, Energy-giving food, and Protective food. After sorting, ask them to pick one food item from each category and describe it in 1-2 sentences. (For example: 'Milk is body-building food because it makes our bones strong.')

80 km/hr



Provide students with a list of food items (e.g., apple, rice, chicken, chips, carrots, milk, etc.). Ask them to sort the food items into three groups: Body-building food, Energy-giving food, and Protective food.

40 km/hr



Provide students with a list of food items (e.g., apple, rice, chicken, chips, carrots, milk). Ask them to colour only the body-building foods from the list. Then encourage them to read aloud the examples.

Home Task

Maintain a food journal for one whole day. Write down everything you eat and drink from morning till bedtime. For each food or drink, decide which group it belongs to. Is it a Body-building food (like milk, eggs) or Energy-giving food (like rice, bread)? or Protective food (like fruits, vegetables)?

Example

Name:

Date:

| Time of the day | Food/Drink | (Body building, protective, energy giving) |
|-----------------|------------|--|
| Breakfast | | |
| Snack | | |
| Lunch | | |
| Snack | | |
| Dinner | | |
| Before Bed | | |

Period 5

Teacher: Hello students. I hope you are enjoying learning about food. Shall we play a fun game where we guess the names of healthy and junk foods?

COULD DO

10 MIN.



I will read some clues, and you have to guess the food. Let us split into two teams. Each team will get a turn to answer. If one team does not know the answer, the other team can try. Are you ready?

Suggested riddles

| | |
|--|--------------------|
| I am long and orange, crunchy and sweet, Rabbits love me as their favourite treat. What am I? | Carrot |
| I am a drink that comes from cows, I make your bones strong—everyone allows. What am I? | Milk |
| I come in a bag, crunchy and thin, Too much of me is not a win. What am I? | Chips |
| I am sweet and cold, a summer delight, But I'm not the best to eat every night. What am I? | Ice Cream |
| I am white and fluffy, like a cloud you can eat, I grow in gardens and make a healthy treat. What am I? | Cauliflower |
| I am purple and shiny, with a green little hat, You can cook me in curries; I'm healthy, that's a fact. What am I? | Brinjal (Eggplant) |
| I am tiny and white, I grow in a field, I am cooked in water and make a tasty meal. What am I? | Rice |

Teacher: Now, let us learn some healthy eating habits that will keep us healthy and happy.

(Read the text aloud and introduces the key terms.)

HEALTHY EATING HABITS

- Brush your teeth every morning and night. Brushing helps remove small pieces of food stuck in your teeth. 12
- Wash your hands before and after eating.
- Eat a balanced diet. Do not waste food.
- Drink clean water. Boil or filter it before drinking. 13

Teacher: Can you think why it is important to brush your teeth every day?

Students: To keep germs away.

Teacher: That is right. Brushing your teeth keeps your mouth clean and stops germs from hurting your teeth. It is like giving your teeth a bath.

Teacher: Just like brushing teeth, there are other good habits that help us stay healthy. For example, washing hands is very important. Washing your hands before and after eating is like saying 'Bye-bye.' to germs.

Teacher: When do you wash your hands?

Students: (Possible responses)

- Before and after eating
- After playing or coming home from outside
- After using the washroom

Teacher: Wonderful. It is important to wash your hands during these times, especially before and after eating food. Clean hands keep your body safe.

Teacher: Lastly, do you know why it is important to drink clean water?

Students: To stay healthy.

Teacher: That is right. Drinking dirty water can make us sick, so we should always drink boiled or filtered water. Clean water helps our body stay healthy and strong.

Teacher: Remember, practicing these good habits every day will keep you healthy and happy.

A Note to the Teacher - This section is aligned to the SDG 2: Zero Hunger. Teach students that we should utilize food judiciously and ensure it is not wasted.

MUST DO

15 MIN.

Teacher: Now that we have learned so much about food, let us see how much we remember. We will play a fun team activity.

Recalling better

CING

- Body-building food makes our bones and muscles strong.
- Energy-giving food gives us energy to work and play.
- Protective food keeps us healthy.
- We eat raw or cooked food.
- We should eat a balanced diet.
- We should not eat junk food.
- We should follow healthy eating habits.

13

Teacher: Here are the instructions,

- Find a partner and sit together with your buddy.
- I will ask you a question. Discuss with your buddy, and then share it with the class.
- If you need help, you can look at your lesson pages.
- When you answer, try to speak in full sentences. Don't worry—I will help if you need it.


(Use the CRM sign to get students' attention before starting the activity.)

Questions to ask students:

- Which kind of food helps make our bones and muscles strong?
- Which kind of food gives us energy to work and play?
- Which kind of food keeps us healthy and protects us from getting sick?
- Can we eat food raw or cooked? What are some examples?
- What do we call it when we eat different types of food like fruits, vegetables and pulses?
- Should we eat junk food? Why or why not?
- What are some healthy eating habits we should follow every day?


SHOULD DO

15 MIN.

 **Infographic** can be shown to students. Initiate a class discussion.

Differentiated Activity

110 km/hr

 Ask students to create a poster on healthy eating habits using drawings. Encourage them to write two simple sentences explaining their poster.

80 km/hr



Ask students to draw two pictures showing healthy eating habits, such as brushing teeth or washing hands before eating. Have them verbally describe their drawings to the teacher or class.

40 km/hr 40 km/hr



Match the following healthy habits.


| | |
|----------------|-------------------------------|
| Brushing teeth | Balanced diet |
| Washing hands | To remove food stuck in teeth |
| Eating | Clean and boiled water |
| Drink | To remove germs |

Home Task

Read the lesson at home with the help of parents.

Period 6

Learning better

 Learning better

A Tick (✓) the correct answer.

1. These make our muscles strong.

a. eggs ☐ b. toys ☐ c. books ☐

2. This is an energy-giving food item.

a. jaggery ☐ b. carrot ☐ c. eggs ☐

3. This is the meal we have in the afternoon.

a. lunch ☐ b. dinner ☐ c. breakfast ☐

B Tick (✓) the healthy food habits.

1. Ria drinks clean water. ☐

2. Vinod eats fruits and vegetables every day. ☐

3. Sumit eats junk food. ☐

C Write short answers in your notebook.

1. Name two body-building foods.

2. What is a diet?

13

Tick the correct answer.

Teacher: Hello, students. Today, we will practice some exercises to review what we learned in the lesson. Let us work together and think carefully to find the correct answers.

Teacher: Turn to page 13 in your book. We will do Exercise A together. I will read the sentences and the options for you. Listen carefully, think about the question, and then tick the correct answer in your book.

(Read each sentence and its options slowly and clearly. Pause after each question to give students time to think. Walk around the classroom to check if students are following the activity and ticking their answers.)

MUST DO

10 MIN.

Tick the healthy food habits

Teacher: Let us work on Exercise B. There are some food habits listed here. You need to read each one and tick the ones that are healthy.

(Read each sentence slowly and clearly. Pause after each sentence to give students time to think. Walk around the classroom to check if students are following the activity.)

Teacher: Which of these practices do you think are healthy?

Students:

- Ria drinks clean water
- Vinodh eats fruits and vegetables everyday
- Sumit eats junk food.

Teacher: Well done, everyone. Drinking clean water and eating fruits and vegetables every day are important habits that keep our bodies strong and healthy. Remember, taking care of what we eat helps us feel good and grow well. Keep practicing these healthy habits every day.

SHOULD DO

10 MIN.

Write short answers in your notebook.

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

(Read aloud the questions to students)

Teacher: Can you think of some body building foods? 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: What is a diet? Talk to your friend to discuss. (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: Name any two healthy eating habits that you follow

(Encourage students to share their personal healthy eating habits. Help them express their ideas clearly and write the answer in a sentence. For example: 'I eat fruits every day and I drink plenty of water.')

Teacher: Well done. Remember, it is important to follow healthy eating habits to stay strong and grow well.

SHOULD DO

20 MIN.



Slideshow can be played. Ask students to observe and listen. After the slideshow, ask the students to share what they understood from the lesson.

Differentiated Activity

110 km/hr



Read the topic 'Kinds of Food' from the lesson. As you read, write down words that are difficult for you to understand or pronounce.

80 km/hr



Read the topic 'Junk Food' from the lesson. Write down words that are difficult for you to read or say.

40 km/hr



Read the following words with the help of teacher – uncooked, raw, energy-giving, protective, body-building, junk, clean, drink.

Home Task

Complete the SEL activity on page 14 of the coursebook.



What dish would you like to make with your mother?

PMD

14

Period 7

Thinking better

Teacher: Today, we are going to think about something important. Let us look at this question: What do you think will happen if you always eat only one type of food?



Think and answer in your notebook.

What do you think will happen if you always eat only one type of food?

2 Lr CS HOTS

14

(Pause for responses.)

Teacher: Great thoughts. Now, think about it. We eat different types of food, like fruits, vegetables, rice and milk. But what if we ate only one type of food, like only bananas or only bread? How do you think that would affect our body?

Students: Maybe we would get tired or sick.

Teacher: Exactly. If we only eat one type of food, our body might not get all the vitamins and minerals it needs to stay strong. Now, I want you to think about this for a moment. What do you think will happen if you eat only one kind of food, and why? Write your answers in your notebooks.

(Allow time for students to write.)

Teacher: Now that you have written your answers, let us share some ideas. Who would like to share?

Students: I think we might not grow as strong because we need different foods to stay healthy.

Teacher: Yes, that is right. Eating many different foods gives our bodies everything we need to stay healthy, like energy. If we only eat one kind of food, we might not feel as good or grow properly.

Teacher: So, remember, it is very important to eat a variety of foods to grow strong and healthy.

MUST DO

15 MIN.

Teacher: Let us look at this question together.



LSV

Tick (✓) your answer.

Ruth's mother has given her apples to eat. Ruth notices that there are a lot of apple peels left on the kitchen counter. What should she do?

1. She should throw the peels away.
2. She should ask her mother to use it to make marmalade.

14

Teacher: Ruth's mother has given her apples to eat. Ruth notices that there are a lot of apple peels left on the kitchen counter. What should she do?

Teacher: Here are two choices:

1. She should throw the peels away.
2. She should ask her mother to use it to make marmalade.

Teacher: Now, I want you to think about it. What do you think is the best thing for Ruth to do with the apple peels? Tick the answer you think is correct.

(Allow students time to tick their answers.)

Teacher: Let us talk about it. Who can tell me which answer they ticked and why?

Students: I think Ruth should ask her mother to make marmalade. It's a good way to use the peels.

Teacher: Great thinking. That is right. Instead of throwing the peels away, Ruth could ask her mother to use them to make marmalade. That way, the peels do not go to waste and can be used to make something yummy.

MUST DO

15 MIN.

L (What I have learnt)

Teacher: Now, we are at the end of our lesson about food. Let us see what we have learned so far.

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 'L' part.

Teacher: I want you to sit with your partner and discuss what you have learned about food. After a few minutes, we will hear from each pair and write your ideas in your notebook.

(Allow students to discuss with their partners and then invite each pair to share their answers.)

Students: (Possible responses)

- Food helps us grow strong.
- We eat different types of food like fruits, vegetables and rice.
- Uncooked food is called as raw food.
- Protective foods keep us healthy.
- Junk food can be tasty but is not healthy if we eat too much.
- Eat a balanced diet
- Do not waste food

Teacher: Great answers. Write these in the 'L' column.

Teacher: So, we learned that food is very important. It helps us grow strong and gives us energy. Healthy foods like fruits and vegetables help us stay strong, while junk

food should be eaten in moderation. We also learned that we need water along with food to stay healthy. Food helps different parts of our body and it's important to eat a variety of foods to stay healthy.

COULD DO

10 MIN.

Quiz can be conducted with students. Encourage them to work in teams and find out the answers for the questions.

Home Task

Creating Better – Make a tree with vegetable print. Refer to the instructions given on page 14.

Creating better

Art 1 2nd CS

It is time for some vegetable printing.

1. Take a sheet of paper.
2. On it, draw and colour a tree trunk.
3. Ask an adult to give you a slice of cauliflower.
4. Dip it in red and orange paint.
5. Print it on your drawing.

Your Palash tree is ready.

14

Period 8

Worksheet 1

Ask students to open their EVS workbook to page 13. Guide the to complete the exercises in worksheet 1.

Theme 2: We Need Food and Shelter

2. Food We Eat

Worksheet 1

A. Fill in the blanks.

1. Body-building food helps us _____.
2. We need _____ to work.
3. _____ and vegetables are protective food.
4. Uncooked food is called _____ food.
5. The food we eat is called a _____.

B. Match the columns.

| Column A | | Column B |
|-----------------------|---|------------|
| 1. junk food | • | i. sugar |
| 2. protective food | • | ii. carrot |
| 3. energy-giving food | • | iii. apple |
| 4. raw food | • | iv. eggs |
| 5. body-building food | • | v. pizza |

C. Arrange the following food items in the correct columns.

milk eggs sugar apple pulses rice bananas brinjal butter

| Body-building food | Energy-giving food | Protective food |
|--------------------|--------------------|-----------------|
| | | |
| | | |
| | | |

Teacher's Signature: _____ **13** Remarks: _____

Fill in the blanks. Choose the 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.

Match the columns

Read out each item in both columns aloud for the students. Explain the categories in simple terms. After students attempt to match the columns, go over the answers as a class and explain why each food belongs in its respective category. Allow time for questions and encourage students to share why they chose their answers.

Arrange the following food items in the correct columns.

Introduce the activity by discussing the three types of food categories: body-building, energy-giving, and protective food. Ask students to explain the benefits of each category. Read the food items aloud with the students and encourage them to think about where each item should go. Then ask students to work in pairs to complete the exercise. After all items have been categorized, review each column and discuss why each food belongs in its respective group. Encourage students to ask questions and share examples of foods that could belong in each category.

SHOULD DO

40 MIN.

Home Task

Revising Better - What is your favourite healthy food? Write in your Little Book.

Revising better

DBL

In this chapter, you learnt about various food items. What is your favourite healthy food? Write in your Little Book.

14

Period 9

Worksheet 2

Ask students to open their EVS workbook to page 14. Guide the to complete the exercises in worksheet 2.

Worksheet 2

A. Fill in the blanks. Choose the correct options.

1. Egg and fish are _____ food (body-building/protective).
2. Butter and rice are _____ food (protective/energy-giving).
3. Vegetables are _____ food (body-building/protective).
4. Chips are _____ food (junk/body-building).
5. Junk food is _____ (healthy/unhealthy).

B. Match the columns.

| Column A | | Column B |
|-----------|---|-----------------------------|
| 1. fruits | • | i. gives us energy |
| 2. milk | • | ii. not good for us |
| 3. rice | • | iii. makes our bones strong |
| 4. meat | • | iv. are protective food |
| 5. soda | • | v. cook before eating |

C. Write five healthy eating habits.

1. _____
2. _____
3. _____
4. _____
5. _____

Teacher's Signature: _____ **14** Remarks: _____


Fill in the blanks. Choose the 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.

Match the columns

Read out each item in both columns aloud for the students. Explain the categories in simple terms. After students attempt to match the columns, review the answers as a class. Allow time for questions and encourage students to share why they chose their answers.

Write five healthy eating habits.

Begin by explaining the importance of eating healthy and how it helps us feel good and stay strong. Write a few examples of healthy eating habits on the board (e.g., 'Eat lots of fruits and vegetables,' 'Drink plenty of water,' 'Eat food in the right amounts'). Ask students to think about their own eating habits and encourage them to write down habits that are easy to follow and healthy. After students have written their habits, allow time for sharing. Discuss each habit and explain why it's healthy. If necessary, correct any misunderstandings. Conclude by **SHOULD DO**  ☐ emphasizing that a balanced diet with healthy eating habits can help them grow strong and stay healthy.

Additional Task

Holistic Teaching

Chapter 2: Food We Eat

Theme 2: We Need Food and Shelter

A English
Colour the correct answers with a green crayon.

- The box / boxes is filled with vegetables.
- Peach / Peaches is my favourite fruit.

B Maths
Jas's aunt is making laddoos on Diwali. She makes 40 coconut laddoos and 34 chocolate laddoos. How many laddoos does she make in total?

18

English

Colour the correct answers with a green crayon.

Write the sentences on the board. Ask students to read the sentences and identify the correct word.

COULD DO

 10 MIN.

☐

Maths

Read the problem aloud. Ask the students to think about the numbers involved. Guide students through the addition. Encourage students to write their answers in their notebook.

COULD DO

 10 MIN.

☐

Learning Outcomes

The students will:

| | |
|--|--|
| Physical Development | <ul style="list-style-type: none">use fine motor skills to create and label a variety of food items (e.g., fruits, vegetables, pulses) through drawing and crafts. |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none">work collaboratively in pairs or small groups to discuss food preferences and the importance of different food groups.engage in role-play or group discussions about healthy food choices and the impact of junk food, fostering empathy for making positive dietary choices. |
| Cognitive Development | <ul style="list-style-type: none">identify and classify foods into their respective categories (e.g., grains, fruits, vegetables, dairy, and proteins) using visual aids and real-life examples.understand the importance of a balanced diet and how different foods support overall health.recognize the impact of junk food on the body and identify healthier alternatives.demonstrate knowledge of how food choices affect well-being and incorporate concepts of seasonal and local foods. |
| Language and Literacy Development | <ul style="list-style-type: none">use descriptive language (e.g., sweet, crunchy, healthy) to discuss different food types and their benefits during oral and written activities.share personal food preferences, contributing to group discussions on healthy eating habits and cultural food practices. |

| | |
|---|--|
| Aesthetic and Cultural Development | <ul style="list-style-type: none">creatively design food-related posters or drawings to promote balanced eating and healthy food choices, reflecting cultural understanding and seasonal food availability. |
| Positive Learning Habits | <ul style="list-style-type: none">actively participate in group discussions, showing respect for others' food choices and ideas.demonstrate attentiveness during teacher-led activities and follow instructions carefully |

Starry Knights

What was the most interesting activity in this unit? Mention here.

Commendable.. Give yourself a STAR. ☐

Lesson-3: All About Clothes

9 Periods (40 minutes each)



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



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

Continuing better
I wear
clean clothes

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to identify the materials from which different types of clothes are made (e.g., cotton, wool, silk) and understand how these materials are used for different purposes.
- to explore the sources of clothes, recognizing natural (e.g., cotton from plants, wool from animals) sources.
- to recognize the various types of clothes worn by people across different countries and cultures, appreciating diversity in clothing styles.
- to understand the relationship between clothing and seasons, exploring how people wear different clothes based on the climate and weather conditions in various parts of the country.

Methodology

Period 1

Note to the Teacher: Ask students to prepare a KWL chart. Help students to recollect what they know, what they want to know and what they would like to learn about clothes.

Teacher: Hello, students. Today, we are going to start a new lesson about something we all use and wear every day—clothes. Have you ever thought about why we wear clothes and where they come from?

Clothes are very important. They protect us, keep us comfortable. In this lesson, we will learn about:

- How clothes protect us and keep us comfortable in different seasons.
- Where our clothes come from
- How people in different parts of the world and our country wear different kinds of clothes.
- The different types of clothes we wear and why we wear them.

Ask students to draw the KWL chart in their notebooks. Encourage students to share:

- **K (What we Know):** Ask students to share what they already know about clothes.
- **W (What we Want to Know):** Encourage curiosity by asking what they would like to know about clothes.

Teacher: Let us start with what we already know. Can anyone share something about clothes? What kinds of clothes do we wear? Why do we need clothes?

| K | W | L |
|---|---|---|
| | | |

Students: (Possible responses)

- We wear sweaters in winter.
- Clothes protect us from the cold and heat.
- Clothes make us look nice.
- Clothes keep us warm.
- People wear raincoats when it rains.

Teacher: Great. Write them in the **K** column.

Teacher: Now, let us think about what we want to learn. Think about the questions that you have related to the topic clothes. Is there something you have always been curious about?

Students: (Possible responses)

- What are clothes made of?
- Where do clothes come from?
- Why do we wear different clothes in summer and winter?
- How do people in other countries dress?
- Can clothes be made from plants?

Teacher: These are fantastic questions. Write them in the **W** (What we Want to Know) column.

Teacher: We will keep this chart so we can check it as we learn more. By the end of our lesson, we will fill the **L** column with all the new things we discover about clothes. Let us get ready to explore the world of clothes—are you excited?

COULD DO


10 MIN.

Kinaesthetic

Teacher: Let us start with a fun game. It is called Clap and Tap game.

Teacher: Here how it works: You will pair up with the person sitting next to you. One of you will say the name of a clothing item, like pants, sweater, t-shirt and so on. Your partner will listen carefully and:

- Clap if the clothing item is worn in summer.
- Tap if the clothing item is worn in winter.

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

Kinaesthetic

Play a clap and tap game with your partner. Say the name of a clothing item, your partner will clap if it is worn in summers. She/He will tap if it is worn in winters. Take turns to call out the names of the clothing items.

15

Teacher: For example, if someone says 'jacket,' your partner should tap because jackets are for winter. If they say 'shorts,' your partner should clap because shorts are for summer.

Teacher: Take turns saying clothing items and listening to each other. Let us see how many you can get right.

Teacher: Are you ready to play Clap and Tap game? Let us begin.

A note to the teacher Walk around the classroom to observe and ensure that all pairs are engaged in the activity. Encourage students who may be hesitant or unsure by giving examples or gently guiding them. If you notice students struggling, pause the activity briefly and clarify the instructions or provide additional examples. Wrap up the activity by asking students to share some of the clothing items they discussed and their seasons.

MUST DO

15 MIN.



Auditory

Teacher: Now, we are going to do a listening activity. I will read a few sentences about Lina's birthday dress. You need to listen very carefully because, at the end, I will ask you a few questions about what I read.

So, make sure you are paying close attention. If you do not understand something, do not worry—I can read it again if needed.

Auditory*

Listen to your teacher carefully. Answer the questions.

15

(Read the listening text provided at the end of the course book slowly and clearly.)

Teacher: Now, here is the question.

(Ask the question given below the listening text.)

Teacher: Take your time to think before answering. If you need me to read the passage again, just let me know.

MUST DO

15 MIN.



(Allow students to respond. If required, read the passage once more to ensure everyone understands.)

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

Differentiated Activity

Write 5 sentences about your favourite dress. Think about these questions while writing

110 km/hr



- What does it look like?
- When do you wear it?
- Why is it your favourite?

Add a small drawing of your favourite dress if you like.

80 km/hr



Draw a picture of your favourite dress. Write one sentence about why you like it. For example, 'I like my pink dress because it has flowers.'

40 km/hr



Draw your favourite dress. Talk to your teacher about why you like it. For example, 'I like my dress because it is red.' With the teacher's help, write one simple sentence about your dress.

Home Task

Find a stick at home to make a stick puppet (it can be an ice cream stick, pencil, or even a small twig). Take a piece of paper and design clothes for your stick puppet.

- You can draw and colour a shirt, dress, or any clothes you like.
- Use crayons, markers, or coloured pencils to make it colourful.

Cut out the clothes carefully and attach them to your stick to make a puppet. Bring your stick puppet to the next class to show and share with your friends.

Period 2

Begin the session by checking the home task. Ask students to show the stick puppets they have made. Encourage them to share something about their puppet (e.g., what they have designed or why they chose those clothes).

COULD DO

10 MIN.



Collect all the puppets and create a display corner in the classroom.

Teacher: Now, we are going to continue with the Re-KAP. Turn to page 15. We are going to work on the pictorial activity.

Teacher: Do you see the pictures of different clothes?

Students: Yes.

Teacher: Great. Now, look at the words above each picture. Can you read them?

Students: Winter, Summer, Monsoon


Teacher: Yes, that is right. Your task is to look at each picture carefully and match it to the correct season.


(Give time for students to work on the activity independently)


Teacher: Let us discuss the answers. The first one looks like a cotton dress. When do you think we should wear it?

Pictorial
PS

Match the following pictures.

winter
•


summer
•


monsoon
•


15

Students: Summer.

Teacher: Great. What about the next one? It is a raincoat. In which season do you think we wear a raincoat?

Students: Monsoon.

Teacher: Great job. And the last picture is of a sweater. When do we wear a sweater?

Students: Winter.

Teacher: Well done, everyone. Looks like you know a lot about clothes and seasons.

MUST DO

15 MIN.

Interacting better

Interacting better
ICL

Discuss with your partner and answer these riddles.

- I say "baa-baa". In winters, you wear clothes made of my hair. What am I?
- Pitter-patter rain drop! You wear me to go out in the rain. You wear me to stay dry till the rain stops. What am I?

16

Teacher: We have some fun riddles to solve. You will read the riddles with your partner and they will guess the answer.

Teacher: Let us read the first riddle together. Follow along with me.

(Read the first riddle aloud while pointing to the words)

Teacher: Now, talk to your partner and guess the answer. You have 5 seconds to discuss.

(After 5 seconds)

Teacher: Who would like to share the answer? Raise your hand.

Students: Sheep.

Teacher: Yes, the answer is sheep. Wool comes from sheep—that is why the clue says, 'I say baa-baa.' And, we wear woollen clothes to stay warm in winter.

Teacher: Let us try the next riddle. Follow with me as I read it aloud.

(Read the second riddle while pointing to the words)


Teacher: Now, it is time to discuss with your partner. You have 5 seconds to think of an answer.

(After 5 seconds)

Teacher: Who wants to share the answer? Raise your hand.

Students: Raincoat.

Teacher: Fantastic. It is a raincoat. We wear raincoats to stay dry when it rains. Well done, everyone.

 **eBook** can be shown to students to teach the topic.

MUST DO

15 MIN.

Differentiated Activity

110 km/hr



Unscramble the letters and write the correct word next to it.

- | | | |
|------------|-----------|----------|
| 1. AOCATRI | 2. OHSES | 3. SNTAP |
| 4. TRISH | 5. TKCAJE | |

Answer keys – RAINCOAT, SHOES, PANTS, SHIRT, JACKET

80 km/hr



Find the following clothing items in the word maze below: SHOES, PANTS, RAINCOAT, JACKET, CLOTHES

C L O T H E S M Y Q
P A N T S O K I D E
S H O E S A C T A T
N R A I N C O A T K
O G J A C K E T P L
K L M N O P Q R S T

40 km/hr



Practice reading the following words with your teacher and write them in your notebooks.

Words – Shoes, Sweater, Pants, Raincoat, Jacket, Clothes

Home Task

Pick 3-5 different clothes from your wardrobe to touch and feel. Feel each piece of clothing and talk about how it feels (soft, rough, smooth, thick, etc.). Ask your parents what the clothes are made of (e.g., cotton, wool, silk). Draw a picture of one of the clothes you explored in your notebook. Write its name and what it is made of (e.g., 'My sweater is made of wool').

Period 3

Teacher: Hello students. I hope you had fun exploring the different clothes from your wardrobe yesterday. I am curious to know about your findings. Who would like to share the experience?

(Encourage students to take turns to share their observations in small sentences. They can speak in English or in their mother language.)

COULD DO

10 MIN.

Jas's Ammi is helping him get dressed for the Cultural Day at school. All the students are wearing dresses worn by people in different parts of India.



While getting ready, Jas and Ammi talk about various clothes. Clothes are very important for us. They protect our body from the Sun's heat, rain, insect bites and wind.

It is important to keep our clothes clean. We must keep dirty clothes for washing. We must fold clean clothes and keep them in the cupboard.



16

Teacher: Let us read more about clothes. Who would like to read with me?

(Encourage students to take turns reading the text. Help them with any difficult words and introduce key terms like cotton, wool and seasons.)

We wear different kinds of clothes in different seasons. Cotton clothes keep us cool in summers. Woollen clothes keep us warm in winters. Have you ever thought where do clothes come from? Let us find out.

17

Teacher: Wasn't it fun to read about how Jas got ready for his cultural day at school? Did you see the pictures of different clothes from around the world?

Students: Yes.

Teacher: Did you notice that clothes around the world are different??

Teacher: No matter where we are, we all wear clothes to protect ourselves—from the heat, rain, insects and more. And just like we wash our hands to stay clean, we should also wash our clothes after wearing them to keep them clean and safe.

Teacher: Now, do we wear the same clothes in every season?

Students: No.

Teacher: Why do you think we wear different clothes in different seasons?

Students: (Possible responses)

- Some clothes are soft and some are thick.
- Soft clothes feel good in summer.

Teacher: That is right. We wear different kinds of clothes for different seasons. Cotton clothes keep us cool in summer, and woollen clothes keep us warm in winter.

MUST DO

15 MIN.



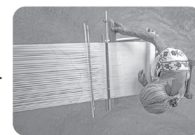
We wear different kinds of clothes in different seasons. Cotton clothes keep us cool in summers. Woollen clothes keep us warm in winters. Have you ever thought where do clothes come from? Let us find out.

WHAT ARE CLOTHES MADE OF?

Cotton

Most summer clothes are made of cotton. We get cotton from the cotton plant. Cotton is grown by farmers in fields. It grows in pods. After being picked, cotton is made into cotton threads. The process of making thread from cotton is called spinning.

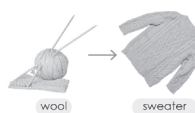
The threads are then made into cloth. A loom is used to make cloth. The process of making cloth from thread is called weaving.



weaving on a loom

Wool

A sheep has thick hair on its body. This thick hair is called wool. The wool is taken from the sheep's body. It is then cleaned. Then, it is turned into woollen yarn. The yarn is woven into cloth. That is how we get sweaters, woollen caps, mufflers, woollen socks, etc.



wool

sweater

Silk

Silk comes from silkworms. The silk threads obtained from silkworms is woven into silk cloth. Silk cloth is shiny and soft. We use silk to make gowns and shirts. It is also used to make scarves, saris and bedcovers.



silkworm

silk sari

17

What are clothes made of?

Teacher: Have you ever thought where do clothes come from? Let us find out.

Teacher: Most summer clothes, like T-shirts and dresses, are made of cotton. Do you know where cotton comes from? (Allow students to think and share their ideas)

Teacher: Good guesses. Cotton comes from a cotton plant. Farmers grow cotton in fields, and it grows in small round pods. First, cotton is made into threads through a process called spinning. Spinning is when we turn cotton into long, thin threads.

Teacher: After spinning process, the threads are turned into cloth using a loom. This process is called weaving. A loom is a machine that weaves threads together to make cloth. Then, the cloth is used to make the cotton clothes we wear in summer.

(Point to the picture on the book to show the weaving process)

Teacher: So, let us remember:

1. Cotton grows on plants in pods.
2. Farmers pick it, and it's turned into threads by spinning.
3. The threads are turned into cloth by weaving on a loom.

Teacher: Now, let us learn about wool. I think you know a little about it. Can anyone tell me where we get wool from?

Students: Sheep.

Teacher: That is right. Wool comes from sheep. The sheep have thick hair on their bodies, and this thick hair is called wool. But can we wear the wool from sheep directly as clothes?

(Ask students to share their thoughts)

Teacher: Great guesses. The wool is taken from the sheep's body. It is then cleaned to remove dirt. After that, it is turned into woollen yarn, which is like a thick thread. Then, the yarn is woven into cloth to make warm clothes like sweaters and coats.

(Point to the picture in the book to show wool)

Teacher: Now, let us talk about another special material—silk. Have you seen your mother wear a shiny saree or dress during festivals or weddings?

Students: Yes.

Teacher: Some of those shiny and smooth clothes are often made of silk. Do you know where silk comes from?


(Ask students to share their thoughts)

Teacher: Silk comes from silkworms. Isn't that interesting? Silkworms spin silk threads, which are used to make silk cloth.

Teacher: Silk cloth is shiny and soft. We use silk to make gowns and shirts. It is also used to make scarves, saris and bedcovers.

Teacher: So, remember:

1. Wool comes from sheep. It is cleaned and made into yarn before weaving it into clothes.
2. Silk comes from silkworms, and the threads are woven into soft, shiny cloth.

 **Infographic** can be shown to students to recapitulate the topic. Ask students to observe the flow chart and explain the steps in their own words.

MUST DO

15 MIN.



Differentiated Activity

110 km/hr



Create sentences using the following words – clothes, wool, thread, farmers, socks

80 km/hr



1. is / called / hair / thick / wool / This
(This thick hair is called wool.)

2. cleaned / wool / The / is / first

(The wool is cleaned first.)

3. cloth / into / is / yarn / The / woven
(The yarn is woven into cloth.)

4. from / Wool / taken / is / the / sheep's / body
(Wool is taken from the sheep's body.)

5. woollen / socks / sweaters / get / We / and / from / wool

(We get woollen socks and sweaters from wool.)

40 km/hr



Match the following cloth with its source:

| | |
|--------|----------|
| Wool | Silkworm |
| Cotton | Sheep |
| Silk | Plant |

Home Task

Ask your parents to help you find pictures of clothes worn

by people in different states of India. Collect the pictures and paste them on a sheet of paper/chart. Write the name of the state next to each picture.

Note to the teacher – Bring scraps of fabric, arranged in a tray for the next class.

Period 4

Teacher: Hello, students. Today, I have something to show you. I have brought some clothes I am going to pass them around and I want you to touch and feel them. After that, we will talk about how they feel. You can use words like soft, rough, smooth, or bumpy to describe them. Let us get started.

(Pass the fabrics around and give students time to touch and feel them. Once everyone has had a turn, encourage them to describe how the fabrics felt. Ask questions like, 'Was it soft, rough, or smooth?' Invite students to share if they have seen similar fabrics in their wardrobes.)

COULD DO

10 MIN.



PEOPLE WEAR DIFFERENT CLOTHES

In India, people from different places wear different kinds of clothes.

17

Teacher: Now, let us talk about the home task you did yesterday. Who would like to show the pictures you collected?

(Allow students to take turns showing their pictures and say which state the clothes are from and the name of the dress.)

Jas and his friends walk on the stage for the Cultural Day skit. They wear colourful clothes worn by people in different parts of India.



18

Teacher: Wow, those collections are great. So, now we know that people in different parts of India wear different clothes. Look at Jas and his friends. They are wearing wonderful clothes from different parts of India during their cultural day skit. Isn't that cool?

MUST DO

15 MIN.



Recalling Better

Teacher: Now, that we have learned so much about food, let us see how much we remember. We will play a fun team activity.

Teacher: Here are the steps to play this game,

1. Find a partner and sit together with your buddy.
2. I will ask you a question. Discuss the answer with your buddy and then share it with the class.
3. If you need help, you can look at your lesson pages.
4. When you answer, try to speak in full sentences. Do not worry – I will help if you need it.

(Use the CRM signs to get students' attention before starting the activity)

Recalling better

CING

- We get cotton from the cotton plant. We get wool from sheep. We get silk from silkworms.
- People in different countries wear different kinds of clothes.
- In India, people from different places wear different kinds of clothes.

18

Questions to ask students

- Where do we get cotton from?
- Where do we get wool from?
- Where does silk come from?
- Do people in different countries wear the same clothes?
- In India, do people from different places wear the same clothes or different kinds of clothes?

SHOULD DO

15 MIN.



Dictionary can be shown to students to introduce the key words related to clothes. Ask students to share their thoughts about it.

Differentiated Activity

110 km/hr



Draw a clothing item for each season: Summer, Winter and Rainy. After you draw, write the name of the clothes next to each picture (e.g., T-shirt, Jacket, Boots).

80 km/hr



Draw the following objects for each season: Summer – T-shirt Winter – Jacket Rainy – Boots

40 km/hr



Match the following images the correct season.



Summer



Winter



Rainy

Home Task

Draw the dress you would like to wear on your birthday. Once you have finished, show your drawing to your class.

Period 5

Teacher: Hello, class. Are you ready to begin the practice exercises today?

Students: Yes.

Teacher: Great. Before we begin, let us warm up our brains a little. I am going to do some actions, and you all

will repeat after me. Ready?

B Fill in the blanks.

- We wear _____ clothes in summer.
- The process of making thread from cotton is called _____.
- The thick hair on a sheep's body is called _____.

18

Students: Ready.

Teacher: Okay, first, stand up and stretch your arms to the sky like you are reaching for a cloud.

(Students stretch their arms)

Teacher: Now, wiggle our fingers like playing a piano.

Wiggle, wiggle.

(Students wiggle their fingers)

Teacher: Good job. Now, shake your legs like we dance.

(Students shake their legs)

Teacher: Great. Last one, let us take a big, deep breath in... and let it out slowly.

(Students take a deep breath)

Teacher: Awesome. Now, you are all ready to learn. Let us get started.

COULD DO

10 MIN.



Learning better

CBA

A Colour the correct answer with a yellow crayon.

- We wear different kinds of clothes in different rooms/seasons.
- Cotton grows in pods/peas.
- Wool is used to knit saris/sweaters.

18

Colour the correct answer with a yellow crayon.

Teacher: Turn to page 18 in your book. We are going to work on exercise A. You have to colour the correct answer with a yellow crayon. Let us read the first sentence together.

Teacher: Now, think about it. Do we wear different clothes in different rooms or in different seasons?

Students: Seasons.

Teacher: Yes, that is right. Now, take your yellow crayon and colour the word seasons.

Teacher: Let us move to the next one. I will read it for you: 'Cotton grows in _____.'

Students: Pods.

Teacher: Well done. Colour the word pods with your yellow crayon.

Teacher: Here is the last one: 'Wool is used to knit _____.'

Students: Sweaters.

Teacher: Exactly. Now, colour the word sweaters.

Teacher: Great job, everyone. Let us move to the next activity.

MUST DO

15 MIN.



B Fill in the blanks.

- We wear _____ clothes in summer.
- The process of making thread from cotton is called _____.
- The thick hair on a sheep's body is called _____.

18

Fill in the blanks

Teacher: Now, we are going to fill in the blanks with the correct words. Are you ready?

Students: Yes.

Teacher: Great. Let us start with the first sentence. 'We wear _____.'

Teacher: So, what kind of clothes do we wear in summer? Think for a moment and then tell me your answer.

Students: Cotton.

Teacher: Yes, that is right. We wear cotton clothes in summer because they keep us cool.

(Give time for students to write the answer)

Teacher: Let us read the next sentence.

Teacher: What do we call the process of making thread from cotton? Think for a second and tell me your answer.

Students: Spinning.

Teacher: Well done. You got it right.

(Give time for students to write the answer)

Teacher: Now, let us move to the next one. Think for a moment and share your answer.

Students: Sheep.


(Give time for students to write the answer)

Teacher: Excellent. Now, go back to your lesson and check if you have written the words correctly.

SHOULD DO

15 MIN.



 **Slideshow** can be played. Ask students to observe and listen. After the slideshow, ask students to share what they understood.

Design a uniform for your school. What colours would you like it to have? You can draw a shirt, pants or skirt, and anything else you think should be a part of it.

Differentiated Activity

110 km/hr



Think about people who wear uniforms for their jobs. Can you list some places where you have seen people wearing uniforms? Write your answers in your notebook.

80 km/hr



Look at the list of words below. Circle the ones where people wear uniforms:

- | | | |
|-------------|-----------|--------------|
| • Doctor | • School | • Shopkeeper |
| • Policeman | • Cobbler | • Nurse |

40 km/hr



Design a uniform for your school. What colours would you like it to have? You can draw a shirt, pants or skirt, and anything else you think should be a part of it.

Home Task

Read the lesson at home with your parents. Ask them to help you with any difficult words.

Period 6

Teacher: Hello, everyone. Let us start our session with a fun spelling activity called 'Clap and Spell the Clothes.'

Teacher: Here is how it works. I will say the name of a piece of clothing, and you will clap once for each letter as we spell the word together. After clapping, say the whole word out loud. Let's do one together.

Teacher: CAP.

(Teacher claps three times, once for each letter, and then says 'CAP' out loud.)

Teacher: See? We clapped three times because CAP has three letters. Now it is your turn. Everyone ready?

Students: Yes.

Teacher: Okay, the word is HAT. H-A-T

(Students clap three times and say 'HAT' aloud.)

Teacher: Excellent. Let us try a longer word. The word is PANTS. *(Students clap five times and say 'PANTS' aloud.)*

Teacher: Great job. Now, let us make it trickier. I will say the word, and one of you will lead the clapping and spelling. Who wants to try?

(Invite a volunteer to come forward)

Teacher: Wonderful. The word is RAINCOAT.

(Student spells the word R-A-I-N-C-O-A-T, clapping eight times, while the class follows.)

Teacher: Fantastic. You are all doing amazing. Let us do one last round and this time, we will clap for each letter and then say it together. Ready?

Students: Yes.

Teacher: The word is SWEATER.

(Students clap for each letter, and say 'SWEATER' aloud.)

Teacher: Awesome work, everyone.

Now that we are warmed up, let us begin the session.

COULD DO

10 MIN.



Write short answers in your notebook.

Teacher: Let us think about what we know about clothes. I will read the first question out loud for you.

(Read the question aloud to the students.)

Teacher: Can you think about what a loom is used for? Talk to your partner about it.

(Encourage students to share their answers. Guide them to write their answers in their notebooks.)

Teacher: Let us move to the next question.

(Read the question aloud to the students.)

Teacher: What is weaving? Talk to your partner about your answer.

(Encourage students to share their answers. Guide them to write their answers in their notebooks.)

Write short answers in your notebook.

1. What is a loom used for?
2. What is weaving?
3. Sandhya is wearing a sweater, an overcoat and gloves. Which season is it?

18-19

Teacher: Let us move to the next question.

(Read the question aloud to the students.)

Teacher: Sandhya is wearing a sweater, an overcoat and gloves. Which season is it?

(Encourage students to share their answers. Guide them to write their answers in their notebooks.)

MUST DO

30 MIN.

Quiz can be conducted with students. Encourage them to work in teams and find out the answers for the questions.

Differentiated Activity

110 km/hr



Read the poem given and answer the questions given below.

Clothes keep us warm, Like jackets and hats,
On our bodies, they fit just right,

T-shirts, shorts, and pants are light.

Hats and shoes, for fun and play,

Every day, we dress in a new way.

Shiny colours, bright and neat.

1. What do clothes do for us?
2. Can you name two types of clothes from the poem?
3. What does the poem say about hats and shoes?

80 km/hr



Read the poem given to fill in the blanks with words.

Clothes keep us warm,

Like jackets and hats,

On our bodies, they fit just right,

T-shirts, shorts, and pants are light.

Hats and shoes, for fun and play,

Every day, we dress in a new way.

Shiny colours, bright and neat.

Fill in the Blanks:

1. C _____ keep us warm.
2. O _____ our bodies, they fit just right.
3. T _____ and s _____ are light.
4. H _____ and s _____ are for fun and play.

40 km/hr



Find the following words in the poem and circle them with orange colour.

Words – shorts, hats, neat, play, fit, jackets, warm

Clothes keep us warm,

Like jackets and hats,

On our bodies, they fit just right,

T-shirts, shorts, and pants are light.

Hats and shoes, for fun and play,

Every day, we dress in a new way.

Shiny colours, bright and neat.

Home Task



Creating Better



Art I 2L CS

Paper Crumple Woollen Cap!

1. Take a sheet of white paper.
 2. Make an outline of a woollen cap on it.
 3. Ask an adult to cut it out.
 4. Colour it using your favourite colour.
 5. Crumple colourful paper. Paste it on top of the cap, as shown.
- Your Crumple Woollen Cap is ready!



19

Creating Better

Make a paper crumple woollen cap. Refer to the instructions given on page 19.

Period 7

Thinking Better

Teacher: Today, we are going to think about something interesting. Let us look at this question: What do you think will happen if you wore the same type of clothes in all seasons?

Teacher: Can anyone share what they think might happen if we wore the same clothes every day, no matter the season? (Pause for responses.)



Thinking Better



2L CS HOTS

Think and answer in your notebook.

What would happen if you wore the same type of clothes in all seasons?

19

Students: Maybe we would feel too hot or too cold.

Teacher: Great thought. Now, let us think about it more. We wear different types of clothes, like sweaters in winter, cotton shirts in summer and raincoats in the rainy season. But what if we wore only one type of clothing, like sweaters in summer or cotton clothes in winter? How do you think that would affect us?

Students: We might feel very uncomfortable.

Teacher: Exactly. If we wore sweaters in the summer, we would feel too hot and if we wore summer clothes in winter, we would feel very cold. Now, take a moment to think: What do you think will happen if you wore the same type of clothes all the time and why? Write your answers in your notebooks.

(Allow time for students to write.)

Teacher: Now, that you have written your answers, let us share some ideas. Who would like to go first?

Students: I think we would feel too cold in winter because summer clothes are not warm enough.

Teacher: That is a great point. Anyone else?

Students: I think we would feel too hot in summer if we wore woollen clothes.

Teacher: Exactly. Wearing the same clothes in all seasons can make us uncomfortable and even unhealthy because our clothes help protect us from the extreme weather conditions.


Teacher: So, remember, it is very important to wear the right clothes for each season to stay comfortable, healthy and safe. Great thinking, everyone.

MUST DO

15 MIN.



Choosing Better

 **Choosing better**

Mira's mother has bought her a new pair of jeans. Tick (✓) what Mira should do with her old pair of jeans?

1. She should throw it.

2. She should request her mother to donate it.

LSV

19

Teacher: Let us look at this question together.

Teacher: Mira's mother has bought her a new pair of jeans. Mira is wondering what to do with her old pair of jeans. What do you think she should do?

Teacher: Here are two choices:

1. She should throw it away.
2. She should request her mother to donate it.

Teacher: Now, I want you to think about it. What do you think is the best thing for Mira to do with her old jeans? Tick the answer you think is correct.

(Allow students time to tick their answers.)

Teacher: Let us talk about it. Who can tell me what they chose and why?

Students: I think Mira should ask her mother to donate it. Other people might need those jeans.

Teacher: That is a thoughtful answer. Can someone else share what they think?

Students: Mira should donate it because throwing it away would be a waste.

Teacher: Excellent thinking, everyone. You are absolutely right. Instead of throwing the jeans away, Mira could ask her mother to donate them to someone in need. That way, the jeans can still be useful to others and won't go to waste.

Teacher: So, remember, it is always a good idea to think about how we can reuse or share things we no longer need instead of throwing them away. Great job, everyone.

SHOULD DO

15 MIN.



L (What I have learned)

Teacher: Now, we are at the end of our lesson about clothes. Let's see what we have learned so far.

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 'Learned' part.

Teacher: I want you to sit with your partner and discuss what you have learned about clothes. After a few minutes, we will hear from each pair and write your ideas in your notebook.

(Allow students to discuss with their partners and then invite each pair to share their answers.)

Students (Possible responses):

- Clothes help protect us from the weather.
- We wear different clothes in different seasons.
- In winter, we wear warm clothes like sweaters and jackets.
- In summer, we wear cool clothes like T-shirts and shorts.
- Clothes can help us look nice and feel comfortable.
- We should wear the right clothes for the right season.
- Summer clothes are made of cotton.
- Woollen yarn is used to make sweaters
- Silk comes from silkworms
- People from different places wear different kinds of clothes.

Teacher: Great answers. Write these in the 'L' column of the KWL chart.


Teacher: So, we learned that clothes are very important. They help protect us from the weather and keep us comfortable. In different seasons, we wear different clothes, like warm clothes in winter and cool clothes in summer. We also learned that wearing the right clothes can help us stay safe and look good. It is important to wear the right clothes for each season to stay healthy and comfortable.

COULD DO

10 MIN.



Home Task

 **Revising better**

In this chapter, you have learnt about cotton, silk and woollen clothes. At home, find out any two items made of cotton, wool and silk. Write in your Little Book.

DBL

19

Revising Better

You have learnt about cotton, silk and woollen clothes. At home, find out any two items made of cotton, wool and silk. Write in your Little Book.

Period 8

Worksheet 1

Ask students to open their EVS workbook to page 15. Guide the to complete the exercises in worksheet 1.

Fill in the blanks. Choose the 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.

Which word is associated with cotton, wool or silk? Write C for cotton. Write W for wool. Write S for silk.

Begin by explaining the different materials—cotton, wool, and silk—highlighting how they come from different sources (cotton plants, sheep, and silkworms). Tell the

students that they will be matching words with the appropriate material: cotton, wool, or silk. For each word, ask the students to think about which material it is related to. Once students complete the activity, discuss each word and its association with the materials.

Theme 2: We Need Food and Shelter

3. All About Clothes

Worksheet 1

A. Fill in the blanks. Choose the correct options.

1. In different _____, we wear different kinds of clothes (homes/seasons).

2. Cotton is used to make _____ (threads/clothes).

3. Cotton is weaved on a _____ (loom/chair).

4. The making of cotton cloth is called _____ (weaving/spinning).

5. A _____ gives us wool. (sheep/goat).

B. Which word is associated with cotton, wool or silk? Write C for cotton. Write W for wool. Write S for silk.

1. silkworm : _____

2. sheep : _____

3. sweater : _____

4. spinning : _____

5. loom : _____

C. Write one-word answers.

1. Long ago, people did not wear these. _____

2. Earlier, people used to cover themselves with these and skins of dead animals. _____

3. We wear cotton clothes in this season. _____

4. We wear these clothes in winter. _____

5. Cotton clothes are made with this. _____

15

Write one-word answers.

Begin by discussing how clothing has evolved over time. Explain that long ago, people did not have the types of clothes we wear today and had to use materials from nature to protect themselves from the elements. Ask students to complete the sentences with one-word answers. Encourage them to think about the context of the sentence and what makes sense.

Read the sentences together and prompt students with clues. After the students have written their answers, discuss the answers for each sentence with the class

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

Period 9

Worksheet 2

Ask students to open their EVS workbook to page 16. Guide the to complete the exercises in worksheet 2.

Write one-word answers.

Ask students to complete the sentences with one-word answers. Encourage them to think about the context of the sentence and what makes sense.

Read the sentences together and prompt students with clues. After the students have written their answers, discuss the answers for each sentence with the class.

Write T for true or 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.

Worksheet 2

A. Write one-word answers.

1. Long ago, humans did not know how to make this. _____

2. In this season, we wear woollen clothes. _____

3. This is used to make cloth. _____

4. Through weaving, we get this from thread. _____

5. We use sheep's body-grown wool to make these. _____

B. Write T for true or F for false.

1. We wear winter clothes in summer. _____

2. Cotton clothes are made from cotton. _____

3. Cotton grows in pods. _____

4. The making of thread from cotton is called spinning. _____

5. The making of cloth is called weaving. _____

C. Which of these is not used to make clothes. Tick (✓) the correct answers.

1. foil ☐

2. silk ☐

3. wool ☐

4. paper ☐

5. cotton ☐

16

Which of these is not used to make clothes. Tick (✓) the correct answers.

Read the given words to students and ask them to tick the ones that are not used in making clothes.

SHOULD DO

20 MIN.

☐

Additional Task

Holistic Teaching

English

Write these sentences in the correct order. Use capital letters and full stops.

Write the sentences on the board. Ask students to rearrange the words to form a meaningful sentence and write them in their notebooks.

COULD DO

10 MIN.

☐

Maths

Read the problem aloud. Ask the students to think about the numbers involved. Guide students through the addition. Encourage students to write their answers in their notebook.

COULD DO

10 MIN.

☐

Chapter 3: All About Clothes

A English

Write these sentences in the correct order. Use capital letters and full stops.

1. making cloth / is called weaving / from thread

2. and socks / wool is used / to knit sweaters, caps

B Maths

Jas and his family are going on a holiday. Ammi asks Jas to pack Mehr's clothes. He packs 2 sweaters, 1 coat, 3 shirts, 1 raincoat, 1 muffler and 1 cap. How many clothes does Jas pack for Mehr?

19

Learning Outcomes

The students will:

| | |
|--|---|
| Physical Development | <ul style="list-style-type: none"> • use fine motor skills to create and label various clothing items (e.g., cotton shirt, woollen sweater) through drawing and crafts. |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none"> • work collaboratively in pairs or small groups to discuss clothing preferences and the importance of wearing appropriate clothes for different weather conditions. |
| Cognitive Development | <ul style="list-style-type: none"> • identify and classify different materials used to make clothes (e.g., cotton, wool, silk) and understand their suitability for various uses. • recognize the sources of clothes (e.g., cotton from plants, wool from animals) and explore how these materials are sourced. • identify the types of clothes worn by people across different countries and cultures, appreciating diversity in clothing styles. • understand the relationship between clothing and seasons, recognizing how different clothes are worn based on climate and weather conditions in various regions. |
| Language and Literacy Development | <ul style="list-style-type: none"> • use descriptive language (e.g., soft, warm, light) to discuss various types of clothes, their materials, and their functions during oral and written activities. • share personal clothing preferences and contribute to group discussions on the importance of wearing suitable clothes for different occasions and seasons. |
| Aesthetic and Cultural Development | <ul style="list-style-type: none"> • creatively design clothing-related posters or drawings, reflecting cultural understanding and seasonal variations in clothing choices. |
| Positive Learning Habits | <ul style="list-style-type: none"> • actively participate in group discussions, respecting others' clothing choices and ideas. • demonstrate attentiveness during teacher-led activities and follow instructions carefully |

Starry Knights

How did the learners respond to the activities in this lesson? Tell us how it could be made more interesting?

Appreciable.. Give yourself a STAR

☐

Lesson-4: Houses Around Us

Theme 2: We Need Food and Shelter

9 Periods (40 minutes each)



Learn Better, Stay Ahead, CRM signs, Book of Holistic Teaching



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

Continuing better

I keep my house clean

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to recognize the importance of shelter for safety, security and comfort, emphasizing how it protects people from weather and animals.
- to explore the different materials like wood, brick, stone, metal and understand why certain materials are chosen based on climate, environment and availability.
- to introduce students to kinds of houses like huts, bungalows, multi-story buildings, stilt houses, igloos, houseboats and caravans. Encourage them to recognize how houses are adapted to different geographical locations, climates and cultures.
- to recognize how the local environment influences the types of houses people build and promote the life skill of observing and respecting the diversity of houses and their surroundings.

Methodology

Period 1

A Note to the teacher: Ask the students to draw a KWL chart in their notebooks. Help students to recall what they already know about houses, what they want to learn and what they will learn during the lesson.

Teacher: Hello, students. Today, we are going to start a new lesson about something we all live in—houses. Have you ever wondered why we need houses and what they are made of?

Houses are very important. They protect us, keep us safe and give us a place to rest. In this lesson, we will learn about:

- Why we need houses and how they protect us.
- What are houses made of?
- Different kinds of houses people live in around the world and in our country.
- How houses are built to suit different places and seasons.

Encourage students to share:

- K (What we Know): Ask students to share what they already know about houses.
- W (What we Want to Know): Encourage curiosity by asking what they would like to know about houses.

| K | W | L |
|---|---|---|
| | | |

Teacher: Let us start with what we already know. Can anyone share something about houses? What kinds of houses do we know? Why do we need houses? You can share anything you already know about houses.

Students: (Possible responses)

- We live in houses to stay safe.
- Some houses are made of bricks and some are made of wood.
- We need houses to protect us from the rain and sun.
- Some people live in big houses and some live in small houses.

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

Teacher: Now, let us think about what we want to learn. What questions do you have about houses? Is there something you have always been curious about?

Students: (Possible responses)

- What are houses made of?
- Why do people build different kinds of houses in different places?
- What materials are used to build houses in different places?

Teacher: These are wonderful questions. Write them in the **W** column.

Teacher: By the end of our lesson, we will fill the **L** column with all the new things we discover about houses. Let us get ready to explore the world of houses—are you excited?


COULD DO

10 MIN.



Kinaesthetic

Use CRM signs to bring students' focus and guide them to work in pairs.

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

Kinaesthetic

Play Room-Charades in class. Take turns to make gestures for activities related to different rooms in a house. The rest of the class will have to guess the activity and the name of the room.

20

Teacher: Let us start with a fun game. It is called Room Charades and it is all about the different rooms in a house.

Teacher: Here is how we play: One of you will make gestures for activities related to different rooms in a house. For example, if you pretend to sleep. Then, the rest of the class will guess which room it is.

Teacher: Are you ready to play Room Charades? Let us begin.

MUST DO

15 MIN.



Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

20

Teacher: Now, we are going to do a listening activity. I will read some sentences. If the sentence is correct, you will clap your hands once. If the sentence is wrong, you will pat the table.


Teacher: Let us try it once to make sure everyone understands.

(Do a practice round before starting the actual game. Make sure the students know what to do and then begin reading the sentences from the last page of the coursebook.)

MUST DO


15 MIN.



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

Differentiated Activity

110 km/hr

 Draw your dream house. Write 3-4 sentences describing:

1. Why do you like this house?
2. What is special about it?
3. What do you love the most in your house?

80 km/hr



Draw your dream house. Label the different rooms in your house (e.g., bedroom, kitchen, living room, etc.). Write one sentence about your favourite room.

40 km/hr



Draw your dream house. Name at least 3 parts of the house (e.g., roof, door, window) or rooms in the house with teacher support or prompts.

Home Task

Take a walk with your parents or an elder in your neighbourhood. Look at the different types of houses (like flats, bungalows, huts, or others). Count how many houses you see. Write the number of houses and share what you observed with your classmates in the next class.

Period 2

Teacher: Hello, everyone. Did you have fun on your walk with your parents?

Students: Yes.

Teacher: That is great. Did you see different houses? Were they all the same, or did they look different?

(Encourage a few students to share their answers briefly.)

Teacher: Wonderful. Now let us play a fun game about houses. Listen carefully to the rules.

- When I say 'hut,' you will stand up.
- When I say 'bungalow,' you will sit down.
- When I say 'statue,' you will freeze like a statue and not move at all.

Let us try a practice round first. Ready?

(Say the words slowly and check their actions.)

Teacher: Well done. Now I will say the words a little faster.

Let us see who can keep up.

(Gradually increase the speed to make it more fun and challenging.)

Teacher: That was amazing. You all did so well. Give yourselves a big clap.




COULD DO

10 MIN.



Pictorial **PS**

Look at the pictures. Name the rooms of the house.



20

Teacher: Now, we are going to continue with the Re-KAP activities. Turn to page 20. We are going to work on the pictorial activity.

Teacher: Do you see some pictures at the bottom of the page?

Students: Yes

Teacher: Wonderful. these pictures show different rooms in a house. Look at each picture carefully. You will have to write the names of the rooms in the blank spaces below the pictures.

(Give time for students to work on the activity)

Teacher: Ok, let us check the answers together. What is the first room?

Students: It is the Kitchen.

Teacher: Good job. And what do we do in the kitchen?

Students: We cook food.

Teacher: That is right. Now, what is the second picture?

Students: It is the bathroom.


Teacher: Well done. What about the last picture?

Students: It is the bedroom.

Teacher: Fantastic, everyone. You have done such a good job identifying the rooms. Clap for yourselves.

MUST DO

15 MIN.

 **Interacting better** ICL
Which is your favourite room in the house? Why? Discuss in class. 21

Teacher: Alright, let us talk about something interesting. Can you think about your favourite room in your house?

Teacher: Take a minute to think about it. Then, tell your partner why it is your favourite. After that, we will share our ideas as a class. Does that sound fun?


Students: Yes.

Teacher: Wonderful. Your time starts now.

Note to the teacher: Walk around as students discuss to ensure they stay on task and to provide support where needed. Provide questions or prompts for those who need. For example – Which room do you feel happiest in? Where do you play? What do you like to do in this room? Model a response by sharing your own favourite room as an example to inspire students.

MUST DO

15 MIN.

 **Dictionary** can be used to introduce the vocabulary related to houses. Encourage them to frame sentences using those words.

Differentiated Activity

110 km/hr



Use the words mud, cave, stone, wood and hut to make your own sentences.

80 km/hr



Rearrange the jumbled words below to form correct sentences:

- pot / a/ made/ I/ mud /with/ small
- bear/ the/ in/ cave /a /lives
- stone/ near/ river/ found/ shiny/ I/ the/ a

4. wood/ made/ table/ of /this/ is

5. farmer/ the/ in/ lives/ hut/ small/ a

40 km/hr



Unscramble the letters to find the correct word

- m d u
- v a c e
- t o n s e
- o d o w
- u t h

Home Task

Use materials like cardboard, paper, or sticks to make a small model of a hut, tent, or any type of house. You can take help from your parents or any family member. Be creative and try to make it colourful.

Period 3

Teacher: Hello everyone. Let us play a fun game.

Teacher: I am going to say a letter, and you need to think of as many words as you can that start with that letter. You will write them down in your notebook. You will have 1 minute to think and write. Are you ready?

Students: Yes.

Teacher: Let us begin with the letter S. Write down as many words as you can think that start with the letter S. You have 1 minute. Ready, set, go.

(After 1 minute)

Teacher: Time is up. Who would like to share the words you wrote down?

(Invite students to share what they have written. Appreciate their efforts.)

COULD DO

10 MIN.


Ma'am, why do birds build nests?
Jas, just as our houses protect us, birds also build nests to protect their young ones. Let us read more about different kinds of houses.
Our house protects us from heat and cold. It also protects us from rain and wind. It keeps wild animals away. We feel safe in our house.
A covered place that protects us is called a **shelter**. Earlier, people did not know how to build houses. They lived in **caves**. Later, they learnt to build houses. They used mud, straw and stones to build houses.

21

Teacher: Today, let us learn more about houses. We are going to see what Jas and his friends are exploring. Let us read the story together.

Teacher: Jas and Lina are looking at a bird's nest. They are wondering why birds build nests. Can anyone tell me why birds build nests?

Students: (Possible responses)

- To stay safe
- To keep their baby birds
- To eat and sleep, just like us.

Teacher: Great answers. Just like how our houses keep us safe, birds build nests to protect their baby birds. Now, let's read more and learn about how houses help us.

MUST DO

15 MIN.



Teacher: Let us talk about why we need houses. Our house keeps us safe in many ways. It helps protect us from the hot sun and cold weather. It also keeps us dry when it rains and helps us stay warm when it is windy or chilly. And guess what? Our house keeps wild animals away, so we feel safe inside.

Teacher: Do you know what we call a place that protects us like our house? It is called a shelter. Can you say 'shelter' with me?

Students: Shelter.

Teacher: Great. A shelter is any place that keeps us safe and protected. Our house is a kind of shelter.

Teacher: A long time ago, people did not have houses like we do today. They did not know how to build houses. Do you know where they lived back then?

Students: In trees?


Teacher: Good guess. People lived in caves for protection. But later, they learned how to build houses. They used things like mud, straw, and stones to make their houses strong and safe. Isn't that interesting?

Teacher: So, now we know that our house is a shelter and it helps us stay safe from many things, like the extreme weather and wild animals. Isn't that amazing?

SHOULD DO

15 MIN.



 **Infographic** can be shown to students. Ask them to observe the different types of houses and describe how they look different from one another.

eBook can be used while teaching the lesson.

Differentiated Activity

110 km/hr



Draw two pictures: one of a cave and one of a modern house. Write one way they are different below each drawing.

80 km/hr



Fill in the blanks.

- A house protects us from _____.
- Early people lived in _____.
- They used _____ to build houses.

40 km/hr



Choose the right answer.

1. A house protects us from (rain / toys).
2. Early people lived in (caves / apartments).
Houses are made of (straw / computers).

Home Task

Draw a picture of the house you imagine people lived in a long time ago (like a cave or a mud house). Write 2-3 sentences about it.

Period 4

Teacher: Hello, everyone. Let us continue learning about houses today. Can anyone tell what we learned about houses in the last class?

Students:

- Houses protect us from heat, cold, rain and wild animals.
- A covered place that protects us is called a shelter.
- People lived in caves long back

COULD DO

10 MIN.



WHAT ARE HOUSES MADE OF?

Some houses are made of **mud** and **straw**. We find such houses in villages. They are called **kachcha houses**.



kachcha house



pucca house

In cities, most houses are made of **bricks** and **cement**. They are called **pucca houses**. Pucca houses are stronger than kachcha houses.

Different materials are used to make different kinds of houses. Examples of such materials are – mud, straw, dry leaves, bamboo, wood, brick, cement and stones.

KINDS OF HOUSES

Huts are mostly found in villages. They generally have a single room. These houses are not very strong.



hut



bungalow

Bungalows are mostly found in towns and cities. They are big in size.



multi-storeyed building

Some residential buildings in big cities have many floors. There are houses on each floor. These houses are called flats. Such buildings are known as **multi-storeyed* buildings**.

Teacher's Note: *Tell the students that storey means a floor.

22

What are houses made of?

Teacher: Great job, everyone. Now, let us learn more about houses. Have you ever wondered what are houses made of?

Students: Stones?

Teacher: That is a good guess. Stones are also used for building houses. But in cities most of the houses are built with a material called Brick. Can you say it with me?
(Encourage students to repeat the word 'brick' after you.)

Teacher: In cities, most houses are made of bricks and cement. These houses are called pucca houses. Can anyone guess why they are called pucca houses?

Students: Maybe because they are strong?

Teacher: Exactly. Pucca houses are strong and can last a long time. But in villages, many houses are made of mud and straw. These are called kachcha houses. Why do you think people in villages use mud and straw to build them?
(Encourage students to share their ideas.)

Teacher: That is right. Villages have plenty of mud and straw, so people use these materials. But kachcha houses are not as strong as pucca houses.

Teacher: Did you know there are other materials used for building houses too? Some houses are made of bamboo, dry leaves, or even stones. Let us make a list of all these materials together: Mud, straw, dry leaves, bamboo, wood, bricks, cement and stones. Can you all say these materials with me?

Students: Mud, straw, dry leaves, bamboo, wood, bricks, cement and stones.

MUST DO

15 MIN.



Kinds of Houses

Teacher: Now, let us read further to learn about the kinds of houses.

(Read the content about Huts, Bungalows and Multi-Story Buildings.)

Teacher: Look at the pictures of the different houses. Can anyone tell me what differences you see between them?
(Encourage students to share their thoughts about the pictures.)

Teacher: Great observations. Now, let me explain the differences.

- **Huts:** These are small, simple houses usually made of natural materials like straw or mud. They are often found in villages.
- **Bungalows:** A bungalow is a type of house that is usually one story (one floor). It has a large, open space and can be made with materials like bricks, wood, or cement.
- **Multi-Story Buildings:** These are tall buildings with many floors. Each floor has many houses which are called flats. These are built with materials like bricks, wood, or cement.

Teacher: So, we can see that the size, number of floors and materials used are different in these houses. Can you all repeat the names of these houses with me?

Students: Huts, Bungalows, Multi-Story Buildings.

Teacher: Great. We will continue to learn some more

examples in the next class.



Slideshow can be played to recapitulate the concepts being taught.

Differentiated Activity

110 km/hr



Use the clues to solve the following riddles.

1. I am a type of house found mostly in villages. I am small, simple and made of natural materials like mud and straw. Who am I?
2. I am a large, strong house often found in cities. I have many floors and each floor has many homes. Who am I?
3. I am a material used for making houses in villages. I come from tall trees and people use me to build houses or to create roofing. Who am I?

80 km/hr



List the materials used to build these types of houses.

1. Huts
2. Bungalows
3. Multi-Story Buildings

40 km/hr



In your notebook, **draw** the following types of houses: hut, bungalow. Label each drawing with its name.

Home Task

Read page 22 with the help of your parents.

Period 5

Teacher: Hello, everyone. Let us continue learning about the different types of houses today. Before we begin, let us do a quick recap of what we learnt in the previous session. Can anyone tell what we learned about houses in the last class?

(Allow students to take turns to share their learning points from the previous session. Prompt them with questions if needed)

COULD DO

10 MIN.



Stilt Houses

Teacher: Let us learn about a few more houses today. Ready?

Students: Yes.

Teacher: Have you ever heard of a stilt house?

Students: Yes/No

Teacher: A stilt house is built in places where it rains a lot. These houses are special because they are built on tall posts or wooden stands called stilts. Can you say stilts with me?

Stilt houses are built in places where it rains a lot. These houses are built on **stilts***. The stilts are made of wood or bamboo.



igloo

Houseboats are floating houses. They are built on boats. Many tourists stay in houseboats during holidays.



caravan

A house is just a building until a family starts living in it. Then, this building becomes 'Home, Sweet Home!'. Families fill homes with memories, joy, laughter and stories. Together, they make a building made of brick, cement or mud a happy, cheerful and loving space.

Teacher's Note: *Explain to the students that stilts are long posts that hold a house high above water or ground.

23



Many places that are always covered with snow have **igloos**. People use blocks of snow and make a semi-circular shelter.



houseboat

Caravans are road vehicles. These are made in a way that people can live and sleep in them. People drive caravans from one place to another.

(Encourage students to repeat the word 'stilt' after you.)

Teacher: The stilts are usually made of wood or bamboo. They help keep the house above the ground. Why do you think it is important to have a house above the ground?

Students: Maybe to stay dry.

Teacher: Yes, exactly. In places where it rains a lot, the ground can get wet and muddy. By building the house on stilts, the water does not reach the house and the people can stay dry.

Teacher: So, stilt houses are strong and they protect the people from flooding and wet conditions.

Igloos

Teacher: Next, let us learn about another special type of house called an igloo. Have you ever heard of an igloo?

Students: Yes/No

Teacher: An igloo is a house built in places that are always covered with snow. Can you imagine a house made of blocks of ice?

Students: Will it be white in colour because the snow is white.

Teacher: Yes, it is true. People who live in very cold places use blocks of snow to build igloos. These igloos are shaped like a dome, or a semi-circle, to help keep the warmth inside. Can you say igloo with me?

(Encourage students to repeat the word 'igloo' after you.)

Teacher: The blocks of snow are carefully stacked to make the igloo strong. Even though it is made of snow, the inside of the igloo stays warm because the snow keeps the cold

out. Isn't that amazing?

Students: Yes.

Teacher: People use igloos to stay warm and safe when the weather is freezing outside. Can you guess where people live in igloos?

Students: In cold places, where it snows a lot.

Teacher: Exactly. Igloos are found in very cold regions.

Houseboats

Teacher: Now, let us learn about another interesting type of house called a houseboat. Have you ever heard of a houseboat?

Students: Yes/No

Teacher: A houseboat is a special kind of house that floats on water. Yes, it is a house built on a boat. Can you imagine living on water?

Teacher: Many tourists like to stay in houseboats during their holidays because it is like living on water. Isn't that fun? They can wake up and see water all around them.

Teacher: Houseboats are made so that people have everything they need inside, just like a regular house. There are rooms, a kitchen and even a room to sleep. Can you imagine how fun it would be to live on a houseboat for a few days?

Students: Yes.

Teacher: Houseboats are popular in places like Kerala, where people can stay in these floating houses during their holidays.

Caravans

Teacher: Let us learn about another type of house called a caravan. Have you ever seen or heard of a caravan?

Students: Yes/No

Teacher: A caravan is a special kind of vehicle, like a moving house. It is a road vehicle that people can drive and it is made so they can live and sleep in it. Can you imagine a house on wheels?

Students: Wow.

Teacher: Yes, caravans are built so that people can take their home wherever they go. They have rooms, beds, a kitchen and even a bathroom—all inside the caravan.

Teacher: People use caravans to travel from one place to another. They drive their caravan on the road, just like a car, but they can stop anywhere and live in it. It is like taking a house on a holiday with you.

Teacher: We have learned about so many different types of houses today—like huts, bungalows, multi-storeyed buildings, igloos, houseboats, stilt houses and caravans. But did you know that a house is just a building until a family starts living in it?

Teacher: Yes. When a family moves into a house, it becomes something special. It becomes Home, Sweet Home. Can you say Home, Sweet Home with me?

(Encourage students to repeat 'Home, Sweet Home')

Teacher: A house is just made of bricks, cement, or mud,

but when a family lives there, it fills the house with love, laughter, memories and stories. The people living inside it make it a warm, happy and cheerful place.

Teacher: Families make a house a happy place. It does not matter if the house is big or small, or if it is made of wood, bricks, or snow. What makes it special is the love and happiness the family shares inside.

Teacher: So, no matter where we live—whether it is in a house, a caravan, or a houseboat—our home is always special when it is filled with people we love.

Teacher: Let us say Home, Sweet Home one last time, with a big smile.



Differentiated Activity

110 km/hr



Provide a list of different kinds of houses (stilt house, igloo, houseboat, caravan) and a set of clues about the environment (e.g., 'This house is found in snowy regions.') The students should match the house to the correct environment.

80 km/hr



Use images of different houses and ask the students to match the houses with the environment cards (e.g., 'A house made of snow,' 'A house built on stilts') with a little support if needed.

40 km/hr



Provide pictures of four houses and ask the students to identify the house based on the prompt ('This house is built on stilts,' etc.). The students can point to or name the house they recognize.

Home Task

Collect pictures of different types of houses from newspapers, magazines or old books. Cut out the pictures neatly and paste them in a scrapbook. Write the name of the type of house below each picture.

Period 6

Recalling better

Recalling better

- Kachcha houses are made of mud and straw.
- Pucca houses are made of bricks and cement.
- Different materials are used to build different kinds of houses.
- Huts are mostly found in villages. Bungalows are found in towns and cities.
- Some multi-storeyed buildings have flats. Stilt houses are built in rainy places.
- Igloos are made of snow and ice blocks.
- Houseboats and caravans are moving houses.

24

Teacher: Now, that we have learned so much about houses and its kinds, let us see how much we remember. We will play a fun team activity.

Teacher: Here are the steps to play this game,

1. Find a partner and sit together with your buddy.
2. I will ask you a question. Discuss the answer with your buddy, and then share it with the class.
3. If you need help, you can look at your lesson pages.
4. When you answer, try to speak in full sentences. Do not worry – I will help if you need it.

(Use the CRM signs to get students' attention before starting the activity)

Questions to ask the students:

1. What materials are used to make kachcha houses?
2. What materials are used to make pucca houses?
3. Can you name some materials used to build different kinds of houses?
4. Where are huts mostly found?
5. Where are bungalows commonly located?
6. What do we call the homes in multi-storeyed buildings?
7. Why are stilt houses built, and where are they found?
8. What are igloos made of?
9. Can you name two types of moving houses?



Learning better

Learning better

A Tick (✓) the correct answer.

1. Our house protects us from _____.
a. rain ☐ b. caves ☐ c. dry leaves ☐

2. A kachcha house is made of mud and _____.
a. straw ☐ b. bricks ☐ c. cement ☐

3. In places where it rains a lot, we find _____.
a. igloos ☐ b. stilt houses ☐ c. houseboats ☐

24

Tick (✓) the correct answer.

Teacher: Let us now begin the practice exercises. We are going to work on Exercise A.

Teacher: I want you to work in pairs for this activity. Read the sentences carefully and tick the correct answers. We will discuss the answers in 5 minutes. Are you ready?

Students: Yes.

Teacher: Great. You may start now.

(Gives students 5 minutes to work on the activity)

Teacher: Time is up. Let us discuss the answers together. Who can tell me the answer to the first question? Our house protects us from...

Students: Rain.

Teacher: Correct. Our house protects us from rain, wind, heat, and cold. Well done, everyone. Now, let us look at the second question. A kachcha house is made of mud and what else?

Students: Straw.

Teacher: Excellent. Kachcha houses are made of mud

and straw and are mostly found in villages. Fantastic work. Let us move on to the last one. In places where it rains a lot, what type of houses do we find?

Students: Stilt houses.

Teacher: That is right. Stilt houses are built in places where it rains a lot to keep the house above water. Next let us move to exercise B.

SHOULD DO

15 MIN.



B The underlined words are incorrect. Write the correct words in the blanks, as shown.

- We live in a school.
- Most houses in villages are made of bricks and straw.
- Multi-storeyed buildings have many huts.

house

24

The underlined words are incorrect. Write the correct words in the blanks, as shown.

Teacher: We will correct some sentences about houses. I will read each sentence aloud and you will tell me the correct word to replace the underlined word in the sentence. Are you ready?

Students: Yes.

Teacher: Look at the first sentence. It has already been done for us. Let us read it together. We live in a school. Do we live in a school?

Students: No, we live in a house.

Teacher: Correct. So, in the blank, the word house has been written. Now, let us move to the next one. Read it with me: Most houses in villages are made of bricks and straw.

Teacher: Do houses in villages use bricks and straw?

Students: No, they use mud.

Teacher: Well done. So, in the blank, write the word 'mud'. Let us try the last one.

Teacher: Read it with me: Multi-storeyed buildings have many huts.

Teacher: Do multi-storeyed buildings have huts?

Students: No, they have flats.

Teacher: Well done. So, in the blank, write the word 'flats'

MUST DO

15 MIN.



Quiz can be conducted with students. Encourage them to work in teams and find out the answers for the questions.

Home Task

Read the lesson with the help of your parents.

Period 7

C Write short answers in your notebook.

- What are *pucca* houses?
- Name any two materials used to build a house.
- Sneha's house has a sloping roof and stands on bamboo stilts. It rains a lot there. What kind of a house does she live in?

24

Write short answers in your notebook.

Teacher: Let us think about what we know about houses. I will read the first question out loud for you.

(Read the question aloud to the students.)

Teacher: What are Pucca houses? Discuss the answer with your partners.

(Encourage students to share their answers. Guide them to write their answers as a complete sentence in their notebooks.)

Teacher: Let us move to the next question.

(Read the question aloud to the students.)

Teacher: Think of any two materials that are used to build a house. Discuss the answer with your partners.

(Encourage students to share their answers. Guide them to write their answers as a complete sentence in their notebooks.)

Teacher: Let us move to the next question.

(Read the question aloud to the students.)

Teacher: Sneha's house has a sloping roof and stands on bamboo stilts. It rains a lot there. What kind of a house does she live in?

(Encourage students to share their answers. Guide them to write their ideas as a complete sentence in their notebooks.)

MUST DO

20 MIN.



Thinking better



Thinking better



21st CS HOTS

Think and answer in your notebook.

Why do you think stilt houses have sloping roofs?

25

Teacher: Now, it is time to wear the thinking hats. I have a question for you to think about. Why do you think stilt houses have sloping roofs? Take a moment to think, and then write your answers in your notebooks.

Teacher: Alright, who would like to share their answer?

Students: I think the sloping roof helps the rainwater to flow down.

Teacher: Yes, sloping roofs help rainwater flow off easily, so it does not collect on the roof.

Students: Does it also protect the house from heavy rain?

Teacher: Very good question. Yes, it does. A sloping roof protects the house by letting the rainwater slide down quickly, which keeps the house dry and safe.

(Allow time for students to write.)

SHOULD DO

20 MIN.



Home Task

Creating Better: Draw and colour a tree house in your art file. Make your own version of a treehouse. Refer to the instruction on page 25 of your book.

Period 8

Choosing better

Choosing better

LSV

Your parents are not at home. The doorbell rings. You see through the peephole that it is a delivery person. What will you do? Tick (✓) your answer.

- You will ask the delivery person to leave the package outside. ☐
- You will not answer the doorbell at all. ☐

Revising better

DBL

Families together turn a house into a home. Think of some fun things you do with your family at home. Write in your Little Book.

Teacher's Note: *Guide the students to recall and answer this in their notebooks.

25

Teacher: Let us read the question together.

(Read the question and ask students to read along with you)

Teacher: Imagine you are at home, and your parents are not there. The doorbell rings, and you see through the peephole that it is a delivery person. What will you do? Here are two options.

Teacher: Option one: You will ask the delivery person to leave the package outside. Option two: You will not answer the doorbell at all. Which one do you think is the better choice?

Students: I think we should ask the delivery person to leave the package outside.

Teacher: That is one way to handle it. Why do you think this is a good idea?

Students: Because then we can get the package without opening the door.

Teacher: Good thinking. But is it always safe to open the door or talk to strangers, even through the door?

Students: No, it is not safe. Maybe we should not answer the doorbell at all.

Teacher: That is another good choice. Sometimes, it is best to stay quiet and not answer. If it is important, your parents can handle it when they return.

Teacher: Remember, safety comes first. If you are unsure, it is better to wait for your parents to come home. What do we do if we feel scared or unsure about someone at the door?

Students: We should call our parents or a trusted neighbour.

Teacher: Excellent answer. Always remember to stay safe and think before you act.

MUST DO

10 MIN.

L (What I have learnt)

Teacher: Now, we are at the end of our lesson about houses. Let us see what we have learned so far.

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 'L' column of the KWL chart..

Teacher: I want you to sit with your partner and discuss what you have learned about houses. After a few minutes,

we will hear from each pair and write your answers in your notebook.

(Allow students to discuss with their partners and then invite each pair to share their answers.)

Students (Possible responses):

- Houses protect us from bad weather like rain, heat and cold.
- People build different kinds of houses depending on where they live.
- In villages, kachcha houses are made of mud and straw.
- In cities, pucca houses are made of bricks and cement.
- Stilt houses are built in places where it rains a lot.
- Igloos are made of snow and are found in cold places.
- Houseboats float on water and caravans are moving houses.
- Multi-storeyed buildings have flats where many people can live.
- Different materials are used to build houses, like wood, bricks and straw.
- People live in different houses depending on their needs and the weather.

Teacher: Great answers. Write these in the 'Learned' column.

Teacher: So, we learned that houses are very important. They protect us from weather and keep us safe and comfortable. We also learned that people build different kinds of houses based on their location, weather and needs. For example, stilt houses in rainy places, igloos in snowy areas and pucca houses in cities. Every type of house is built to suit the people living there.

COULD DO

10 MIN.

Worksheet 1

Theme 2: We Need Food and Shelter

Worksheet 1

4. Houses around Us

A. Fill in the blanks.

- We feel _____ in a house.
- Multi-storeyed buildings have many _____.
- Flats or apartments are mostly found in _____.
- _____ houses are built where it rains a lot.
- Caravans are houses on _____.

B. Match the columns.

| Column A | | Column B |
|---------------------|---|--------------------|
| 1. huts | • | i. early humans |
| 2. caves | • | ii. kachcha houses |
| 3. villages | • | iii. igloos |
| 4. towns and cities | • | iv. pucca houses |
| 5. snow | • | v. villages |

Ask students to open their EVS workbook to page 17. Guide the to complete the exercises in worksheet 1.

Fill in the blanks.

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

Match the columns

Read each item in Column A and Column B aloud. Ensure students understand all the terms before they start matching. Guide the class through the first match as an example. Ask students to work in pairs or small groups to match the remaining items. After giving 5–7 minutes for the activity, review the answers together as a class.

Change the underlined words to correct the sentences.

Read each incorrect sentence aloud to the class. Ask students to listen carefully to the sentence and think about what word should be corrected. Guide the class with the first sentence as an example. Ask students to work in pairs or small groups to match the remaining items. After giving 5–7 minutes for the activity, review the answers together as a class.

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

SHOULD DO

20 MIN.

☐

Home Task

Revising better: Think of some fun things you do with your family at home. Write in your Little Book.

Period 9

Worksheet 2

Worksheet 2

A. Write the names of any five type of houses. Also mention the places where they are found.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Fill in the blanks.

1. _____ are mostly found in villages.
2. Village houses are called _____ houses.
3. Pucca houses are _____ than kachcha houses.
4. Bungalows are found in _____ and cities.
5. Houseboats are floating _____.

C. Write T for true or F for false.

1. A house protects us from heat and wind.
2. We feel safe in a house.

18

Ask students to open their EVS workbook to page 18. Guide the to complete the exercises in worksheet 2.

Write the names of any five types of houses. Also mention the places where they are found.

Start by introducing the activity where students will write the names of five types of houses and mention where they are commonly found. Give an example of a house type and its location, such as: 'A bungalow is found in towns and cities.' Ask students to work in pairs to come up with their answers. Discuss the answers as a class, and write them on the board.

Fill in the blanks.

Read each sentence aloud to the students. Ask the students to fill in the blank. Encourage them to think or discuss the question with their peers. After they have completed the exercise, ask them to raise their hands for you to check their answers. Review the answers together.

Write T for true or F for false.

Read each sentence aloud and give students time to think before marking their answers. After completing the activity, discuss each statement with the class and explain why it is true or false.

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

SHOULD DO

40 MIN.

☐

Home Task

Complete worksheet 3 in your workbook.

Additional Task

Holistic Teaching

Chapter 4: Houses around Us

A English

Complete the words.

1. Houseboats are houses on b____ts.
2. Houseboats fl_____ on water.
3. Neha saw a caravan on the r____d.

B Maths

Esther and her friend, Rina live in Sunshine Apartments. It has 80 flats in total. Esther lives in building A. Her building has 34 flats. Ruth lives in building B. How many flats does building B have?

19

English

Complete the words.

Write the sentences on the board. Ask students to guess the incomplete word and write them in their notebooks.

Maths

Read the problem aloud. Ask the students to think about the numbers involved. Guide students through the process. Encourage students to write their answers in their notebook.

COULD DO

10 MIN.

☐

COULD DO

10 MIN.

☐

Learning Outcomes

The students will:

| | |
|--|--|
| Physical Development | <ul style="list-style-type: none"> use fine motor skills to draw and label different types of houses (e.g., bungalow, hut, igloo) and create models using craft materials (e.g., clay, paper, or cardboard). |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none"> work collaboratively in pairs or small groups to discuss the different types of houses people live in and the importance of having safe and secure shelter. engage in role-play or group discussions about the significance of maintaining a home and the responsibilities involved in keeping a house clean and safe. |
| Cognitive Development | <ul style="list-style-type: none"> identify and classify different types of houses (e.g., bungalow, hut, igloo, stilt house) and understand their features and suitability for various climates. recognize the materials used to build different houses (e.g., brick, wood, mud, snow) and explore how these materials are sourced and used based on the environment. understand the relationship between houses and seasons, recognizing how people adapt their living conditions based on the weather and geography of their regions. |
| Language and Literacy Development | <ul style="list-style-type: none"> use descriptive language (e.g., sturdy, warm, spacious) to talk about different houses, their materials and their purposes in oral and written activities. Share personal experiences related to homes and contribute to group discussions about the importance of homes in different regions. |
| Aesthetic and Cultural Development | <ul style="list-style-type: none"> appreciate the diversity in housing styles across different cultures and regions through classroom activities. |
| Positive Learning Habits | <ul style="list-style-type: none"> actively participate in group discussions, respecting others' opinions and ideas about houses and living spaces. demonstrate attentiveness during teacher-led activities and follow instructions carefully |

Starry Knights

Could you explain the lesson to your satisfaction? If yes, mention the most enjoyable activity that you conducted.

Give yourself a STAR.