

Lesson-11: Means of Transport

Theme 6:
We Explore

11 Periods (40 minutes each)



Learn Better (Main Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, Poster, CRM signs



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

Affirming better

I take care of my things

Curricular Goals and Objectives (NCF-FS)

To enable the students:

- to identify and classify different means of transport based on their medium of travel: land, air and water.
- to name and describe commonly used vehicles under each category of transport.
- to understand and appreciate the role of certain animals in traditional means of transport in specific regions.
- to recognize the importance of transport in daily life and how it helps in connecting people and places.
- to discuss and reflect on eco-friendly and sustainable ways of transport to promote care for the environment.

Methodology

Period 1

Note to the Teacher: Ask students to prepare a KWL chart. Help them organise their thoughts on the topic 'Means of Transport.'

Teacher: Hello, students. Today, we are starting a new lesson and it is about 'Means of Transport.'

COULD DO

10 MIN.



Why do you think transport or having different ways to travel is important?

Students: (Possible responses):

- To go from one place to another.
- To carry heavy things easily.
- To save time when travelling.
- To visit new places.
- To help people connect with each other.
- To bring food and goods to our homes.
- Because it is fun to travel in vehicles like cars, trains or boats.

Teacher: Great. Have you ever thought about the different ways we travel on land, in water or in the air?

(Pause for students to share their thoughts.)

Teacher: Amazing answers! Let us explore and learn more about this. In this lesson, we will learn about:

- The different types of transport based on their medium (land, water and air).
- Examples of vehicles used in each type of transport.
- Animals that help us travel in some places.
- How transport helps us in daily life.

Ask students to draw a KWL Chart in their notebooks. Explain what each part of the chart means:

- K: What they already know about means of transport.
- W: What they want to know about means of transport.
- L: What they will learn in this lesson.

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

Teacher: Let us start with the first column - (K). What do you already know about transport? Can you think of any types of transport or vehicles we use to travel?

Students (Possible Responses):

- Cars, buses and trains are used to travel on land.
- Ships and boats are used to travel on water.
- Aeroplanes and helicopters fly in the air.
- Some animals, like camels and horses, are used for transport in certain places.
- Transport helps us travel faster.

Teacher: Great. Write these points in the K column.

Teacher: Now, think about the second column—(W). Is there anything you are curious about when it comes to transport? For example, how the different modes of transport function or what types of vehicles are used in different places?

Students (Possible Responses):

- How do aeroplanes fly?
- What kind of vehicles travel underwater?
- Which animals are used for transport in villages or deserts?

- How are trains and buses different?
- What is the fastest way to travel long distances?


Teacher: These are very interesting questions. Write them in the W column.

Teacher: As we go through the lesson, we will explore these questions and learn more about the different types of transport and their uses. At the end of the lesson, we will fill in the L column with all the new things we have discovered about transport.

Teacher: Are you ready to learn more about how transport works and why it is so important in our lives?

Students: Yes.

Kinaesthetic


Re-KAP SPD

Kinaesthetic

Play Simon Says with traffic light commands. Your partner will call out the traffic light colours. You will have to act accordingly; red light: hands on laps, yellow light: hands on shoulders and green light: hands in the air.

55

Teacher: Today, we are going to play a fun game called Simon Says with Traffic Light Commands. This game will help us learn about traffic signals and how to follow them while having fun.

MUST DO

20 MIN.

Here is how it works:

1. I will call out a traffic light colour:
 - Red Light: Hands on your laps.
 - Yellow Light: Hands on your shoulders.
 - Green Light: Hands in the air.
2. But here is the challenge—you must only act if I say Simon Says before the command.
3. If I do not say Simon Says and you act, you will be out of the game that round, so listen carefully.

Note to the Teacher:

1. Organise the students: Have them stand or sit in a circle with enough space for movement.
2. Start slow: Begin with simple commands to help students get used to the game.
3. Gradually increase the pace: As students get more comfortable, speed up the game to make it more exciting.
4. Encourage participation: If a student gets out, encourage them to cheer for their friends and learn from their mistakes.

Teacher (after the game): That was such a fun game. You all did so well and we learnt the importance of following signals carefully.

COULD DO

10 MIN.

Let us reflect on what we learnt during the game:

- Why is it important to follow traffic signals in real life?

- What could happen if we do not follow traffic signals?
- Can you think of a time when you saw someone following or not following traffic rules? What happened?

Teacher: These signals and rules help keep us safe, just like in our game. Remember, staying safe on the road and following traffic rules is an important part of daily life.

In the next session, we will learn more about how transport and different vehicles are used for transport. Well done, everyone.

Differentiated Activity

110 km/hr



Why is it important to follow traffic rules while using means of transport? Share your thoughts.

80 km/hr



How does different means of transport help us. Discuss with your partner.

40 km/hr



Draw your favourite vehicle from any mode of transport (land, water or air).

Home Task

What is your favourite vehicle? Draw or paste a picture of your favourite vehicle in your notebook and label them.

Period 2

MUST DO

10 MIN.

Auditory

Auditory*

Listen to your teacher carefully. Answer the questions.

55

Teacher: Now, I am going to ask you some questions about crossing the street safely. Let us think about Sammy's walk to school with his mom. Listen carefully and try to answer. Ready?

Students: Yes.

Teacher: Here is the first question:

1. What colour is the traffic light when Sammy must stop?
 - a. Green
 - b. Red
 (Pause for students to answer. Let them discuss and share their responses.)

Teacher: Great. Now, here is the second question:

2. What should Sammy do when the light is green?
 - a. Stop
 - b. Go
 (Pause for students to answer. Encourage discussion if needed.)

Teacher: Well done, everyone. Remember, understanding traffic lights is an important part of crossing the street safely.

Pictorial

Pictorial PS

Look at the picture. Circle the various means of transportation. Name each of them as you circle.



Teacher: Now, observe the given pictures carefully. You will name all the different means of transportation you see in the picture.

MUST DO

10 MIN.

(Give students time to complete the task independently.)

Teacher: Alright. Can you name the different vehicles you see in the picture?

(Allow students to take turns sharing their responses.)

Teacher: Fantastic! Now, let us move to the next part of our lesson.

Interacting better



Interacting better

Discuss your favourite way to travel with your friends.

ICL

56

Teacher: Now, let us play a fun game. For this pair up with the friend sitting next to you.

MUST DO

10 MIN.

Teacher: Wonderful. Here is how we will play: You and your partner will take turns discussing one question: What is your favourite way to travel and why?

Take turns asking and answering this question with your partner. Make sure to listen carefully to each other. Are you ready?

Students: Yes.

Teacher: Great. Go ahead and start discussing with your partner.

(Allow students time to discuss. Walk around and listen to their conversations, encouraging and helping them, if needed.)

Teacher: Fantastic. Now, let us hear some of your ideas. Who would like to share their favourite way to travel with the class?

(Encourage students to raise their hands and share. Let a few students talk about their favourite modes of travel and why they like them.)

COULD DO

10 MIN.

Teacher: Wow. I love hearing all your fun and creative answers.



Dictionary can be shown to students to introduce the names of different vehicles. Ask them to name the vehicles they see on the screen and encourage them to describe each.

Differentiated Activity

110 km/hr



What are some types of vehicles that you see every day? Draw and name them.

80 km/hr



Rearrange the jumbled words to make the transport vehicle.

1. UBS –
2. HSIP –
3. AOTB –
4. AIRNT –

40 km/hr



Have you ever ridden on any vehicle? Which is the vehicle you have ridden? What was it like? Discuss with your teacher.

Home Task

Take help from your parents to make a paper boat and paste it in your notebook.

Period 3

Teacher: Good morning, everyone. Today, let us begin the session with a fun game called "Transport Race." Are you ready to get moving?

COULD DO

5 MIN.

Students: Yes.

Teacher: Here is how we will play: I will call out a mode of transport and you have to move it using hand or foot gestures. it. Ready to start?

Students: Yes.

Teacher: Alright. First, you are a car. Show me how you drive.

(Students pretend to steer a wheel and make "vroom vroom" sounds.)

Teacher: Now, you are a train. Choo-choo. Move your arms like a train engine.

(Students move their arms back and forth like a train and say "choo-choo.")

Teacher: Next, you are a bicycle. Pedal fast.

(Students pretend to pedal with their legs.)

Teacher: Now, fly high like an aeroplane.

(Students stretch their arms out like wings and "fly" around the room.)

Teacher: And finally, row like you are in a boat.

(Students pretend to row a boat.)

Teacher: Wow, that was so much fun. You all did an amazing job moving like different vehicles. Let us sit down and catch our breath. Now we are ready to dive into our lesson about modes of transport.

Ammi and Jas are going back home.

Jas, come fast. The doors will close soon.

Ammi, we always travel by a metro. I want to go on an aeroplane to

Jas, we will plan our holiday to a different city. Then, we can travel by an aeroplane.

Ammi, tell me about some means of transport other than metro and aeroplane.

Ammi and Jas board the metro. Ammi starts telling Jas about the different means of transportation.

In earlier times, people travelled by walking from one place to another. Soon, they began travelling with animals as a means of transport. Later, the invention of wheel led to the creation of animal carts for easier movement. Years later, steam engines and trains were invented. They made travelling easier and faster. Today, we have various means of transport. They are quick and comfortable.

evolution of wheel

Teacher: Ammi and Jas are on their way home and they are about to board the metro. Let us read and see what they are talking about.

(Read the story aloud to the students or invite them to take turns reading aloud to the class.)

Teacher (After reading): Jas is curious about the different means of transport. Ammi shared some interesting facts about how people travelled in earlier times. Can anyone tell me how people travelled before vehicles were invented?

(Allow students to respond. Encourage answers like 'walking' or 'using animals'.)

Teacher: That is right. People walked or used animals like horses and camels. Then Ammi talked about the invention of the wheel and how it led to animal carts. How do you think this invention made life easier?

(Allow students to share their thoughts, like 'it helped carry heavy loads' or 'it made travel faster'.)

Teacher: Great ideas. Now, Jas said he wants to travel by aeroplane. What is your favourite way to travel? And why do you like it?

(Encourage students to take turns sharing their favourite mode of transport, such as cars, bikes, trains or planes.)

Teacher: Wonderful. You all have such interesting choices. Ammi also talked about steam engines and trains making travel faster. Can you name a modern means of transport that we use today and why it is helpful?

(Let students respond with examples like cars, buses or aeroplanes and their reasons, such as 'they save time' or 'they are comfortable'.)

Teacher: Fantastic! You have shared great thoughts about transportation. Now let us continue learning more about exciting ways people travel.

Poster

EVS Theme 6: We Explore

Means of Transport

hot-air balloon glider aeroplane

helicopter tram car

all-terrain vehicle (ATV) kayak cargo ship

caravan bullock cart motor boat

sailboat boat bus

fire truck cycle rickshaw

Photo credit: All icons and photographs courtesy Shutterstock.com

Teacher: Look at this wonderful poster. It shows so many different means of transport. Let us explore them together.

Teacher: Can you name one vehicle you see on this poster?

(Point to the hot-air balloon)

Teacher: What is this? Does it move on land, water or in the air?

Students: It is a hot-air balloon and it moves in the air.

Teacher: This is a hot-air balloon. It flies high in the sky with the help of hot air inside it.. People use it for fun rides and they can see beautiful views from above. Have you ever seen one in real life?

(Pause for students to share their experiences)

Teacher: Great. Let us see the next one.

(Point to the bullock cart)

Teacher: This is an old means of transport. Can anyone tell me how it moves? What animals are pulling it?

Students: A bullock cart.

Teacher: Yes, it is a bullock cart. People used this in earlier times before cars were invented. It is pulled by bulls and

used for carrying goods or people. It moves slowly but does not need fuel.

Teacher: Now look at this. What is this and where does it travel?

Students: A sailboat.

Teacher: Yes, it is a sailboat. It moves on water using the wind. The large cloth you see here is called a sail and it catches the wind to push the boat forward. Sailboats are used for fun, sports and sometimes even fishing. They don't need an engine or fuel, which makes them very eco-friendly.

(Similarly, point to each vehicle and ask students to guess the name of the vehicle and discuss each vehicle. Encourage students to share their experiences)

Glider: This is a glider. It is a type of aircraft that does not have an engine. Instead, it flies using air currents and is very quiet. People often use gliders for fun or training. Gliders are pulled into the sky by another plane or launched from a high place like a hill before they glide down through the air.

Aeroplane: This is an aeroplane. It is a fast and powerful vehicle that flies in the sky. Aeroplanes have engines that make them go very quickly. People use aeroplanes to travel to faraway places, sometimes even across countries and oceans. Have any of you flown in an aeroplane before?

Helicopter: This is a helicopter. Unlike an aeroplane, it has large blades on top that spin very fast to help it fly. Helicopters can take off and land in small spaces and even hover in one spot. They are used for rescue missions, taking people to hospitals and sometimes by the police or army.

Tram: This is a tram. It is a type of train, but it runs on tracks along the streets in cities. Trams are powered by electricity and are used for short-distance travel. They are a very clean and quiet way of getting around. Have you ever seen one?

Car: This is a car. Cars are one of the most common means of transport. They run on roads and have wheels, an engine and seats for people. Cars are used for going to work, school or on trips. Does anyone here know how many wheels a car has? (Encourage students to answer.)

All-Terrain Vehicle (ATV): This is an all-terrain vehicle or ATV. It is a small motorised vehicle with four thick wheels that can drive on rough and uneven roads. ATVs are often used for adventure, exploring forests or riding in deserts. They are strong and can handle many types of surfaces.

Kayak: A kayak is a small boat that fits one or two people. It has paddles that you use to row. Kayaks are lightweight and are used for water sports, exploring rivers and sometimes even for fishing. Have you seen one before?

Cargo Ship: This is a cargo ship. It is a huge boat that is used to carry heavy goods, like cars, food and machines, across oceans and seas. Cargo ships have a lot of containers on them, which are like big boxes used for

storage. They are an important part of how goods travel between countries.

Caravan: A caravan is like a small house on wheels. It can be attached to a car and taken anywhere. People use caravans when they go on trips or camping, as it has a bed, a small kitchen and other facilities. It is like travelling with your home.

Motorboat: This is a motorboat. It is a small boat that runs with the help of a motor or engine. Motorboats are fast and are used for travelling on rivers, lakes and sometimes for rescue missions or fishing. They are smaller than big ships.

Boat: A boat is a small water vehicle that floats and moves on water. It can be rowed with oars, which are long wooden or metal poles with flat blades at the ends, used to push against the water and make the boat move. A boat can also be pushed by the wind if it has sails. Boats are often used for short-distance travel, fishing or fun rides on a lake or river.


Bus: This is a bus. Buses are big vehicles that carry many people at the same time. They travel on roads and stop at bus stops to pick up and drop off passengers. Buses are often used to go to school, work or to visit places in the city. Have you seen one before?

Fire Truck: A fire truck is a special vehicle used by firefighters. It carries water, ladders and tools to put out fires and help people in emergencies. Fire trucks are bright red and have a loud siren to let others know they are coming.

Cycle Rickshaw: This is a cycle rickshaw. It is a vehicle with three wheels that moves when someone pedals it, just like a bicycle. Cycle rickshaws are used for short-distance travel in some cities and towns. They do not use fuel, so they are eco-friendly and good for the environment. Have seen one before?

COULD DO

5 MIN.

 Play the **Animation** from the digital platform to engage students and generate interest in the topic. Initiate a discussion by asking them to share their thoughts and reflections about the video.

Differentiated Activity

110 km/hr



What are the different ways people can travel from one place to another?

80 km/hr



Name two vehicles for each category.

Land -

Air -

Water -

40 km/hr



Draw a line connecting each vehicle to where it travels.

- Car Sky
- Boat Road
- Aeroplane Water
- Train Tracks

Home Task

Ask students to create a small chart or collage in their notebook or A4 sheet showing 3 modes of transport they have seen or know about.

Period 4

Start with a quick discussion about the home task. Ask students to share their charts or collages that showcase the 3 modes of transport they know about. Encourage them to talk about the modes they included (e.g., bus, bicycle, aeroplane), where they commonly see them and why they think these modes of transport are important. Guide the discussion by asking thought-provoking questions, such as:

- Which mode of transport do you think is the fastest?
- Which one do you use most often?

Collect and display their charts or collages on a bulletin board or a dedicated wall in the classroom to celebrate their creativity and reinforce the lesson. Title the display board as Our Transport Gallery to showcase their work and create excitement.

Land Transport

LAND TRANSPORT

Some means of transport move on land. They are called land transport. Many people travel within their cities on a daily basis. They use



metro train 56

the metro, buses, cars, motorcycles, bicycles, autorickshaws and cycle rickshaws. Trucks are used to transport goods from one place to another. People also use buses and trains to travel from one city to another.



bus

People use bullock carts, tongas, motorcycles and bicycles to move around in villages. 57

Teacher: Now that we have explored so many modes of transport, let us dive deeper and learn more about them.

Teacher: Let us learn about some of the ways people travel on land. Can you name a few vehicles that move on land?

(Pause for responses.)

Teacher: That is right. Cars, buses, motorcycles and bicycles are all examples of land transport. These vehicles are used by many people in cities to go from one place to another.

Teacher: Now, who has travelled on a metro or a bus? Can you share where you were going and how was your ride?

MUST DO

15 MIN.

Students (Possible responses):

- I took a metro to the zoo.
- I went on a bus to visit my grandparents.
- My family takes the metro to the mall.

Teacher: Great. People often use metros, buses and trains to travel within cities or from one city to another. These are some common means of land transport.

Teacher: What about trucks? What do you think trucks are used for?

Students (Possible responses):

- To carry vegetables.
- To move furniture.
- To take things to shops.

Teacher: Exactly. Trucks are used to carry goods from one place to another. They help transport food, clothes and many other things we use every day.

Teacher: Now, let us think about villages. What kinds of vehicles do you think people use in villages?

(Encourage students to share their ideas and experiences)

Teacher: In villages, people often use bullock carts, motorcycles and bicycles.

Teacher: Let me tell you about another vehicle used in villages—it is called a tonga. A tonga is a cart pulled by a horse. People in villages sometimes use tongas to go from one place to another. Have you ever seen a horse pulling a cart?

(Encourage students to share their thoughts and experiences)

Teacher: Tongas are not as common now, but they are still used in some villages.

Teacher: Let us quickly recall—what do we call vehicles that move on land?

Students: Land transport.

Teacher: That is correct. Land transport includes vehicles like cars, buses, motorcycles, bicycles, trucks, bullock carts and tongas. Each of these is used for different purposes, but they all help us travel or carry goods from one place to another.

Teacher: Now, think about the vehicles you and your family use daily. Which one do you use the most?

Students (Possible responses):

- We use a car to go to school.
- I ride a bicycle every evening.
- My family takes an autorickshaw sometimes.



eBook can be used to teach the lesson.

P.S. This section is aligned to the SDG 11: Sustainable Cities and Communities: Teach the students about the efficient use of public transport and other similar modes of environment-friendly transport.

Water Transport

WATER TRANSPORT

Some means of transport sail on water. People use cargo ships to transport goods from one country to another. Boats and ships are used for travel.



boat

57

Teacher: Now, let us learn about vehicles that move on water. Can anyone name something that can travel on water?

MUST DO

15 MIN.



Students (Possible responses):

- Boats.
- Ships.

Teacher: That is right. Boats and ships are examples of water transport. These are vehicles that sail on water.

Teacher: Did you know that ships are used to carry goods from one country to another? What do you think might be transported on a ship?

Students (Possible responses):

- Maybe toys?
- Clothes?
- Food?

Teacher: Exactly. Ships transport all kinds of goods, like toys, clothes, furniture and even food. These goods travel across oceans to reach other countries.

Teacher: Now, how do people use boats and ships? Do you think they are just for carrying goods?

(Encourage students to share their thoughts and experiences)

Teacher: Boats and ships are also used for travel. Some people take ferries, which are large boats that carry people and vehicles across rivers, lakes or even the sea to go from one place to another, like from one island to another. Others go on big cruise ships, which are like floating hotels with rooms, restaurants and fun activities for vacations. Have you ever seen a boat or a ship?

(Encourage students to share their thoughts and experiences)

Teacher: Wonderful. Boats and ships are very useful, especially for people who live near rivers, lakes or the sea.

Teacher: Now, imagine that you are travelling on a boat. What do you see around you?

Students (Possible responses):

- Water everywhere.
- Maybe fish in the water.
- Birds flying above the water.

Teacher: Beautiful. Travelling on water can be such an exciting experience. And just how land transport helps us move on land, water transport helps us travel on rivers, lakes and oceans.

Teacher: Let us quickly recall—what are some examples of water transport?

(Pause for students to respond.)

Teacher: Great job. Water transport includes boats, ships and cargo ships. These vehicles help us travel and transport goods across the water.



Show the **Infographic** from the digital platform to the students and ask them to identify the water vehicles and describe them in their own words.

Differentiated Activity

110 km/hr



If you had to design a new vehicle for both land and water, what would it look like? Draw and name your vehicle.

80 km/hr



What do you think is the most useful water transport and why? Share your thoughts with your teacher.

40 km/hr



Read the names of the given water vehicles and practice writing them in your notebook.

Boat, Ship, Motorboat, Aeroplane, Bicycle

Home Task

Design a Ticket for Water Transport: Imagine you are travelling on a boat or a ship. Design a ticket for your journey. Include:

- The name of the boat or ship.
- The destination (e.g., from Island A to Island B).
- The date and time of travel.
- A small picture or design (like waves, fish or a boat).

Period 5

Teacher: Good morning, everyone.

COULD DO

How are you all today?

5 MIN.



(Pause for students to respond)

Teacher: I hope you all enjoyed designing your ticket for water transport. Let us take a moment to share your designs with the class.

Teacher: Who would like to show their ticket first?

(Encourage students to share their tickets one by one. Ask them to explain the details, such as the name of the boat or ship, the destination and their design.)

Teacher: Wow. These tickets look amazing. Let us display them in the classroom.

(Collect the students' work and display it in the classroom.)

Air Transport

AIR TRANSPORT

Some means of transport, such as aeroplane and helicopter fly in the air. An aeroplane is the fastest means of transport. People use it to go from one city or one country to another. Aeroplanes are also used to transport goods, letters and parcels.



helicopter

A helicopter can carry a few people. Helicopters carry food and medicines to people in need. They are also used by the defence forces.

57

Teacher: Today, we are going to learn about Air Transport.

Does anyone know what air transport means?

MUST DO

15 MIN.



(Allow students to respond.)

Teacher: That is right. Air transport means vehicles that can fly in the air. Can you name some air transport vehicles?

Students: Aeroplane, Helicopter, Rocket

Teacher: Excellent. Let us start with aeroplanes. Did you know that an aeroplane is the fastest means of transport?

Student 1: Faster than cars?

Teacher: Oh yes, much faster. People use aeroplanes to travel from one city to another or even from one country to another. Imagine flying high up in the clouds to visit another country—wouldn't that be fun?

Student 2: Wow! Can it carry things too?

Teacher: Great question. Yes, aeroplanes can carry goods, letters and parcels. That is why they are so useful for sending things quickly across the world.

Teacher: Now, let us talk about helicopters. Helicopters are a bit smaller than aeroplanes and can carry only a few people. Do you know what they are used for?

Student 3: Maybe for taking people to different places?

Teacher: Yes, they can. But they are also used for helping people in need. For example, when people need food or medicines in faraway places, helicopters carry them. Isn't that amazing?

Helicopters are also used by the defence forces to keep our country safe.

Teacher: Let us recap—can anyone tell me one use of an aeroplane?

(Allow students to respond.)

Teacher: Wonderful. And how about one use of a helicopter?

(Allow students to respond.)

Animals as means of transport

ANIMALS AS MEANS OF TRANSPORT

Animals also help as a means of transport.

Camels help in the deserts. Elephants help in the forests. Mules help in the hilly regions.



Camels help in deserts as means of transport.

57

Teacher: Good morning, everyone. I have a question for you—do you know that animals can also help us travel?

MUST DO

20 MIN.



Student 1: Really? How can animals help us?

Teacher: That is what we are going to learn today. Some animals are used as a means of transport. Can you guess which animals are those?

(Allow students to share their thoughts.)

Teacher: Great. Let me tell you about a few more animals. Let us start with camels. Camels are called the “ships of the desert.” Does anyone know why?

Student 3: Because they live in deserts?

Teacher: Exactly. Camels are perfect for deserts because they can walk on sand for long distances and don't need much water.

Teacher: Now, let us talk about elephants. These big animals are very strong. They help carry people and heavy loads in the forests.

And in the hilly regions, where it is hard to travel, mules are very helpful. Mules are smaller than horses, but they are very smart and can easily walk on narrow paths in the hills. (*Show pictures of the animals discussed above.)

Animals help us in many ways. Let us play a quick game. I will name a place and you tell me which animal helps people there. Ready?

Teacher: Deserts—which animal helps people there?


Students: Camels.

Teacher: Excellent. How about forests?

Students: Elephants.

Teacher: Great. And in the hilly regions?

Students: Mules.

 Play the **I Explain Video** from the digital platform. Encourage students to watch the video carefully and share their learning afterwards.

Differentiated Activity

110 km/hr



Draw a picture of an animal used for transport that we talked about in class. Write 2-3 sentences about the animal:

- Where it helps people (e.g., desert, forest, hills).
- Why it is helpful (e.g., “The camel helps people in deserts because it can walk long distances without water.”)

80 km/hr



Make a mini booklet by folding a piece of paper.

- On each page, draw one animal we learnt about (camel, elephant or mule).
- Write one word below each drawing about where it helps people (e.g., “Camel → Desert”).

40 km/hr



Match the animals to where they help. For example:

| | |
|----------|--------|
| Camel | Forest |
| Elephant | Hills |
| Mule | Desert |

Home Task

Read the lesson at home.

Period 6



Open the **Animated Activities** from the digital platform. Ask students to work in teams to discuss and answer the questions. Award points to make the exercise more engaging.

COULD DO

10 MIN.



Recalling better

Recalling better

- Buses, metro, cars, trains, bicycles and motorcycles are means of land transport.
- Ships and boats are means of water transport.
- Aeroplanes and helicopters are means of air transport.
- Animals also help us as a means of transport.

CING

57

Teacher: Now that we have learnt so much about the different means of transport, let us see how much we remember. We will play a fun team activity.

SHOULD DO

10 MIN.

Teacher: Here are the steps to play this game:

1. 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. Don't worry—I will help if you need it.

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

Questions to Ask Students:

1. Can you name some vehicles that are used for land transport?
2. What are the two main means of water transport?
3. Can you name two vehicles that are used for air transport?
4. How do animals help us as a means of transport?
5. Why are camels called the "ship of the desert"?
6. In which areas are mules helpful as a means of transport?

Learning better

Tick the correct answer

Learning better

CBA

A. Tick (✓) the correct answer.

1. Which vehicle is used to travel within a city?
a. car ☐ b. aeroplane ☐ c. ship ☐
2. A _____ carries goods from one country to another.
a. car ☐ b. cargo ship ☐ c. bicycle ☐
3. Which of the following is a means of air transport?
a. car ☐ b. boat ☐ c. aeroplane ☐
4. Which of the following is used as a means of transport in forests?
a. camels ☐ b. bicycles ☐ c. elephants ☐
5. Which of the following is used by the defence forces?
a. helicopter ☐ b. bullock cart ☐ c. tonga ☐

58

Teacher: Today, we are going to start with the practice exercises from our lesson. You will complete them in your books. We will begin with Exercise A. In this exercise, you will read the given sentences and tick the correct answer.

SHOULD DO

10 MIN.

Teacher: Let us start with the first question.

(Ask students to read the question and the options independently. You may also call a student to read it aloud to the class.)

Teacher: The question says, 'Which vehicle is used to travel within a city?' The options are:

- a. car b. aeroplane c. ship

Teacher: Think carefully—what is the most common vehicle we use to travel within a city?

Students: Car.

Teacher: That is correct. Cars are mostly used to travel within a city. Now, tick the word 'car.'

Teacher: Let us move to the second question. (Ask students to read the question and the options independently. You may also call a student to read it aloud to the class.)

Teacher: The question says, 'A _____ carries goods from one country to another.' The options are:

- a. car b. cargo ship c. bicycle

Teacher: Think—what is the best way to carry heavy goods across long distances between countries?

Students: Cargo ship.

Teacher: Excellent. Cargo ships are used to carry goods from one country to another. Now, tick the words 'cargo ship.'

Teacher: Let us go to the third question. (Ask students to read the question and the options independently. You may also call a student to read it aloud to the class.)

Teacher: The question says, 'Which of the following is a means of air transport?' The options are:

- a. car b. boat c. aeroplane

Teacher: Think—what vehicle flies high in the sky and is used for air travel?

Students: Aeroplane.

Teacher: Very good. Aeroplanes are a means of air transport. Now, tick the word 'aeroplane.'

Teacher: Now, let us look at the fourth question. (Ask students to read the question and the options independently. You may also call a student to read it aloud to the class.)

Teacher: The question says, 'Which of the following is used as a means of transport in forests?' The options are:

- a. camels b. bicycles c. elephants

Teacher: Think—what strong animal is often used in forests to carry people or heavy loads?

Students: Elephants.

Teacher: That is right. Elephants are used as a means of transport in forests. Now, tick the word 'elephants.'

Teacher: Finally, let us move to the last question. (Ask students to read the question and the options independently. You may also call a student to read it aloud to the class.)

Teacher: The question says, 'Which of the following is used by the defence forces?' The options are:

a. helicopter b. bullock cart c. tonga

Teacher: Think—which vehicle flies in the air and helps our defence forces during emergencies?

Students: Helicopter.

Teacher: Fantastic. Helicopters are used by the defence forces. Now, tick the word 'helicopter.'

Which means of transport will they need? Choose the correct answer from the box.

B. Which means of transport will they need? Choose the correct answer from the box.

bus truck camel ship train

1. Arun wants to transport goods within the city. _____
2. Sara needs to go to office. _____
3. Ali needs to transport goods through a desert. _____
4. Zara wants to transport goods from one country to another. _____
5. Rahul wants to visit a different city. _____

58

Teacher: Now, let us do an exciting activity together. You will help me choose the correct means of transport from the options given in the box. Are you ready? (Read aloud the options available in the help box to students)

Teacher: Let us begin with the first one.

(Ask a student to read aloud the first statement.)

Student: Arun wants to transport goods within the city.

Teacher: What do we use to carry goods inside a city? Look at the options given in the box. What do you think?

Student: A truck.

Teacher: That is right. Trucks are perfect for transporting goods within a city. Well done.

Teacher: Let us move on to the second situation. (Ask a student to read aloud the statement.)

Student: Sara needs to go to the office.

Teacher: Good reading. Now, can anyone tell me which means of transport Sara might use to go to her office?

Student: A bus.

Teacher: Exactly. A bus is a good way to travel to an office within the city. Great job.

Teacher: Let us do the third situation. (Ask another student to read aloud.)

Student: Ali needs to transport goods through a desert.

Teacher: Which animal is often called the "ship of the desert"?

Student: A camel.

Teacher: That is correct. Camels are the best choice for carrying goods through a desert. Well done.

Teacher: Now, let us consider the fourth situation. (Ask another student to read the statement.)

Student: Zara wants to transport goods from one country to another.

Teacher: Very interesting. Which means of transport would Zara need for travelling across the water?

Student: A ship.

Teacher: Absolutely right. A ship is the best way to carry goods from one country to another. Excellent thinking.

Teacher: Here is the last one.

(Ask a student to read aloud.)

Student: Rahul wants to visit a different city.

Teacher: What do you think Rahul should use?

Student: A train.


Teacher: That is perfect. Trains are a great way to travel from one city to another. Amazing work, everyone.

Teacher: You all did such a wonderful job today. Now, write down the answers in your book.


(Give some time for students to complete writing the answers in their notebooks).

Differentiated Activity


110 km/hr

 Can you think of any safety rules we should follow when using different modes of transportation? Discuss them with your teacher.

80 km/hr

 What is your favourite way to travel? Draw a picture to describe your experience.

40 km/hr

 What are the different ways people can travel from one place to another? Discuss your ideas with the teacher.

Home Task

If you could invent a new type of transportation, what would it be? Draw your vehicle, give it a name and show where it would run (e.g., on land, in water or in the air).

Period 7

Write short answers in your notebook

C. Write short answers in your notebook.

1. What is land transport?
2. When do people use a boat?
3. Rina saw a means of air transport carrying food and medicines to people in an earthquake struck area. Which means of transport did she see?

58

Teacher: Now, let us do some thinking. Let us read the first question together. (Read the first question aloud to the students.)

Teacher: Write a short answer to the question, "What is land transport?"

Think carefully about the vehicles and ways we travel on land. Discuss your thoughts with your partner and then write a short answer in your notebook.

(Encourage students to share their answers. For example, Vehicles like cars and buses that move on roads are land transport.)

Teacher: Excellent. Now write your answer neatly in your notebook.

Teacher: Let us move to the next question.

(Read the second question aloud to the students.)

Teacher: Write a short answer to the question, 'When do people use a boat?'

Think about how and when boats are used. Discuss your thoughts with your partner and share them with the class.

(Encourage students to share their answers. For example, People use a boat to travel or carry goods across rivers or seas.)

Teacher: Great thinking! Now, write the answer in your notebook.

Teacher: Now, let us read the last question together.

(Read the question aloud to the students.)

Teacher: Rina saw a means of air transport carrying food and medicines to people in an earthquake-struck area. Which means of transport did she see?

Think carefully about the type of air transport that helps in emergencies. Discuss with your partner and share your thoughts.

(Encourage students to share their answers. For example, Rina saw a helicopter.)

Teacher: That is correct. Write the answer neatly in your notebook.

(Allow time for students to write the answers in their notebooks. Help them with the spellings, if required.)

Thinking better



Think and answer in your notebook.

Why is it important to wear a seatbelt when we are in a car?

2LCS HOTS

59

Teacher: Now, let us do some thinking. Let us read the question together.

(Read the question aloud to the students.)

Teacher: Why is it important to wear a seatbelt when we are in a car?

(Pause to let students think.)

Teacher: Take a moment to discuss your thoughts with your partner. Think about how seatbelts work and why we use them while travelling in a car.

(Give students time to discuss.)

Teacher: Who would like to share their thought?

(Call on a few students to share. Acknowledge their answers and guide them towards the correct reasoning.)

Students (Possible responses):

1. A seatbelt keeps us safe in case the car stops suddenly.
2. It stops us from getting hurt if the car has an accident.

3. It holds us in our seats and prevents us from falling or hitting something.
4. Wearing a seatbelt protects us from serious injuries.
5. It is a safety rule and we should always follow it.
6. A seatbelt makes sure we stay in our place and don't move around too much in the car.

Teacher: Great thinking. Now, write your answer in your notebook in your own words. Try to explain why wearing a seatbelt is important for our safety in a car.

(Move around to assist students as they write.)

Differentiated Activity

110 km/hr



Where would you use a small boat?

80 km/hr



Which transport would you choose to travel to a faraway country?

40 km/hr



What kind of transport would you use to go to a nearby park?

Home Task

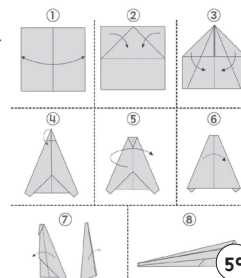


Creating better

ArtI 2LCS

Let us make a paper plane. Ask an adult to help you fold a newspaper, as shown.

1. Fold in half to make a crease and fold back.
2. Fold to meet the centre line as shown in Figure 2.
3. Fold to meet the centre line as shown in Figure 3.
4. Fold the upper corner, as shown.
5. Flip the paper.
6. Fold the paper in half, as shown.
7. Fold the paper, as shown. Adjust at 90°.



Creating better: Making a paper plane.

Period 8



Play the **Slideshow** from the digital platform to reinforce the lesson. Ask students to share their understanding with the class.

COULD DO

10 MIN.

Choosing Better



Choosing better

LSV

Tick (✓) your answer.

You see a friend has left his water bottle in the classroom. What would you do?

1. Ignore it and go home.
2. Pick up the water bottle and give it to your friend.

59

Teacher: Let us read the question together.

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

SHOULD DO

15 MIN.

Teacher: You see a friend has left their water bottle in the classroom. What would you do?

Here are two options:

Option one: Ignore it and go home.

Option two: Pick up the water bottle and give it to your friend. Which one do you think is the better choice? Tick the option in your book.

Students: I think we should pick up the water bottle and give it to our friend.

Teacher: Great choice. Why do you think picking up the water bottle and giving it to your friend is a good idea?

Students: Because it shows we care about our friends and want to help them.

Teacher: Exactly. Helping others is a kind and thoughtful thing to do. What could happen if we just ignore it and go home?

Students: Our friend might lose their water bottle and feel sad.

Teacher: Well said. Ignoring it would not be helpful. When we pick it up and return it, we are being responsible and showing kindness. How do you think your friend will feel when you return their water bottle?

Students: They will feel happy and thankful.

Teacher: That is right. Helping others makes everyone feel good. Now, let us tick the answer that we think is the best choice.

(Give students time to tick their answers and move around to assist as needed.)

L (What I have learnt)

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

COULD DO

15 MIN.

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 learnt about the different modes of transport. After a few minutes, we will hear from each pair and you will 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):

- There are three main modes of transport: land, water and air.
- Cars, buses and trains are examples of land transport.
- Boats and ships are used for water transport.
- Planes and helicopters are examples of air transport.
- Different types of transport are used based on the distance and terrain.
- Boats are used to travel on rivers, seas or lakes.
- Air transport is the fastest way to travel long distances.
- Trains can carry both passengers and goods.
- Some vehicles, like trucks, are used to transport goods.

- Camel carts are used in deserts, where other vehicles cannot go.

Teacher: Great answers. Write these in the "Learnt" column of your chart.

Teacher: So, we learnt that there are different modes of transport that are used for travelling and carrying goods. Each mode of transport is chosen based on its purpose, speed and the task for which it will be used. Understanding modes of transport helps us appreciate how people and goods move around the world.

Differentiated Activity

110 km/hr



Imagine you want to send a heavy package to another country. Which mode of transport would you use and why?

80 km/hr



1. Why do we use aeroplanes to travel long distances?
2. Write one advantage of using water transport.

40 km/hr



1. Which mode of transport would you use to cross a river?
2. What is the slowest means of transport: car, train or camel cart?

Home Task



Revising better

DBL

In this chapter, you learnt about transportation. Helicopters are used to carry food and medicines to people in need. How would you use other vehicles to help people in need? Write in your Little Book.

59

Revising better: In this chapter, you learnt about transportation. Helicopters are used to carry food and medicines to people in need. How would you use other vehicles to help people in need? Write in your Little Book.

Period 9

Worksheet 1

Theme 6: We Explore

11. Means of Transport

Worksheet 1

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

1. Long ago, people _____ from place to place (walked/drove).
2. The invention of _____ helped humans move in animal carts (wheel/fire).
3. _____ move on land (Cars/Ships).
4. _____ are used to transport goods from one place to another (Trucks/Bicycles).
5. People use bullock carts in _____ (villages/cities)

35

B. Write 'L' for land transport. Write 'W' for water transport. Write 'A' for air transport.

- | | | | |
|---------------|-------|--------------|-------|
| 1. car | _____ | 2. ship | _____ |
| 3. train | _____ | 4. aeroplane | _____ |
| 5. helicopter | _____ | | |

C. Write T for true or F for false.

- People use bullock carts in villages. _____
- There are different means of transport that take goods from one place to another. _____
- A car is a means of air transport. _____
- Some people use ships to travel from one city to another by road. _____
- A boat can carry many people. _____

35

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

SHOULD DO

40 MIN.

☐

Fill in the blanks. Choose the correct option.

Read each sentence aloud to the students. Ask the students to fill in the blank with the options given in the help box. 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 'L' for land transport. Write 'W' for water transport. Write 'A' for air transport.

Instruct students to read the list of vehicles given and write L for vehicles that are used on land, W for vehicles that are used in water and A for vehicles that are used in air.

Write T for true and 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 purposes.

Period 10



Quiz can be conducted from the digital platform to check students' understanding. Encourage them to work in teams.

COULD DO

10 MIN.

☐

Worksheet 2

A. Write one-word answers.

- The invention of this helped humans travel in animal carts. _____
- This land transport is used to transport goods from one place to another. _____
- This is a vehicle used in villages and animals are used to drive it. _____
- This means of water transport can carry only a few people. _____
- This means of air transport carry food and medicines to people in need. _____

36

B. Match the columns.

Column A

Column B

- | | | | |
|---------------|---|---|------------|
| 1. train | • | • | i. road |
| 2. car | • | • | ii. rail |
| 3. boat | • | • | iii. air |
| 4. helicopter | • | • | iv. desert |
| 5. camel | • | • | v. water |

C. Which of these is not a means of land transport? Tick (✓) the correct answer.

- | | | | |
|-----------------|--------------------------|---------------|--------------------------|
| 1. motorcycle | <input type="checkbox"/> | 2. car | <input type="checkbox"/> |
| 3. bullock cart | <input type="checkbox"/> | 4. helicopter | <input type="checkbox"/> |
| 5. bicycle | <input type="checkbox"/> | | |

36

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

SHOULD DO

30 MIN.

☐

Write one-word answers

Recap the modes of transport discussed in the lesson. Read each question aloud clearly, giving students time to think and respond. Encourage them to recall key details and write one-word answers. Walk around to monitor their progress and assist them, if needed. Conclude by reviewing the answers as a class to reinforce understanding.

Match the columns

Introduce the activity by explaining how modes of transport connect to specific terrains or purposes. Read each item in Column A and Column B aloud to the class. Encourage students to carefully match the transport in Column A with the correct terrain or use in Column B. Walk around the classroom to ensure students are engaged and on the right track. Once everyone has completed the activity, discuss the correct matches as a group to clarify and reinforce learning.

Which of these is not a land transport? Tick the correct answer.

Begin by reading the questions and the options aloud to the students. Explain that they need to identify which option is not a means of land transport and tick the correct answer. Encourage them to think about how each vehicle moves and its mode of transport. Once everyone has made their choice, ask a few students to share their answers and reasoning. Confirm the correct answer ("helicopter") and explain that it is an air transport vehicle. Use this opportunity to reinforce the concept of land transport versus other modes.

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

Worksheet 3

A. Which of these are means of air transport? Colour your answers with a green crayon.

1. ship
2. train
3. tonga
4. aeroplane
5. helicopter

B. There are people stuck on a mountain. Which means of transport will be used to send them food and water? Colour your answer with a green crayon.

- | | |
|-----------------|---------------|
| 1. car | 2. ship |
| 3. aeroplane | 4. helicopter |
| 5. bullock cart | |

C. Write T for true or F for false.

1. Cars were the first means of transport to be made after the invention of wheel. _____
2. Some people use bicycles to travel daily within their cities. _____
3. People can travel from one part of the country to another in a local train. _____
4. Trucks are used to transport goods from one place to another. _____
5. To travel to another city, people use trains. _____

37

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

SHOULD DO

20 MIN.

Which of these are a means of air transport? Colour your answers with a green crayon.

Introduce the activity by reading the instructions aloud to the students. Explain that they need to identify the means of air transport from the given options and colour them with a green crayon. Go through the list of options together and discuss each one briefly, asking students whether it belongs to air transport or not.

There are people stuck on a mountain. Which means of transport will be used to send them food and water? Colour your answer with a green crayon


Begin by introducing the scenario: "Imagine there are people stuck on a mountain and they need food and water to be sent to them. Which means of transport can help them in this situation?"

Allow students to work on the task independently or in pairs. Once they finish, they discuss the answers with students.

Write T for true and 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 purposes.

 You may generate additional practice worksheets using the **Test Generator** given on the digital platform.

Holistic Teaching

COULD DO

10 MIN.

English

Chapter 11: Means of Transport

Theme 6:
We Explore

A

English

FLN

HoLL

MDA

Colour the describing words with a blue crayon.

1. The aeroplane is the fastest means of transport.
2. Jonny rides a blue bicycle.
3. Boats are used for short distances.

23

Colour the describing words with a blue crayon.

Write down the sentences on the board and ask students to identify the describing words in each sentence. Instruct students to write the sentences in their notebook and colour the describing words with a blue crayon. Ask them to raise their hands if they need help. Review the answers together as a class.

Maths

B

Maths

There are 120 students who need to go on a field trip. The school has 3 buses. If the students are divided equally among the buses, how many students will be in each bus?

23

Read the problem aloud and show the picture to students. Encourage students to write their answers in their notebook.

COULD DO

10 MIN.

Learning Outcomes

The students will:

| Domain | Learning Outcome |
|--|--|
| Physical Development | <ul style="list-style-type: none">• use fine motor skills to draw and label different modes of transport (e.g., car, train, aeroplane) |
| Socio-Emotional and Ethical Development | <ul style="list-style-type: none">• demonstrate empathy by recognizing that people use different types of transport based on their needs and circumstances. |
| Cognitive Development | <ul style="list-style-type: none">• identify and classify different modes of transport such as land, water and air transport. |
| Language and Literacy Development | <ul style="list-style-type: none">• share personal experiences about using different modes of transport (e.g., first train ride, a flight journey).• discuss the advantages of various transport modes in communication and travel. |
| Aesthetic and Cultural Development | <ul style="list-style-type: none">• appreciate the role of transport in connecting cultures and communities through creative activities like designing posters or models of transport. |
| Positive Learning Habits | <ul style="list-style-type: none">• actively participate in discussions about the significance of transport in daily life and listen to peers' opinions respectfully. |

Starry Knights

Share a funny or a memorable incident that occurred in the class while teaching this unit.

Give yourself a STAR

☐