

## Lesson-13: The Earth

11 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs



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

Continuing better

I use cloth bags for shopping

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to develop curiosity and awareness about planet Earth.
- to understand the main components of Earth – air, water and land.
- to observe and identify different landforms such as plains, mountains, hills, valleys, plateaus and islands.
- to express their learning creatively by drawing and colouring the Earth.
- to relate the importance of land, water and air to daily life through simple activities and discussions.

### Methodology

#### Period 1

**Note to the Teacher:** Ask students to prepare a KWL chart. Help them organise their thoughts on the topic 'The Earth'.

**Teacher:** Hello, students. Today, we are starting an exciting new lesson about "Our Earth."

Can you tell me why Earth is special?

#### Students: (Possible responses)

- The Earth is our home.
- It has land, water and air that help us live.
- There are different places on Earth, like mountains, rivers and forests.
- We see the sun, moon and stars from Earth.
- Animals, birds and people live on Earth.

**Teacher:** Wonderful. Have you ever thought about how the Earth looks from space? What makes Earth different from other planets?

(Pause for students to share their thoughts.)

Great answers. Let us explore and learn more about our beautiful Earth.

In this lesson, we will learn about:

- What makes Earth special.
- The three main parts of Earth – land, water and air.
- The different types of landforms such as mountains, hills, valleys, plains, plateaus and islands.

**Teacher:** Now, let us draw a KWL Chart in our notebooks. This will help us think about what we already know and what we want to learn.

K – What I Know about the Earth

W – What I Want to learn about the Earth

L – What I Learnt about the Earth (We will complete this at the end of the lesson.)

K	W	L

**Teacher:** Let us start with the first column (K). What do you know about the Earth? Can you share some facts about our planet?

#### Students (Possible Responses):

- The Earth is round like a ball.
- We live on Earth along with animals, birds and plants.
- The Earth has different landforms such as mountains, rivers, forests and deserts.

**Teacher:** Great. Write these points in the K column of your KWL chart.

**Teacher:** Now, let us think about the second column (W). Is there anything you are curious about when it comes to the Earth? For example:

- How does the Earth look from space?
- Why do we have land, water and air?
- Why is it important to take care of the Earth?

**Teacher:** These are very interesting questions. Write them in the W column. As we go through the lesson, we will explore these questions and learn more about our amazing planet.

At the end of the lesson, we will fill in the L column with all the new things we have discovered about the Earth.

**Teacher:** Are you ready to explore and learn more about our wonderful planet Earth?

**Students:** Yes.

## Kinaesthetic

**Teacher:** Let us start the lesson with RE-KAP. Today, we are going to play a fun game.

**MUST DO**

20 MIN.



Re-KAP

SPD

Kinaesthetic

Perform a role play in class. The topic is 'How do we use water?' Each one of you will demonstrate one or the other use of water.

65

Here is how it works:

1. Each of you will act out a way we use water in daily life. It can be anything – drinking water, cooking, bathing, washing clothes, watering plants or cleaning.
2. No words at first. You will act it out and your classmates will guess what you are showing.
3. Your partner or group will try to guess the correct use of water based on your actions.
4. If they guess correctly, you both win a point.

**Note to the Teacher:**

- **Organise the students:** Pair them up or let them play in small groups.
- **Start simple:** Give examples of the different ways we use water to help them think.
- **Encourage participation:** If a student is unsure, guide them with hints.
- **Make it fun:** Let students take turns acting and guessing and celebrate correct answers.

**Teacher (after the activity):** That was such a fun game. You all did an amazing job showing and guessing the different ways we use water. Let us take a moment to reflect:

**COULD DO**

10 MIN.



- How did you choose which action to show?
- What were some of the common ways we use water in our daily lives?
- Did you learn about a new way of using water that you did not know before?

**Teacher:** Water is very important in our lives. We use it for many things every day and it helps us stay clean, healthy and safe. In our next session, we will learn more about why water is important and how we can save it.

## Differentiated Activities

110 km/hr



Think of something special about the Earth. Write two things that make our Earth a wonderful place to live.

80 km/hr



Draw a picture of the Earth and label some of the things we find here.

40 km/hr



Draw a picture of yourself enjoying nature (e.g., playing in a park, near a river or on a mountain).

## Home Task

Paste a picture of our solar system on a piece of paper or in your notebook. Find and mark our planet Earth on it.

## Period 2

### Auditory

**MUST DO**

10 MIN.



**Teacher:** Hello everyone. Today, we are going to continue with the Re-KAP. Can you tell me which Re-KAP activity we are going to do?

Auditory\*

Listen to your teacher carefully. Answer the questions.

65

**Students:** Auditory.

**Teacher:** Great. So, I am going to mention a few activities and you need to listen carefully. If you think water is required for this activity, give a thumbs up. If water is not required, keep your hands down. Ready?

**Students:** Yes.

**Teacher:** Here we go.

1. Washing clothes
2. Doing homework
3. Watering plants
4. Eating food
5. Cooking rice
6. Bathing

(Pause after each question to check for thumbs up before moving to the next one)

### Pictorial

**Teacher:** Now, observe the given pictures carefully. Look at each picture and write how water is being used. Write it in the blank given below each picture.

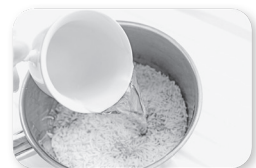
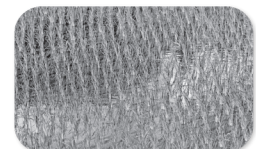
**MUST DO**

10 MIN.



Pictorial PS

Look at the pictures. Identify and write the ways in which water is being used.



65

(Give students time to complete the task independently.)

**Teacher:** Alright. Can you describe how water is being used in each picture?

(Allow students to take turns sharing their responses. Help them with spelling if required)

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


### Interacting better

**Teacher:** Now, let us play a fun game. To begin, pair up with your friend sitting next to you.

**MUST DO**

20 MIN.



**Interacting better**  
What do you think would happen if there were no trees on Earth? Discuss with your partner.

ICL

66

(Give students time to pair up.)

**Teacher:** Wonderful. I see everyone has a partner. Here is how the game works:

You and your partner will take turns discussing this question: 'What do you think would happen if there were no trees on Earth?'

Take turns asking and answering this question with your partner. Think about how trees help us and what might change if they were gone. 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, giving encouragement or helping if needed.)

**Teacher:** Fantastic. Now, let us hear some of your ideas. Who would like to share what they discussed with their partner?

(Encourage students to raise their hands and share their thoughts. Let a few students talk about what they think would happen if there were no trees.)

**Teacher:** Wow. I loved hearing all your ideas. Trees give us fresh air, shade, food and homes for animals. They are very important for life on Earth.

Let us continue to learn more about why we should protect our Earth and take care of nature.

### Differentiated Activities

**110 km/hr**



Rearrange the jumbled words to find things related to Earth:

1. RTAWE – \_\_\_\_\_
2. REEST – \_\_\_\_\_
3. NUS – \_\_\_\_\_
4. DOLSI – \_\_\_\_\_

**80 km/hr**



Complete the sentences:

1. Earth has \_\_\_\_\_ (e.g., land, water, air, trees).
2. We live on Earth with \_\_\_\_\_ (e.g., animals, plants, people).
3. The Earth is \_\_\_\_\_ (e.g., big, beautiful, special).

**40 km/hr**



Draw one thing that is found on Earth (e.g., a tree, a river, a mountain).

### Home Task

Draw a picture of the Earth and colour it.

### Period 3

**COULD DO**

05 MIN.



**Teacher:** Good morning, everyone.

Today, let us begin our session with a fun game. Are you ready to explore our beautiful Earth?

**Students:** Yes.

**Teacher:** I will call out something found on Earth and you have to act it out. Ready to start?

**Students:** Yes.

**Teacher:** Alright. The first one is Trees. Show me how you grow like a tall tree.

(Students stretch their arms up and sway like trees in the wind.)

Next, let us flow like a river.

(Students move their arms in wavy motions, pretending to be a flowing river.)

Now, let us shine like the Sun.

(Students spread their arms wide like sun rays and smile brightly.)

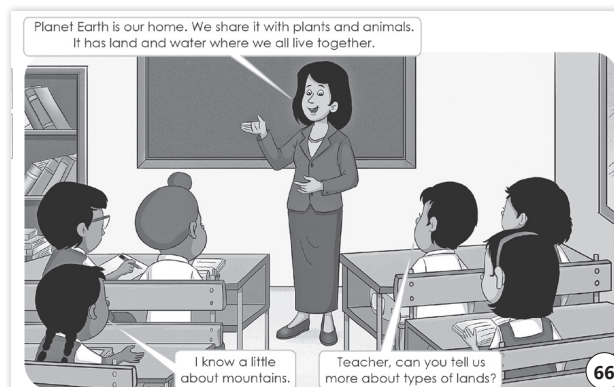
Time to blow like the wind.

(Students take deep breaths and blow out gently like a breeze.)

And finally, let us dig the soil and plant a seed.


(Students pretend to dig the ground, plant a seed and water it.)

**Teacher:** Wow, that was amazing. You all did a great job acting out different parts of our Earth. Now, let us sit down and start learning more about our wonderful planet.



**Teacher:** Jas and his friend are in the EVS class. Now, let us read the story to find out what are they learning about.

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

 Play the **Animation** from the digital platform to give an introduction about the Earth and create interest among students.

**What is our Earth made of?**

**Note for the Teacher:**

- Use a real globe to make learning more interactive.
- Encourage students to touch and explore the globe..
- Ask questions to keep students engaged (e.g., Can you point to the biggest blue part?).
- If a globe is unavailable, use a picture of Earth to explain the concept.

#### WHAT IS OUR EARTH MADE OF?

Look at the picture of the globe. The globe is a model of the Earth. The blue part shows water. The brown and green parts show land. The globe shows us that the Earth

- is round in shape.
- is made up of land and water.

66

**Teacher:** Our Earth is full of different types of landforms such as mountains, valleys, islands, plains and plateaus. We will learn more about them as we go through the lesson. Now let us learn what Earth is made of.

**Teacher (Holds up a globe):** Look what I have here. Can anyone tell me what this is?

**Student 1:** It is a ball.

**Student 2:** No, it is a globe.

**Teacher:** Yes. This is a globe and it is a model of our Earth. It helps us understand what our planet looks like. What do you notice on the globe?

**Student 3:** I see blue parts.

**Student 4:** And green and brown parts.

**Teacher:** That is right. The blue part shows water and the brown and green parts show land. This tells us that Earth is made up of both land and water.

**Student 5:** So, Earth is not flat?

**Teacher:** Great question. No, Earth is round like this globe. Long ago, people thought Earth was flat, but now we know that it is round in shape.

**Student 6:** Oh. So the globe is like a mini Earth?

**Teacher:** Exactly. The globe helps us see how Earth looks from space. Most of Earth is covered with water and the rest is land where we all live.

**Teacher:** Now, let us do a fun activity. Look at the globe and find:

1. A large blue area (oceans.)
2. A green or brown area (land.)

**MUST DO**

15 MIN.



Play the **Slideshow** from the digital platform to introduce the different components of Earth. Ask the students to share their experiences if they have seen any of them before and describe them. Tell students that they will learn more about them in the upcoming sessions.

**COULD DO**

05 MIN.



### Differentiated Activities

**110 km/hr**



Look at a globe or a picture of Earth. Write three things you see on the Earth. Write one sentence about why Earth is special.

**80 km/hr**



Fill in the blanks with the correct words (land, water, air):

1. We drink \_\_\_\_\_ every day.
2. We walk on \_\_\_\_\_.
3. We breathe \_\_\_\_\_.

**40 km/hr**



Draw and colour the Earth. Circle the blue part for water and the green/brown part for land.

### Home Task

Draw a picture of Earth in your notebook.

### Period 4



Play the **Video** from the digital platform to give a quick recap of the components of Earth.

**COULD DO**

10 MIN.



**The Earth has air, water and land**

**MUST DO**

20 MIN.



**Teacher:** The Earth is our home and it is made up of air, water and land. Today, we will explore these three important things.

#### THE EARTH HAS AIR, WATER AND LAND

- The Earth has air all around it. We need air to breathe. We cannot live without air.
- Water covers more than half of the Earth's surface. We need water to drink, cook and clean.
- We live on land. We build houses on land. We also grow food on land. Vehicles, such as bicycles and cars, move on land.

66

67

**Teacher:** Look around you. What do you feel when you wave your hands in the air?

(Pause for students to observe and respond)

**Teacher:** Yes. That is air. The Earth has air all around it. We need air to breathe. Take a deep breath in... and out... (Encourage students to try.)

**Teacher:** Can we see air? No. But we can feel it when the wind blows.

**Questions for Students to think about:**

- What happens when the wind blows?
- Can we live without air?



**Teacher:** Imagine you are very thirsty. What do you drink?

**Students:** Water.

**Teacher:** That is right. Water is very important for us. More than half of our Earth is covered with water.

- We use water for drinking, cooking and cleaning.

**Questions for Students:**

- What do we use water for at home?
- Can we live without water?

**Teacher:** Now, look around you. What are you sitting on? (Pause for students to think and respond. Direct them towards the term 'land')

**Teacher:** Yes. We are sitting on land. The land is where we live. We build houses on land and we grow food on land. Cars, buses and bicycles move on land.

**Questions for Students:**

- What do we build on land?
- What do we grow on land?
- Name one vehicle that moves on land.

**Teacher:** Amazing. Earth gives us air, water and land to live.

**P.S. This section is aligned to SDG 13:** Climate Action: Teach students simple ways to help reduce the harm caused by people and protect our planet Earth. They should learn the importance of taking care of the environment and understand that small actions—like saving water, planting trees and reducing waste—can make a big difference. Encourage students to respect nature and take responsibility for keeping the Earth clean and healthy for everyone.



**eBook** can be shown to students while teaching the lesson.

### Types of Land

**Teacher:** Next, let us learn about the different types of land we see on Earth.

**MUST DO**

10 MIN.

#### TYPES OF LAND

##### Plains

A plain is a flat piece of land. Many rivers flow through plains. Many people live in the plains.



plains

67

**Teacher:** Look at this picture. What do you see? (Point to the images of different landforms in the book.)

**Students (Possible responses):**

- I see flat land.
- There are high hills and mountains.
- I can see rivers flowing through land.

**Teacher:** That is right. Our Earth has many different types of land. Today, we will learn about three of them—plains, hills and mountains.



Show the **Infographic** from the digital platform to introduce the different types of land. Ask students to observe the picture and share their thoughts as you discuss each.

### Plains

**Teacher:** A plain is a large, flat area of land. Many rivers flow through plains, making the soil good for farming. That is why many people live in the plains. Can you name a place you have seen or heard about that is flat like a plain?

(Encourage students to respond.)

**Students (Possible responses):**

- My village has flat land like a plain.
- I saw a plain in a movie where farmers were working.
- We went on a trip and I saw a big field with no hills.

### Hills

**Teacher:** In some places, the land is higher than the surrounding areas. This type of land is called a hill. Hills are not as high as mountains but are higher than plains. They are also cooler than plains. Have you ever been to a hill station? What was the weather like?



Hills

In some places, the land is much higher than the surroundings. This type of land is called a hill. Hills are cooler than plains.

67

(Pause for student responses.)

**Students (Possible responses):**

- Yes. I went to a hill station and it was very cool.
- My grandparents live near hills and they say it rains a lot there.
- I have seen pictures of hills with lots of trees.

### Mountains

**Teacher:** Mountains are very high hills. They are often covered with snow at the top. When the snow melts, it turns into water and flows down as rivers. The mountains are very cold and only a few people live there. Have you ever seen pictures of snow-covered mountains?

#### Mountains

Mountains are very high hills. They are often covered with snow. The snow melts and flows down as rivers.



mountains

67

(Encourage students to share what they know.)

**Students (Possible responses):**

- Yes. I saw a picture of the Himalayas in my book.
- I watched a movie where people climbed a big snowy mountain.
- My teacher showed us a video of mountains with rivers coming down.

**Teacher:** Now, let us quickly recall—what is a plain?

**Students:** A flat piece of land.

**Teacher:** What makes hills different from plains?

**Students:** Hills are higher than plains.

**Teacher:** And what is special about mountains?

**Students:** They are very high and often covered in snow.

**Teacher:** Fantastic. We have learned about plains, hills and mountains today. In the next class, we will explore

more types of land—valleys, plateaus and islands. Stay excited to discover more about our amazing Earth.

### Differentiated Activities

110 km/hr



Imagine you are inviting your friends on a nature adventure to explore different types of land. Write an invitation card with:

- **Title:** Adventure to the Amazing Lands.
- **Date and Time:** Choose a date and time for the adventure.
- **Exciting Activities:** (e.g., Climbing hills, hiking mountains, walking through plains, enjoying the fresh air)
- A decorative border or an illustration (Draw a mountain, a hill and a plain to decorate your invitation.)

80 km/hr



Write a few lines about mountain.

40 km/hr



Read aloud and write the names of different types of land in their notebooks: Mountain, Hill, Plain.

### Home Task

Imagine you are visiting the mountains, hills or plains. Draw a picture of your favourite landform and colour it. If possible, collect small stones or leaves and paste them on your picture to make it creative.

### Period 5

**Teacher:** Hello, students. Today, we will learn about some more land forms. Before that can you tell me a few points about the land forms we learnt in the previous session?

(Encourage students to take turns to share their ideas)

**Teacher:** Well done. Let us now learn about valleys, plateaus and islands.

**Note for the Teacher:**

- Use pictures, a globe or a map to show valleys, plateaus and islands.
- Encourage students to observe and describe the landforms.



Open the **Dictionary** to show introduce the terms and pictures as you discuss about them.

**Teacher:** Look at this picture. Can anyone tell me what they see?

**Student 1:** I see mountains.

**Student 2:** There is some land between them.

**Teacher:** Great observation. This low land between mountains or hills is called a valley. Some people live in valleys because they have rivers, green fields and

pleasant weather. What do you think it would be like to live in a valley?

**Student 3:** It must be nice and cool.

**Student 4:** Maybe people grow crops there because of the river.

**Teacher:** Yes. Many valleys have rivers, which make the land good for farming.

**Plateau**

**Teacher:** Now, let us look at another landform. (Shows a picture of a plateau.) What do you notice about this land?

**Student 5:** It looks like a big table.

**Teacher:** Exactly. This is called a plateau. It is a raised piece of land with a flat top. That is why it is also called tableland. Do you think people can live on plateaus?

**Student 6:** Yes. It looks like a place where houses can be built.

**Teacher:** Right. Some cities are built on plateaus.

**Island**

**Teacher:** Now, let us look at one last landform. (Shows a picture of an island.) What do you see?

**Student 7:** Water everywhere.

**Student 8:** The land is surrounded by water.

**Teacher:** That is correct. This is called an island. An island is a piece of land with water all around it. Can anyone name a famous island?

**Teacher:** Let me tell you. Greenland is the largest island in the world. Can you think of fun things people might do on an island?

**Student 10:** Swim in the sea.

**Student 11:** Go on a boat.

**Teacher:** Exactly. Islands are great for fishing, boating and swimming. Some people even live on islands.

**Teacher:** Today, we learnt about valleys, plateaus and islands. Can you name them for me?

**Students:** Valley, Plateau, Island.

**Teacher:** Fantastic. In the next class, we will do a recap of the topics we learnt in this lesson and begin with the practice exercises.

### Differentiated Activities

110 km/hr



Design a Landforms Explorer card. Decorate it with drawings of valleys, plateaus and islands. Add a short sentence about each landform.

80 km/hr



Draw three boxes on paper: One for Valley, one for Plateau and one for Island.

Cut out small pictures (or draw them) of things found in these landforms, like:

- Valley: A river, houses, trees
- Plateau: A flat-top hill, grasslands, animals
- Island: Water, coconut trees, boats

Paste the pictures in the correct landform box.

40 km/hr



Ask students simple questions related to valleys, plateaus and islands. Encourage them to share their responses in full sentences. Example questions:

- Where would you find a river flowing between two mountains? (Valley)
- Which landform looks like a table with a flat top? (Plateau)
- What is surrounded by water on all sides? (Island)

### Home Task

Imagine you are visiting a valley, plateau or island for a holiday. Draw a picture of your chosen landform and write one sentence about why you would like to visit it.

## Period 6

### Recalling better

COULD DO

10 MIN.

**Teacher:** We have learnt so much about different types of land. Now, let us see how much we remember with a quick recap.

#### Recalling better

- Planet Earth is our home. It is round in shape.
- The Earth has air, water and land.
- There are different types of land. Examples are plains, hills, mountains and valleys. Other examples are plateaus and islands.

CING

68

**Teacher:** Here are the steps to play this game:

- Sit together with your buddy.
- I will ask you a question. Discuss the answer 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 signs to get students' attention before starting the activity.)

#### Questions to Ask Students:

1. What our Earth is made of?
2. Name the different landforms.
3. What is a plain?
4. What is a mountain?
5. What is a valley?
6. What is a plateau?
7. What is an island?
8. What are hills?

**Teacher:** You all did an amazing job remembering everything we learnt. Now, imagine you could live anywhere—on a mountain, in a valley, on an island or on a plateau. Where would you like to live and why? (Encourage students to share their choices.)

**Teacher:** That was a great discussion. You all have wonderful ideas. Our Earth is full of different landforms and

each one is special in its own way. Now let us begin with 'Learning better'.

### Learning better

#### Tick (✓) the correct answer

SHOULD DO

10 MIN.

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

#### Learning better

CBA

##### A Tick (✓) the correct answer.

1. What does the blue part of a globe show?  
a. air ☐ b. land ☐ c. water ☐
2. What covers more than half of the Earth's surface?  
a. air ☐ b. land ☐ c. water ☐
3. Many rivers flow through this type of land.  
a. plain ☐ b. valley ☐ c. plateau ☐
4. Which of these looks like a table?  
a. hill ☐ b. plateau ☐ c. mountain ☐
5. Which of the following has water all around it?  
a. valley ☐ b. plain ☐ c. island ☐

68

**Teacher:** Let me do the first question with you.

(Read the question aloud.)

Question: What does the blue part of a globe show?

- a. air
- b. land
- c. water

**Teacher:** Think carefully, what do the blue areas on a globe represent?

**Students:** Water.

**Teacher:** Correct. The blue part of a globe shows water. Now, tick the word 'water.'

**Teacher:** Now, it is your turn. Read the remaining questions and tick the correct answers. Once everyone is done, we will discuss them together.

(After students complete the exercise, go through each question one by one. Ask a student to read the question aloud and share their answer. Confirm the correct answer and give a brief explanation if needed. Encourage students to correct any mistakes in their books.)

#### What am I?

SHOULD DO

10 MIN.

**Teacher:** Now, let us do an exciting activity together. You will help me identify the correct words to complete the sentences. Are you ready?

##### B What am I? Write the correct answer in the blank space, as shown.

1. I am home to humans, animals and plants. Earth
2. I am a model of the Earth. \_\_\_\_\_
3. I am a flat piece of land. \_\_\_\_\_
4. I am often covered with snow. \_\_\_\_\_
5. I am a low area between two hills. \_\_\_\_\_

68

**Teacher:** The first one is done for us. Let us start with the second one.

(Ask a student to read aloud.)

**Student:** I am a model of the Earth.

**Teacher:** Great reading. What do we call a small, round model of the Earth that helps us see its shape and features?

**Student:** A globe.

**Teacher:** That is correct. A globe is a model of the Earth. Write 'globe' in the blank space. Well done.

**Teacher:** Let us move to the third one.

(Ask another student to read aloud.)

**Student:** I am a flat piece of land.

**Teacher:** Think—what type of land is wide and even, where many people live?

**Student:** A plain.

**Teacher:** Perfect. A plain is a flat piece of land. Write 'plain' in the blank space. Fantastic job.

**Teacher:** Now for the fourth one.

(Ask another student to read aloud.)

**Student:** I am often covered with snow.


**Teacher:** Good. Which landform is very high and often has snow at the top?

**Student:** A mountain.

**Teacher:** Excellent. A mountain is often covered with snow. Write 'mountain' in the blank space.

**Teacher:** Now, let us do the last one independently. Take a few minutes to think and write the correct answer. Once you are done, we will check it together.

(Give some time for students to complete the last sentence in their books. Move around and provide guidance to students who need help.)

 Open the **Animated Activity** from the digital platform. Ask students to work in pairs to answer the questions.

**COULD DO**

10 MIN.

## Differentiated Activities

**110 km/hr**

 Write 2 lines about why the Earth is important to us.

**80 km/hr**

 Rearrange the jumbled words to make meaningful sentences.

1. covered / is / water / The Earth / with / mostly
2. breathe / we / need / air / to
3. live / land / on / we

**40 km/hr**

 Rearrange the letters to form words.

1. RALDNA (\_\_\_\_\_) (Clue: We live on it and build houses on it.)
2. TEWAHR (\_\_\_\_\_) (Clue: It covers more than half of the Earth's surface and we need it to drink.)

3. BOLEG (\_\_\_\_\_) (Clue: A small model of the Earth that helps us see its shape.)

## Home Task

Read the lesson at home.

## Period 7

**Teacher:** Hello students. Today, we will continue working on the book exercises which we started in the previous session.

**Write short answers in your notebook**

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

**SHOULD DO**

20 MIN.

 Write short answers in your notebook.

1. What is a plain?
2. What is a valley?
3. Kunal is planning to go on a holiday with his family. He is visiting very high hills. Which type of land is he planning to visit?

69

(Read the first question aloud to the students.)

**Teacher:** What is a plain?

Think about what a plain looks like and how it is different from other landforms. Discuss your ideas with your partner and then write a short answer in your notebook.

(Encourage students to share their answers. For example, A plain is a flat piece of land. Many people live in plains and many rivers flow through them.)

**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:** What is a valley?

Think about how a valley looks and where it is located. Discuss your ideas with your partner and share them with the class.

(Encourage students to share their answers. For example, A valley is a low area between two hills or mountains. Some people live in valleys.)

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

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

**Teacher:** Kunal is planning to go on a holiday with his family. He is visiting very high hills. Which type of land is he planning to visit?

Think carefully—what do we call land that is much higher than the surrounding area and often covered with snow? Discuss with your partner and share your ideas.

(Encourage students to share their answers. For example, Kunal is planning to visit the mountains. Mountains are very high hills.)

**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 spelling if required.)

### Thinking better

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

SHOULD DO

20 MIN.



### Thinking better

Think and answer in your notebook.

How do you think is the weather in the mountains? Why?

21st CS HOTS

69

**Teacher:** How do you think the weather is in the mountains? Why?

(Pause to let students think.)

**Teacher:** Take a moment to discuss your thoughts with your partner. Think about how mountains are very high and what happens to the temperature as we go higher. Does it feel warmer or colder? Why do you think so?

(Give students time to discuss.)

**Teacher:** Who would like to share their thoughts?

(Call on a few students to share. Acknowledge their answers and guide them towards deeper thinking.)

**Students (Possible responses):**

1. Many mountains are covered with snow, so it must be very chilly.
2. It may rain or snow often in the mountains, making the weather cooler.
3. People living in the mountains wear warm clothes because of the cold climate.

**Teacher:** Great thinking. Now, write your answer in your notebook in your own words. Try to explain how the weather in the mountains feels and why it is different from other places.

(Move around to assist students as they write.)

### Differentiated Activities

110 km/hr



Take turns to read the lesson with your partner.

80 km/hr



What do you see around you on Earth? What makes Earth special? Who do you share the planet with? Draw a picture of Earth in your notebook and write a sentence about it.

40 km/hr



Draw a picture of Earth and tell me one thing you like about it. What do you see? What makes the Earth a good place to live?

### Home Task

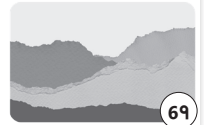
### Creating better

Create landscapes with paper.

### Creating better

It is time for some paper landscape!

1. Take a white chart paper.
2. Ask an adult to help you tear different coloured and textured sheets of paper.
3. Paste them, as shown to complete your art.



69

### Period 8



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

COULD DO

15 MIN.



### Choosing better

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

SHOULD DO

10 MIN.



### Choosing better

Samia lives near a river. She notices that the side of the river is becoming dirty with garbage and plastic bottles. What should Samia do to help keep the river and its surroundings clean? Tick (✓) your answer.

1. Organise a clean-up day with her family and friends.
2. Ignore the problem and hope someone else will clean it up.

69

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

**Teacher:** Samia lives near a river and sees garbage and plastic bottles making the river dirty. What should she do to help keep the river and its surroundings clean?

Here are two options:

**Option one:** Organise a clean-up day with her family and friends.

**Option two:** Ignore the problem and hope someone else will clean it up.

Which one do you think is the better choice? Tick the option in your book.

**Students:** I think she should organise a clean-up day with her family and friends.

**Teacher:** Great choice. Why do you think cleaning up is a good idea?

**Students:** Because it will help keep the river clean and safe for everyone.

**Teacher:** Exactly. When we take care of our environment, we make sure that plants, animals and people stay healthy. What could happen if we ignore the problem?

**Students:** The river will become dirtier and it might harm animals and people who use the water.

**Teacher:** That is right. Taking action helps protect nature. How do you think Samia will feel after she helps clean the river?

**Students:** She will feel proud and happy for making a difference.

**Teacher:** Well said. Keeping our surroundings clean is our responsibility. 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 Our Earth. 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 friend and discuss what you have learnt about Earth. 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):

- The Earth is round like a sphere.
- It has land and water. Most of the Earth's surface is covered with water.
- The blue part on a globe shows water and the green and brown parts show land.
- There are different landforms like mountains, valleys, plateaus and plains.
- An island is surrounded by water on all sides.
- The Earth gives us air, water and land to live on.
- The weather is different in different places—mountains are cold, plains are warmer.
- Taking care of the Earth is important to keep it clean and safe for all living things.

**Teacher:** Great answers. Write these in the L column of your chart.

**Teacher:** So, we learnt that Earth is our home and it has different landforms, water bodies and weather conditions. Understanding Earth helps us know where we live, how land and water are important and why we should protect our environment.

**Teacher:** In the next session, we will begin working on the exercises in the workbook (Stay Ahead) to practice what we have learnt.

## Differentiated Activities

### 110 km/hr



Write a few lines about what you have learnt about Earth. You can write about its shape, landforms or why it is important.

### 80 km/hr



Take turns with your friends and read a part of the lesson on Earth. Practice writing difficult words like globe, plateau, island, valley and mountain in your notebook.

### 40 km/hr



Pick any portion of the lesson on Earth and practice reading it with the help of your teacher. Try to say the words clearly and confidently.

## Home Task

### Revising better

In this chapter, you learnt about the different types of land our Earth has. It must have helped you appreciate differences not only in nature but amongst people as well. What image does this difference bring to your mind? Write in your Little Book.

### Revising better

DBL

In this chapter, you learnt about different types of land our Earth has. It must have helped you appreciate differences not only in nature, but amongst people as well. What image does this difference bring to your mind? Write in your Little Book.

69

## Period 9

### Worksheet 1

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

Theme 8: We Live Together

### 13. The Earth

Worksheet 1

#### A. Fill in the blanks.

1. A \_\_\_\_\_ is a model of the Earth.
2. The \_\_\_\_\_ part shows water.
3. The Earth has \_\_\_\_\_ all around it.
4. A plain is a \_\_\_\_\_ piece of land.
5. A plateau looks like a \_\_\_\_\_.

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

1. The brown part of the Earth shows water. \_\_\_\_\_
2. The Earth is square in shape. \_\_\_\_\_
3. Water covers less than half of the Earth. \_\_\_\_\_
4. We build houses on land. \_\_\_\_\_
5. Plateaus are called tablelands. \_\_\_\_\_

#### C. Fill in the blanks.

1. The \_\_\_\_\_ and brown parts on a globe show land.
2. We need \_\_\_\_\_ to breathe.
3. Our Earth is called the \_\_\_\_\_ planet.
4. Hills are \_\_\_\_\_ than plains.
5. Mountains are very high \_\_\_\_\_.

41

### Fill in the blanks

Read each sentence aloud to the students and ask them to fill in the blanks with the correct word. Encourage them to think carefully or discuss with their peers before writing their answers. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers

together as a class, ensuring that students understand the concepts behind each answer.

**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.

**Fill in the blanks**

Read each sentence aloud to the students and ask them to fill in the blanks with the correct word. Encourage them to think carefully or discuss with their peers before writing their answers. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the concepts behind each answer.

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

SHOULD DO

40 MIN.

☐

**Period 10**

**Worksheet 2**

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

SHOULD DO

40 MIN.

☐

**Worksheet 2**

**A. Fill in the blanks. Use the words from the box.**

plain   hill   island   plateau   valley

1. A \_\_\_\_\_ is a flat piece of land.
2. A \_\_\_\_\_ is a low area between two hills.
3. A \_\_\_\_\_ is a raised piece of land, flat from the top.
4. A \_\_\_\_\_ has water all around it.
5. A \_\_\_\_\_ is a place which is high at some places.

**B. Match the columns.**

**Column A**

1. blue
2. brown and green
3. globe
4. blue planet
5. air

**Column B**

- i. model of the Earth
- ii. show water
- iii. we cannot live without it
- iv. show land
- v. our Earth

**C. Give one-word answers.**

1. A model of the Earth. \_\_\_\_\_
2. This surrounds the Earth. \_\_\_\_\_
3. A flat piece of land. \_\_\_\_\_
4. This type of landform is cooler than plains. \_\_\_\_\_
5. This landform looks like a table. \_\_\_\_\_

42

**Fill in the blanks. Use words from the box.**

Read each sentence aloud to the students and ask them to fill in the blanks using the correct words from the box. Encourage them to think carefully or discuss with their peers before selecting the appropriate word. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the meaning and usage of each word from the box.

**Match the columns**

Read the words in Column A aloud to the students. Then, read the words in Column B and ask them to think about which word matches each description. Encourage them to discuss with their peers before writing their answers. Once they have completed the activity, ask them to raise their hands so you can check their responses.

**Give one word answers**

Read each question aloud to the students and ask them to think of the correct one-word answer. Encourage them to discuss their ideas with a partner before writing their responses. Once they have completed the activity, ask them to raise their hands so you can check their answers. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand each term and its significance.

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

**Period 11**

**Worksheet 3**

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

SHOULD DO

30 MIN.

☐

**Worksheet 3**

**A. Fill in the blanks.**

1. We cannot \_\_\_\_\_ without air.
2. We need water to \_\_\_\_\_, cook and clean.
3. We grow food on \_\_\_\_\_.
4. Vehicles move on \_\_\_\_\_.
5. Many \_\_\_\_\_ flow through plains.

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

1. We share our planet with plants and animals. \_\_\_\_\_
2. Our Earth is made up of land and water. \_\_\_\_\_
3. The Earth has no air around it. \_\_\_\_\_
4. A globe is a model of the Earth. \_\_\_\_\_
5. Mountains are often covered with snow. \_\_\_\_\_

43

C. Match the columns.

Column A		Column B
1. plains	•	i. surrounded by water
2. mountains	•	ii. a tableland
3. valley	•	iii. very high hills
4. plateau	•	iv. many people live here
5. island	•	v. low lying area between two hills

43



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

### Fill in the blanks

Read each sentence aloud to the students and ask them to fill in the blanks with the correct word. Encourage them to think carefully or discuss with their peers before writing their answers. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the concepts behind each answer.

### 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.

### Match the columns

Read the words in Column A aloud to the students. Then, read the words in Column B and ask them to think about which word matches each description. Encourage them to discuss with their peers before writing their answers. Once they have completed the activity, ask them to raise their hands so you can check their responses.

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

## Holistic Teaching

### English

Tick the correct joining words in the bracket.

COULD DO

MIN.

### Chapter 13: The Earth

Theme 8: We Live Together

#### A English

Tick (✓) the correct joining words in the bracket.

- We build houses (**and** / **or**) grow food on land.
- Hills are cool, (**but** / **and**) mountains are cooler.
- A plateau (**or** / **and**) a tableland is a raised piece of land with a flat top.

#### B Maths

Jas and his class are working on a project. They are making models of different types of land. They use old calendar sheets to make a mountain. They make a mountain with a height of 150 cm. Write the height in metres in the space provided.

43

Write the given sentences on the board and read them aloud to the students. Explain that they need to tick the correct joining words from the options in brackets. Encourage them to read each sentence carefully and think about which word best connects the ideas. After they have completed the activity, ask them to raise their hands if they need help. Once everyone has finished, review the correct answers together as a class, discussing why each choice is appropriate.

### Maths

Read the problem aloud to the students. Guide them to understand the question by discussing how to convert centimetres to metres. Encourage them to work in pairs to find the correct answer by thinking about the relationship between centimetres and metres. After they have completed the task, ask them to share their answers. Finally, review the correct answer together as a class, ensuring that students understand the conversion process.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>demonstrate fine motor skills by drawing or colouring pictures related to different landforms on Earth, such as mountains, rivers, valleys and plains.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>recognizing values such as responsibility, respect for nature and the need for conservation.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>identify and describe different features of the Earth, including landforms, water bodies and the atmosphere and understand their significance in supporting life.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>use vocabulary related to the Earth through activities like matching columns, fill-in-the-blanks or sentence-building exercises, such as naming landforms, natural resources and environmental processes.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>participate in creative activities like making a poster about protecting the Earth, drawing different landforms or creating a model to understand the Earth's structure and geographical features.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>demonstrate attentiveness and curiosity during discussions about the Earth, listen to others' ideas and experiences and actively engage in learning about environmental conservation and geographical diversity.</li></ul>

### Starry Knights

What was learner's reaction to the landforms taught in the class? Mention here.

Were you able to make this lesson an enjoyable experience for the learners?

Give yourself a STAR

☐

## Lesson-14: Changing Seasons

Theme 8: We Live Together

11 Periods (40 minutes each)



Learn Better (Coursebook), Stay Ahead (Workbook), Book of Holistic Teaching, CRM Signs



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

Continuing better  
I love eating fresh fruits

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to observe and Differentiate between the different seasons in their surroundings—summer, winter, monsoon, spring and autumn—based on changes in weather, clothes, food and activities.
- to express Empathy and Kindness by understanding how different seasons affect people (e.g., helping others in cold weather, sharing water in summer, etc.).
- to engage in Creative Expression by drawing or colouring pictures of different seasons, depicting seasonal changes in their neighbourhood.
- to develop Sensory Awareness by experiencing seasonal elements (such as feeling the warmth of the sun, listening to raindrops or observing falling leaves) and describing them in their own words.

### Methodology

#### Period 1

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

**Teacher:** Hello, students. Today, we are starting an exciting new lesson about "Changing Seasons."

COULD DO

10 MIN.



Can you tell me what a season is?

**Students:** (Possible responses)

- It is how the weather changes at different times of the year.
- Some days are hot and some days are cold.
- We wear different clothes in different seasons.
- Sometimes it rains and sometimes the leaves fall from trees.

**Teacher:** Wonderful. Have you ever noticed how the weather changes throughout the year? Can you tell me how summer feels? What about winter? (Pause for students to share their thoughts.)

**Teacher:** Great answers. Let us explore and learn more about the different seasons we experience. In this lesson, we will learn about:

- What makes a season special.
- The five main seasons—summer, winter, monsoon, spring and autumn.
- How seasons affect the weather, plants, animals and people.

- The clothes, food and activities we enjoy in each season.

**Teacher:** Now, let us draw a KWL Chart in our notebooks. This will help us think about what we already know and what we want to learn.

K – What I Know about the Earth

W – What I Want to learn about the Earth

L – What I Learnt about the Earth (We will complete this at the end of the lesson.)

K	W	L

**Teacher:** Let us start with the first column (K). What do you know about seasons? Can you share some facts?

**Students (Possible Responses):**

- There are different seasons like summer, winter and rainy seasons.
- In summer, it is hot and in winter, it is cold.
- We wear warm clothes in winter and light clothes in summer.
- Sometimes trees lose their leaves and sometimes flowers bloom.

**Teacher:** Great. Write these points in the K column of your KWL chart.

**Teacher:** Now, let us think about the second column (W). What are you curious about when it comes to seasons?



### Students (Possible responses):

- Why do seasons change?
- How many seasons are there in our country?
- What happens to animals and plants in different seasons?
- Which season is the coldest? Which one is the hottest?

**Teacher:** These are wonderful questions. Write them in the W column. As we go through the lesson, we will find the answers together.

**Teacher:** At the end of the lesson, we will come back to our chart and fill in the L column with all the new things we have discovered about seasons.

**Teacher:** Are you excited to explore and learn more about the changing seasons?


**Students:** Yes.

### Kinaesthetic

**Teacher:** Let us start the lesson with RE-KAP. Today, we are going to sort a few objects based on seasons.

**MUST DO**

20 MIN.

**Re-KAP** SPD

**Kinaesthetic**

Sort the objects or pictures representing different seasons (flowers, leaves, snowflakes, Sun) into three groups. Make a table, as shown, in your notebook to classify the things based on the seasons.

things	Summer	Winter	Monsoon
flowers			
leaves			
snowflakes			
Sun			

70

### How to Play:

1. I will show you different objects or pictures that represent seasons—like flowers, leaves, snowflakes and the Sun.
2. Your job is to sort them into the correct season: Summer, Winter or Monsoon.
3. You will work in pairs or small groups. Take turns picking a picture and deciding where it belongs.
4. Once you finish sorting, draw a table in your notebook like this and write the objects under the correct season (point to the table given in the book).
5. After sorting, we will discuss why each object belongs to a particular season.

### Note to the Teacher:

- Organise the students: Pair them up or form small groups.
- Use picture cards or real objects if available.
- Encourage discussion: Ask why they placed each item in a certain season.
- Make it interactive: Let students explain their choices.

**Teacher (after the activity):** That was amazing. You all did a great job sorting the objects into the right seasons. Now, let us reflect:

**COULD DO**


10 MIN.

1. How did you decide which season each object belongs to?
2. What are some special things you notice in each season?
3. Did you learn something new about seasons today?


**Teacher:** Seasons change and each one brings something special. In our next session, we will learn more about how seasons affect our daily lives.

### Differentiated Activities


#### 110 km/hr

 Think of something special about seasons. Write two things that make each season unique and why you like them.

#### 80 km/hr

 Draw a picture of your favourite season and write why you like it.

#### 40 km/hr

 Draw a picture of yourself enjoying a season (e.g., playing in the snow, jumping in puddles, flying kites or picking flowers).

### Home Task

Collect pictures of different seasons and paste them in your notebook.

### Period 2

### Auditory

**Teacher:** Hello everyone. Today, we are going to continue with the Re-KAP. Can you tell me which Re-KAP activity we are going to do?

**MUST DO**

10 MIN.

#### Auditory\*

Listen to your teacher carefully. Answer the questions.

70

**Students:** Auditory.

**Teacher:** Great. So, I am going to describe some situations and you need to listen carefully. If you think it is a hot, sunny day (summer), a cold day (winter) or a rainy day (monsoon), raise your hand and say the name of the type of day.

### Ready?

**Students:** Yes.

Here we go.

1. Kiran is enjoying eating a bowl full of watermelon.
2. Mahira is sitting under a warm blanket and eating oranges with her sister.

3. Latika is sailing paper boats in a water puddle. Manik is wearing a raincoat.

(Pause after each statement to gather student responses and move to the next one)

**Teacher:** That was fantastic. You all listened so well. Now, let us talk about it:

- How did you know which season it was?
- What other activities do we enjoy during these types of days?

**Teacher:** Seasons bring different experiences and we all enjoy them in different ways.

### Pictorial

**Teacher:** Now, observe the given pictures carefully. Look at each picture and think about which season it represents. You will write the name of the season in the blank given below each picture.

MUST DO

15 MIN.

Pictorial

PS

Write the name of the seasons shown in the pictures.





70

(Give students time to complete the task independently.)

**Teacher:** Alright. Can you describe the season shown in each picture? What clues helped you decide?

(Encourage students to notice things like the weather, clothes or activities in the pictures. Allow students to take turns sharing their responses. Provide guidance with spelling if needed.)

**Teacher:** Fantastic. You all did a great job recognizing the seasons. Now, let us move to the next part of our lesson.

### Interacting better

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

MUST DO

15 MIN.

Interacting better

ICL

What is your favourite thing to do on a rainy day? Discuss with your partner.

71

(Give students time to pair up.)

**Teacher:** Wonderful. I see everyone has a partner. Here is how the game works: You and your friend will take turns discussing this question: What is your favourite thing to do on a rainy day?

Think about what makes rainy days special. Do you like jumping in puddles, making paper boats, watching the rain from the window, eating hot snacks or something else?

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, giving encouragement or helping them if needed.)

**Teacher:** Fantastic. Now, let us hear some of your ideas. Who would like to share what they discussed with their partner?

(Encourage students to raise their hands and share their thoughts. Let a few students talk about their favourite rainyday activities.)

**Teacher:** Wow. I loved hearing all your ideas. Rainy days bring so much fun—whether it is playing outside, watching the rain or enjoying warm food.

Let us continue learning more about seasons and how they bring different experiences for us all.

### Differentiated Activities

110 km/hr



Rearrange the jumbled words to find things related to seasons:

1. MERUSM – \_\_\_\_\_ (Hint: It is the hottest season.)
2. WNTRIE – \_\_\_\_\_ (Hint: It is the coldest season.)
3. ONSMOON – \_\_\_\_\_ (Hint: It brings lots of rain.)
4. TUMAN – \_\_\_\_\_ (Hint: Leaves change colours in this season.)
5. IGRSPN – \_\_\_\_\_ (Hint: Flowers bloom in this season.)

80 km/hr



Complete the sentences using the correct words:

1. In summer, the weather is \_\_\_\_\_ (hot/cold).
2. We use an umbrella during the \_\_\_\_\_ (winter/monsoon) season.
3. In winter, people wear \_\_\_\_\_ (warm/cool) clothes.
4. Leaves turn yellow and fall from trees in \_\_\_\_\_ (autumn/spring).

40 km/hr



Draw a picture of your favourite season (e.g., summer, winter, monsoon) and write one sentence about why you like it.

### Home Task

Create a picture collage of the summer season on an A4 sheet of paper.

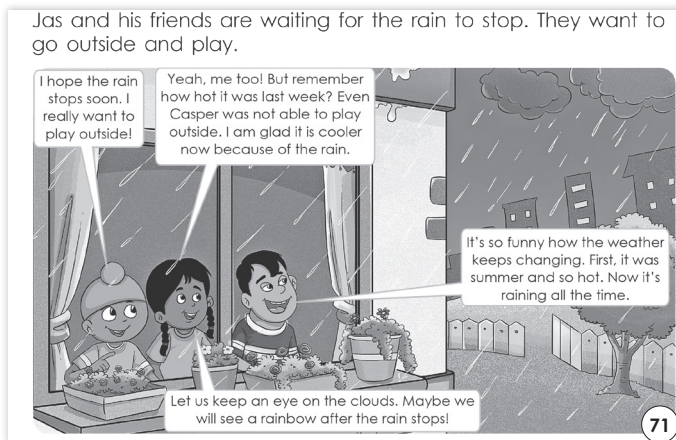
## Period 3

**Teacher:** Good morning, students. Did you enjoy doing the picture collage yesterday?

**Students:** Yes.

**Teacher:** Great. Let us discuss your picture collage. What are the pictures you collected for the summer season? (Encourage students to take turns to present their picture collage.)

**Teacher:** Jas and his friends are waiting for the rain to stop. They want to go outside and play.



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

 Play the **Animation** from the digital platform to introduce the topic and create interest among students.

### Weather

**Teacher:** Good morning, everyone. Today, we are going to learn about weather and seasons. Can anyone tell me what 'weather' means?

**Weather** tells us what a day is like. Days can be hot, cold, rainy, windy or cloudy. Mostly, the weather remains the same for a few months. It is then called a **season**.

Our country has three main seasons – **summer**, **winter** and **monsoon**. There are two more seasons – **spring** and **autumn**. 71

**Student 1:** It tells us if it is hot or cold.

**Student 2:** Sometimes it rains and sometimes the sun shines.

**Teacher:** That is right. The weather tells us what a day is like. Some days are hot, some are cold and others can be rainy, windy or cloudy.

**Teacher (Point outside the window):** Look outside. Can you tell me what today's weather is like?

**Student 3:** It is sunny.

**Student 4:** But there are a few clouds too.

**Teacher:** Very good. Now, did you know that when the weather stays the same for a few months, we call it a season?

COULD DO

05 MIN.

MUST DO

15 MIN.

Our country has three main seasons:

Summer – The weather is very hot. We eat ice cream and wear cotton clothes.

Winter – The weather is cold. We wear warm clothes and drink hot chocolate.

Monsoon – It is rainy. We use umbrellas and wear raincoats. But there are also two more seasons:

Spring – Flowers bloom and the weather is pleasant.


Autumn – Leaves change colour and fall from trees.

**Teacher:** Now, let us do a fun activity. I will describe a season and you have to guess which one it is.

- The sun is very bright and we eat lots of ice cream. (Summer)
- The wind is chilly and we wear sweaters. (Winter)
- Raindrops are falling and people use umbrellas. (Monsoon)
- Flowers are blooming and butterflies are flying. (Spring)
- Leaves are turning yellow and falling from trees. (Autumn)


COULD DO

05 MIN.


 Play the **Slideshow** from the digital platform to introduce the different seasons of the year. Ask students to share their experiences of different seasons—what they feel, what they wear and what activities they enjoy during each season. Encourage them to describe any seasonal changes they have noticed, such as blooming flowers in spring or falling leaves in autumn. Tell students that they will learn more about seasons and their effects on our daily lives in the upcoming sessions.

### Differentiated Activities

**110 km/hr**


 Look at pictures of different seasons. Write three things you notice in each season (e.g., clothes people wear, weather or activities).

**80 km/hr**

 Fill in the blanks with the correct words (summer, winter, monsoon):

- We wear warm woollen clothes in \_\_\_\_\_.
- We use an umbrella and raincoat in \_\_\_\_\_.
- We eat ice cream and drink cold juices in \_\_\_\_\_.

**40 km/hr**

 Draw and colour a picture of your favourite season. Use different colours to show the weather, clothes and activities people do.

### Home Task

Step outside and observe the weather. Is it sunny, rainy, windy or cold? Draw a small picture of what the weather looks like today and write two sentences about how it feels and what you would like to do in this weather.

## Period 4

### Summer

MUST DO

10 MIN.

**Teacher:** Good morning, everyone. Today, we will learn about the different seasons we experience in our country. Let us begin with the summer season.

#### SUMMER

During summer, **hot** winds blow. The weather is very hot. We do not like to go out in the Sun. We wear cotton clothes to keep cool. We have cool drinks, such as lassi and juices. We also like to have ice cream. We



a girl enjoying a slice of watermelon in summer

71

use fans, coolers and air conditioners to keep cool. In India, **April, May and June** are very hot months.

72

**Teacher:** Look outside. What do you feel when the sun is shining brightly?

(Pause for students to observe and respond.)

**Teacher:** Yes. The sun makes everything hot. Summer is the hottest season of the year. During summer, hot winds blow and the weather is very warm.

Let us feel the Summer.

1. Wave your hands like the hot wind blowing in summer.
2. Pretend to wipe sweat from your forehead because it is so hot.
3. Fan yourself with your hands like you are cooling down.


Questions for Students to Think About:

- What do we wear in summer to stay cool?
- What do we like to drink during summer?
- How do we keep our homes cool?

**Teacher:** In India, summer lasts from April to June. Now, let us discuss:

- What clothes do we wear in summer?
- What activities do we enjoy in summer?
- What are some summer fruits and drinks we love?

**Teacher:** Amazing. Summer is hot, but we have many ways to stay cool and enjoy the season. Let us move to the next season.

 **eBook** can be shown to students while teaching the lesson.

### Winter

**Teacher:** Imagine stepping outside on a very cold morning. What do you feel?

MUST DO

10 MIN.

#### WINTER

During winter, the weather is very **cold**. It snows in some places. We wear woollen clothes to keep warm. We have hot drinks, such as tea, coffee and soups. People use heaters to keep warm. Some people also light fires. The coldest months in India are **December and January**.



children playing in the snow

72

(Pause for students to respond.)

**Teacher:** That is right. Winter is the coldest season of the year. In some places, it even snows. People wear woollen clothes like sweaters, jackets and scarves to stay warm. Let us feel the Winter.

1. Wrap your arms around yourself like you are feeling cold.
2. Pretend to wear a warm jacket and a scarf.
3. Rub your hands together to keep warm.

Questions for Students to Think About:

- What do we wear in winter to stay warm?
- What do we drink to keep ourselves warm?
- How do people keep their homes warm in winter?

**Teacher:** In India, December and January are the coldest months. Some places get snowfall, while others have chilly winds. Now, let us discuss:

- What clothes do we wear in winter?
- What activities do we enjoy in winter?
- What are some hot foods and drinks we love in winter?

**Teacher:** Fantastic. Winter may be cold but it is also a season of warm clothes, hot drinks and fun moments.

### Monsoon

MUST DO

20 MIN.

**Teacher:** Next, we are going to talk about a very special season.



a girl enjoying a rainy day

#### MONSOON

In India, **July, August and September** are monsoon months. Many places get **rainfall** in these months. Dark clouds cover the sky. Sometimes, there are strong winds and storms. We carry umbrellas or wear raincoats to protect ourselves from the rains. It is fun to float paper boats in puddles. Sometimes, we see a rainbow in the sky.

72

**Teacher:** Imagine you are outside and suddenly, dark clouds cover the sky. You hear the sound of raindrops falling. What season is it?

(Pause for students to respond.)

**Teacher:** That is right. Monsoon is the rainy season. In India, we get a lot of rain in July, August and September. Let us pretend to experience the monsoon.

Let us feel the rain.

1. Pretend to open an umbrella or wear a raincoat.
2. Make raindrop sounds by tapping your fingers on the desk.
3. Pretend to jump into a puddle—splash.

Questions for students to think about:

- What do we carry to protect ourselves from the rain?
- What do we see in the sky after the rain?
- What fun activities can we do in the rain?

**Teacher:** The monsoon season is important because rain gives us water to drink and helps plants grow. But sometimes, there are strong winds and storms too.





Play the **Video** from the digital platform. Ask students to watch the video and share their experiences about monsoon.

Now, let us discuss:

- What do we wear during the monsoon season?
- What do we use to stay dry?
- What fun things do we do in the rain?

**Teacher:** Amazing. The monsoon season brings lots of rain, cool weather and even beautiful rainbows. Have you seen a rainbow before?

(Pause for students to share their thoughts and experiences. Show a picture of a rainbow if required)

**Teacher:** Great. Today we learnt about three different seasons – summer, winter and monsoon. In the next session, we will learn about a few other seasons.

### Differentiated Activities

**110 km/hr**



Create a Weather Report.

Imagine you are a weather reporter. Choose one season (Summer, Winter or Monsoon) and write a weather report including:

- Season Name
- Temperature (Hot, Cold or Rainy)
- Clothes people wear
- Activities people enjoy
- A drawing or a symbol representing the season

**80 km/hr**



Complete the sentences with the correct season (Summer, Winter or Monsoon):

1. In \_\_\_\_\_, we drink hot soup and wear woollen clothes.
2. In \_\_\_\_\_, we use umbrellas and wear raincoats.
3. In \_\_\_\_\_, we eat ice cream and wear cotton clothes.
4. The months of July, August and September bring \_\_\_\_\_ in India.
5. People use fans, coolers and air conditioners in \_\_\_\_\_.

**40 km/hr**



Match the Season with the Correct Picture: Provide three images representing summer, winter and monsoon. Students will match them with the correct season name.

### Home Task

Draw and colour a scene showing your favourite season.

- If you like summer, draw yourself enjoying ice cream in the sun.
- If you like winter, draw yourself drinking hot soup and wearing warm clothes.
- If you like monsoon, draw yourself playing in the rain with an umbrella.

## Period 5

**Teacher:** Hello, students. Today, we will learn about a few more seasons that we experience in our country. Before that can you tell me a few points about the landforms we learnt in the previous session?

(Encourage students to take turns to share their ideas)



Open the **Dictionary** to show as you discuss about different seasons.

### Spring

**Teacher:** Today, we are going to learn about a new season. Do you know that apart from summer, winter and monsoon, there is another season called Spring?

#### SPRING

**February** and **March** are spring months in India. The weather is neither too hot nor too cold. It is very pleasant. Flowers bloom in spring. We like to go for picnics in this season.



a girl admiring the spring flowers

72

(Pause for students' responses)

**Teacher:** Spring comes after winter and before summer. In this season, the weather is not too hot and not too cold—it feels just right.

**Students:** So, it is not very hot like summer?

**Teacher:** Yes. Unlike summer, when the sun is very strong and winter, when it is very cold, spring is pleasant—which means it feels nice to be outside.

In spring, flowers bloom and we see many butterflies and birds. Trees grow new leaves and everything looks green and fresh. Spring is the time when many flowers start growing. People love to go for picnics and enjoy the fresh air.

**Teacher:** It is. Now, let us do a fun activity. Imagine you are in a park during spring. What do you see around you? Think about the trees, flowers and the nice weather.

(Students discuss and share their thoughts.)

**Teacher:** Great answers. Now, let us learn about another season.

### Autumn

**Teacher:** Next, we are going to learn about a season that comes after monsoon and before winter. Do you know what it is called?



a boy enjoying the autumn season

#### AUTUMN

Autumn comes after monsoon and before winter. **October** and **November** are autumn months. In autumn, most trees shed their leaves. Many animals store food for the coming winter.

72

**Student 1:** Hmm... Is it summer again?



**Teacher:** Good guess. But no, it is called Autumn.

**Student 2:** Autumn? What happens in autumn?

**Teacher:** In autumn, many trees shed their leaves. The green leaves turn yellow, orange and brown before falling off. Have you ever seen dry leaves on the ground?

**Student 3:** Oh yes. I see them in the park sometimes.

**Teacher:** That is right. Autumn is also the time when some animals start storing food for the winter because it will be very cold later.

**Student 4:** Why do they store food?


**Teacher:** Because in winter, it becomes very difficult to find food. Some animals, like squirrels, collect nuts and keep them safe to eat later.

In some places, autumn is also called the fall season because the leaves fall from the trees. The weather is neither too hot nor too cold, just like in spring.

People love to go for walks and enjoy the cool breeze. They also clean up the fallen leaves.


**Student 7:** Wow. So, autumn is like a season of change?

**Teacher:** Exactly. It is a season of change and preparation for winter.

 Play the **I Explain** video to give students a recap about different seasons.

## Differentiated Activities

**110 km/hr**

 Imagine you are a tree. Describe what happens to you during the spring and autumn season in a short story.

- How do you feel when flowers bloom in spring?
- What happens when your leaves change colour and fall in autumn?
- Give your story a title and draw a tree in both seasons.

**80 km/hr**

 Fill in the Blanks:

1. In spring, the weather is \_\_\_\_ (hot/pleasant).
2. Flowers \_\_\_\_ (bloom/fall) in spring.
3. In autumn, the leaves turn \_\_\_\_ (green/yellow) and fall.
4. Autumn comes after \_\_\_\_ (monsoon/summer).

**40 km/hr**

 Read the phrases and circle the correct word.

1. Flowers bloom → (Spring / Autumn)
2. Leaves turn yellow and fall → (Spring / Autumn)
3. Weather is pleasant and not too hot or cold → (Spring / Autumn)
4. People enjoy picnics → (Spring / Autumn)

## Home Task

Draw two trees on an A4 sheet – one in spring and one in autumn. Colour the spring tree with green leaves and

flowers. Colour the autumn tree with yellow, orange and brown leaves

## Period 6

### Recalling better

**COULD DO**

 10 MIN.

**Teacher:** We have learnt so much about different seasons. Now, let us see how much we remember with a quick recap.

### Recalling better

**CING**

- India has three main seasons – summer, winter and monsoon. Spring and autumn are two more seasons.
- April, May and June are very hot months.
- December and January are the coldest months.
- July, August and September are monsoon months.
- Flowers bloom in spring. Trees shed their leaves in autumn.

73

**Teacher:** Here are the steps to play this game:

- Sit together with your buddy.
- I will ask you a question. Discuss the answer 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 signs to get students' attention before starting the activity.)

Questions to Ask Students:

- How many main seasons does India have? What are they?
- Name two more seasons besides summer, winter and monsoon.
- Which months are the hottest in India?
- Which months are the coldest in India?
- When do we experience the monsoon season?
- What happens to flowers in spring?
- What do trees do in autumn?
- Which season comes before winter?
- Which season comes after monsoon?
- What do you enjoy the most about your favourite season?

**Teacher:** You all did an amazing job remembering everything we learnt. Now, imagine you could experience any season all year round—summer, winter, monsoon, spring or autumn. Which season would you choose and why?

(Encourage students to share their choices.)

**Teacher:** That was a great discussion. You all have wonderful ideas. Every season is special in its own way, bringing different weather, activities and experiences. Now, let us begin with 'Learning better'.

### Learning better

**SHOULD DO**

 10 MIN.

Colour the correct answer with a green crayon

**A. Colour the correct answer with a green crayon.**

1. We use coolers in winter/summer.
2. July, August and September are winter/monsoon months in India.
3. We like to have hot drinks in winter/summer.
4. December and January are the coldest/hottest months.
5. Trees shed/grow their leaves in autumn.

73

**Teacher:** Today, we will begin with the practice exercises from our lesson. You will complete them in your books. Let us start with Exercise A. In this exercise, you will read the given sentences and colour the correct answer with a green crayon.

**Teacher:** Let me do the first question with you.

**Question:** We use coolers in winter/summer.

**Teacher:** Think carefully—when do we use coolers?

**Students:** Summer.

**Teacher:** Correct. We use coolers in summer to keep cool. Now, colour the word 'summer' with your green crayon.

**Teacher:** Now, it is your turn. Read the remaining questions and colour the correct answers with a green crayon. Once everyone is done, we will discuss them together.

(After students complete the exercise, go through each question one by one. Ask a student to read the question aloud and share their answer. Confirm the correct answer and give a brief explanation if needed. Encourage students to correct any mistakes in their books.)

**Match the columns**

**Teacher:** Now, let us do an exciting activity together. You will match the seasons in Column 1 with the correct description in Column 2. Are you ready?

SHOULD DO

10 MIN.



**B. Match the columns.**

- |            |   |   |                               |
|------------|---|---|-------------------------------|
| 1. winter  | • | • | a. we spot beautiful flowers  |
| 2. monsoon | • | • | b. we wear a raincoat         |
| 3. spring  | • | • | c. we use heaters             |
| 4. summer  | • | • | d. trees shed their leaves    |
| 5. autumn  | • | • | e. we like to have watermelon |

73

**Teacher:** Look at the first one—winter. What do we use to keep warm in winter?

(Pause for responses.)

**Teacher:** Yes. Heaters. So, match winter with “we use heaters.”

**Teacher:** Now, complete the rest on your own. Take a few minutes to think and draw lines to match them correctly. Once you are done, we will check the answers together. (Give students some time to complete the activity. Move around to assist as needed.)

Open the **Animated Activity** from the digital platform. Ask students to work in pairs to answer the questions.

COULD DO

10 MIN.



**Differentiated Activities**

**110 km/hr**



Draw a large circle and divide it into five sections for summer, winter, monsoon, spring and autumn. Design and label each section with something special about that season (e.g., snowflakes for winter, raindrops for monsoon).

**80 km/hr**



Cut out and paste season names (Summer, Winter, Monsoon, Spring, Autumn) under the correct pictures (pictures to be provided by the teacher).

**40 km/hr**



Colour a picture of the Sun, Clouds, Rain, Snow and Flowers. Point to each and say which season it belongs to with the teacher's help.

**Home Task**

Read the lesson at home.

**Period 7**

**Teacher:** Hello students. Today, we will continue working on the book exercises which we started in the previous session.

**Write short answers in your notebook**

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

SHOULD DO

20 MIN.



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

1. Name any three seasons.
2. Write two ways to keep cool in summer.
3. Sam is reading a book in a warm room and drinking hot chocolate. Which season is it?

73

(Read the first question aloud to the students.)

**Teacher:** Name any three seasons. Think about what we have learnt about seasons. Discuss with your partner and say the names of any three seasons that you remember.

(Encourage students to share their answers, e.g., Summer, Winter and Monsoon.)

**Teacher:** Well done. Now, write your answer neatly in your notebook.

(Read the second question aloud to the students.)

**Teacher:** Write two ways to keep cool in summer. Think about what we do when it is very hot outside. What do we wear? What do we eat or drink?

(Encourage students to share answers, e.g., “We drink cool drinks like lemonade” or “We wear cotton clothes.”)

**Teacher:** Fantastic ideas. Now, write two ways to keep cool in summer in your notebook.

(Read the third question aloud to the students.)

**Teacher:** Sam is reading a book in a warm room and drinking hot chocolate. Which season is it?

Think carefully—when do we like to stay warm and drink hot chocolate? Talk with your friend, then share your answer.

(Encourage students to respond, e.g., “It is winter because the weather is cold.”)

**Teacher:** That is right. Now, write your answer in your notebook.

(Allow time for students to write the answers. Help them with spelling if needed.)

## SEL

**Teacher:** Now, let us imagine something different. What if there was only one season all year long? How would life change? Let us discuss.

MUST DO

20 MIN.



SEL

PMD

74

Imagine there was only one season. It would be \_\_\_\_\_.

**Teacher:** Let us start with summer. Imagine it was always summer. How would that feel?

**Students (possible responses):**

- It would always be hot.
- We could eat ice cream every day.
- We would wear cotton clothes all the time.
- We could go swimming whenever we want.

**Teacher:** That sounds fun. But do you think there could be any problems?

**Students (possible responses):**

- It might be too hot to play outside.
- The trees and plants might dry up.
- We would always need fans, coolers or air conditioners.

**Teacher:** Good thinking. Now, let us imagine it was always winter. What would that be like?

**Students (possible responses):**

- We would wear warm clothes every day.
- It would be fun to drink hot chocolate.
- We could see snow all the time in some places.

**Teacher:** That sounds cosy. But what might be difficult?

**Students (possible responses):**

- It would be too cold to go outside and play.
- Some animals might not find food easily.
- We would miss seeing green trees and colourful flowers.

**Teacher:** Now, what if it was always the monsoon season?

**Students (possible responses):**

- It would be fun to jump in puddles.
- We could see rainbows often.
- The air would feel cool and plants would be very green.

**Teacher:** That sounds nice. But what might be the challenges?

**Students (possible responses):**

- We would always need umbrellas and raincoats.
- Sometimes, too much rain can cause floods.
- It might be hard to go outside and play.

**Teacher:** Great thoughts, everyone. Now, can anyone tell me why having different seasons is important?

**Students (possible responses):**

- Each season brings something special.
- Different crops grow in different seasons.
- If there was only one season, life would become boring.

**Teacher:** That is right. Every season has its own beauty and importance.

(Students may write their thoughts in the book or in their notebook)



Show the **Infographic** from the digital platform to introduce the different types of land. Ask students to observe the picture and share their thoughts as you discuss each.

## Differentiated Activities

110 km/hr



Imagine you could create a new season.

- What would it be called?
- What kind of weather would it have?
- What activities would people do in this season?
- Draw a picture of your new season and write a few lines about it.

80 km/hr



Think about two different seasons.

- How are they similar?
- How are they different?
- Make a simple comparison table with two columns and list at least two similarities and two differences.

40 km/hr



What happens to trees in different seasons?

- How does your clothing change from summer to winter?
- Why do we use umbrellas in monsoon but not in winter?

## Home Task

**Creating better**

Make a socks snowman.



Creating better

**Make a sock snowman!**


1. Take old socks.
2. Fill them with cotton.
3. Seal the socks using glue.
4. Tie a rubber band in the middle.  
Your snowman's body now has a shape.
5. Tie a ribbon over the rubber band.
6. Decorate your snowman with buttons and googly eyes.



ArtI 2L CS

74

## Period 8

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

COULD DO

10 MIN.



### Thinking better

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

SHOULD DO

15 MIN.



#### Thinking better

Think and answer in your notebook.

How do raincoats protect us from the rain?



**Teacher:** How do raincoats protect us from the rain?  
(Pause to let students think.)

**Teacher:** Take a moment to discuss your thoughts with your friend. Think about what happens when we wear a raincoat in the rain. Does it let water pass through? What kind of material is it made of?

(Give students time to discuss.)

**Teacher:** Who would like to share their ideas?

**Students (Possible responses):**

1. Raincoats are made of waterproof material like plastic or rubber, so water does not pass through them.
2. They cover our bodies and clothes, keeping us dry in the rain.
3. The hood of a raincoat protects our head and hair from getting wet.
4. Water slides off the raincoat instead of soaking into it.
5. People wear raincoats in the monsoon season to stay dry when it rains.

**Teacher:** Great thinking. Now, write your answer in your notebook in your own words. Try to explain how a raincoat works and how it helps us in the rain.

(Move around to assist students as they write.)

### Choosing better

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

SHOULD DO

15 MIN.



#### Choosing better

You wake up and see that it is raining. You notice that some clothes are hanging outside to dry. What will you do?

1. You will bring the clothes inside so they do not get wet.
2. You will leave the clothes outside.

74

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

**Teacher:** You wake up and see that it is raining. You notice that some clothes are hanging outside to dry. What will you do?

Here are two options:

Option one: Bring the clothes inside so they do not get wet.

Option two: Leave the clothes outside.

Which one do you think is the better choice? Tick the option in your book.

**Students (Possible response):** I think I should bring the clothes inside so they do not get wet.

**Teacher:** Great choice. Why do you think bringing the clothes inside is a good idea?

**Students:** Because if we leave them outside, they will get wet again and we will have to dry them all over again.

**Teacher:** Exactly. Bringing the clothes inside helps keep them dry and clean. What could happen if we leave them outside in the rain?

**Students:** The clothes will get wet and it will take longer for them to dry. They might even become dirty again.

**Teacher:** That is right. Being responsible helps us take care of our things. How do you think you would feel if you saved the clothes from getting wet?

**Students:** I would feel happy because I helped keep the clothes dry.

**Teacher:** Well said. Taking small actions like this helps us become responsible.

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

### Differentiated Activities

110 km/hr



If you could create a new season, what would you name it? What would the weather be like and what activities could people do?

80 km/hr



If you were a bird, in which season would you feel the happiest? Why?

40 km/hr



Look outside the window. Can you guess which season it is? What do you see that helps you decide?

### Home Task

#### Revising better

In this chapter, you learnt about the different seasons. It is important to be ready for each season. How do you get monsoon-ready? Write about it in your Little Book.



#### Revising better

In this chapter, you learnt about different seasons. It is important to be ready for each season. How do you get monsoon-ready? Write about it in your Little Book.

DBL

L. What I have learnt?

74

## Period 9

### L (What I Have Learnt)

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

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 seasons. 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):

- There are five seasons: summer, winter, monsoon, spring and autumn.
- Summer is the hottest season. We wear cotton clothes and drink cool drinks.
- Winter is the coldest season. We wear woollen clothes and drink hot drinks.
- Monsoon is the rainy season. We use umbrellas and raincoats.
- Spring is pleasant and flowers bloom.
- Autumn is when trees shed their leaves.
- Different seasons bring different weather conditions.
- We should dress according to the season to stay comfortable.

**Teacher:** Great answers. Write these in the L column of your chart.

**Teacher:** So, we have learnt that the year has different seasons and each season has its own weather, clothes and special things. Understanding seasons helps us know how to dress, what to eat and how to stay safe in different weather.

Let us now begin with the workbook exercises.

#### Worksheet 1

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

#### Fill in the blanks using the words from the box.

Read each sentence aloud to the students and ask them to fill in the blanks using the correct words from the box. Encourage them to think carefully or discuss with their peers before selecting the appropriate word. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the meaning and usage of each word from the box.

COULD DO

15 MIN.

Theme 8: We Live Together

## 14. Changing Seasons

Worksheet 1

#### A. Fill in the blanks using words from the box.

winds spring autumn rainbow winter

1. During summer, hot \_\_\_\_\_ blow.
2. October and November are the \_\_\_\_\_ months.
3. We wear woollen clothes during \_\_\_\_\_ in India.
4. During monsoon, sometimes we see a \_\_\_\_\_ in the sky.
5. The weather is not too hot or too cold during \_\_\_\_\_.

#### B. Choose words from the box. Write them in the correct columns.

ice cream soups cooler cotton raincoat  
woollen tea umbrella puddles

SUMMER	WINTER	MONSOON

#### C. The names of five things related to seasons are hidden in the word puzzle. Find and circle them.

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

ICE CREAM

SOUP

RAINCOAT

FLOWERS

RAINBOW

#### Choose the words from the box. Write them in the correct columns.

Read each word aloud and give students time to think before writing their answers in the correct columns. Encourage them to recall what they have learnt about summer, winter and monsoon to help them categorize the words correctly. After completing the activity, review each word as a class and discuss why it belongs in a particular season. Guide students in understanding the connection between the words and seasonal changes, such as using a cooler in summer, wearing a woollen sweater in winter and carrying an umbrella during the monsoon. Allow students to correct their answers if needed while reinforcing their learning.

#### The names of five things related to seasons are hidden in the word puzzle. Find and circle them.

Read the word puzzle aloud and give students time to find and circle the five hidden words related to seasons. Encourage them to look carefully in all directions—horizontally, vertically and diagonally. After completing the activity, review the answers as a class by asking students to share the words they found. Discuss how each word is connected to different seasons, such as ice cream for summer, raincoat for monsoon and soup for winter.



Allow students to correct their answers if needed while reinforcing their understanding of seasonal changes.

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

## Period 10

### Worksheet 2

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

SHOULD DO

40 MIN.



#### Worksheet 2

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

1. Summer, winter and \_\_\_\_\_ are the three main seasons in India (monsoon/autumn).
2. During winter, the \_\_\_\_\_ is very cold (weather/rainfall).
3. Dark \_\_\_\_\_ cover the sky during monsoon (clouds/winds).
4. It is very \_\_\_\_\_ during spring months in India (pleasant/unpleasant).
5. October and \_\_\_\_\_ are the autumn months in India (November/December).

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

1. Cold winds blow during summer. \_\_\_\_\_
2. In India, April, May and June are very hot months. \_\_\_\_\_
3. The coldest months in India are December and January. \_\_\_\_\_
4. Sometimes, a rainbow appears in the sky during monsoon. \_\_\_\_\_
5. Flowers bloom during autumn. \_\_\_\_\_

##### C. Write one-word answers.

1. Eating this during summer makes us feel cool. \_\_\_\_\_
2. The coldest month in India other than December. \_\_\_\_\_
3. When the weather remains the same for a few months it is called this. \_\_\_\_\_
4. We wear this during monsoon to prevent being drenched in the rain. \_\_\_\_\_
5. This season comes after the monsoon and before winter. \_\_\_\_\_

45

### Fill in the blanks. Use words from the box.

Read each sentence aloud to the students and ask them to fill in the blanks using the correct words from the box. Encourage them to think carefully or discuss with their peers before selecting the appropriate word. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the meaning and usage of each word from the box.

### 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.

### Give one word answers

Read each question aloud to the students and ask them to think of the correct one-word answer. Encourage them to discuss their ideas with a partner before writing their responses. Once they have completed the activity, ask them to raise their hands so you can check their answers. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand each term and its significance.

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

## Period 11

### Worksheet 3

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

SHOULD DO

30 MIN.



#### Worksheet 3

##### A. Match the name of the season to its feature.

- |              |                         |
|--------------|-------------------------|
| 1. summer •  | • i. heater             |
| 2. winter •  | • ii. umbrella          |
| 3. monsoon • | • iii. ice cream        |
| 4. autumn •  | • iv. flowers           |
| 5. spring •  | • v. animals store food |

##### B. Write five sentences on the summer season in India.

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

##### C. Write 'S' for the names of things we eat during summer. Write 'W' for the names of things we eat during winter.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. tea <input type="checkbox"/>       | 2. lassi <input type="checkbox"/>  |
| 3. soups <input type="checkbox"/>     | 4. juices <input type="checkbox"/> |
| 5. ice cream <input type="checkbox"/> |                                    |

46



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

### Match the name of the season to its feature.

Read the names of the seasons aloud and ask students to carefully match them with their correct features. Encourage them to think about what happens during each season before drawing the correct lines or writing the matching numbers. Allow students to discuss their choices with their peers if needed. Once they have completed

the activity, move around the classroom to check their responses and provide guidance. Finally, review the correct answers together as a class, explaining how each feature is linked to its respective season to reinforce their understanding.

### Write five sentences on the summer season in India.

Ask students to think about what they have learnt about the summer season in India. Encourage them to recall key details such as the weather, clothing, food and activities people enjoy during this time. Provide some guiding questions like: How does the weather feel in summer? or What do we like to eat and drink to stay cool? Give students time to write five simple sentences in their notebooks. Move around the classroom to assist those who need help with ideas or spelling. Once they have completed the task, invite a few students to read their sentences aloud and discuss their answers as a class.

### Write 'S' for the names of the things we eat during summer.

### Write 'W' for the names of things we eat during winter.

Read each item aloud and ask students to think about whether it is commonly eaten or drunk in summer or winter. Encourage them to recall what foods help keep us cool in the heat and which ones keep us warm in the cold. Give students time to write 'S' for summer foods and 'W' for winter foods next to each item. Move around the classroom to assist students who need help. Once everyone has completed the task, review the answers together as a class, explaining why each food or drink is suited for a particular season.

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

## English

**Choose the correct answer. Fill in the blanks**

COULD DO

10 MIN.

Write the given sentences on the board and read them aloud to the students. Explain that they need to choose the correct word from the options provided to complete each sentence meaningfully. Encourage them to think carefully about the words, their meanings and how they fit in the context before making their choice.

Allow students time to complete the task independently and walk around the classroom to assist those who need help. Once everyone has finished, review the correct answers together as a class, discussing the meaning and usage of each word to reinforce understanding.

## Maths

Read the task aloud to the students and explain the activity. Guide them to observe the slide in the picture carefully and understand how its structure is made up of points and line segments.

Encourage them to identify key points where different parts of the slide connect and recognize the straight edges forming line segments. Ask them to list the points and line segments they see in the slide.

Allow students to work independently or in pairs. Once they have completed the task, review their answers together as a class, discussing how points and line segments help define shapes in real-life objects.

## Holistic Teaching

### Chapter 14: Changing Seasons



#### English

FLN HoLL MDA

**Choose the correct answer. Fill in the blanks.**

1. I live in Jaipur. It is very hot during the summers \_\_\_\_\_ (here / hear).
2. I went to Kashmir in December. It was freezing the \_\_\_\_\_ (hole / whole) time.
3. I got a new \_\_\_\_\_ (pair / pear) of woollen socks for winter.



#### Maths

It is spring. Vijay is playing in the park. Look at the picture. Name the points and the line segments of the slide.

Points: \_\_\_\_\_

Line Segments: \_\_\_\_\_

25

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• demonstrate fine motor skills by drawing or colouring pictures related to different seasons, such as summer, winter, monsoon, spring and autumn and illustrating seasonal changes in nature.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• demonstrate an understanding of the importance of adapting to different seasons, recognizing values such as preparedness, responsibility and appreciation for nature's changing patterns.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• identify and describe the characteristics of different seasons, including weather conditions, seasonal changes and their effects.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use vocabulary related to seasons through activities like matching columns, fill-in-the-blanks or sentence-building exercises, such as naming different seasons, seasonal clothing, foods and weather conditions.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• participate in creative activities like making a seasonal collage, drawing different seasons or creating a model to showcase seasonal changes and their impact on daily life.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• demonstrate attentiveness and curiosity during discussions about seasons, listen to others' experiences related to different seasons and actively engage in learning about seasonal changes and their significance.</li></ul>

### Starry Knights

Was it enjoyable adding literature (poems) to EVS learning? What alternative would you suggest for teaching Seasons?

Give yourself a STAR

☐

## Lesson-15: A Cleaner Earth

10 Periods (40 minutes each)



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



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

Continuing better

I plant a sapling on my birthday.

### Curricular Goals and Objectives (NCF-FS)

#### To enable the students:

- to observe and discuss the different types of pollution—air, water, land and noise—through simple activities and stories.
- to recognise that throwing waste in public places and open areas leads to land pollution.
- to understand that garbage and waste in rivers, lakes and ponds can make water dirty and unsafe.
- to identify that smoke from vehicles and factories makes the air impure and unhealthy.
- to explore how loud and unpleasant sounds cause noise pollution and affect people and animals.
- to engage in simple actions like keeping surroundings clean, planting trees and using dustbins to help protect the environment.
- to develop sensitivity towards nature and understand that everyone can help in keeping the environment clean and safe.

### Methodology

#### Period 1

**Note to the Teacher:** Ask students to prepare a KWL chart. Help them organise their thoughts on the topic 'A Cleaner Earth'.

**Teacher:** Hello, students. Today, we are starting an exciting new lesson about 'A Cleaner Earth.'

COULD DO

10 MIN.



Can you tell me why keeping the Earth clean is important?

**Students:** (Possible responses)

- It helps keep people and animals healthy.
- Dirty water and air can make us sick.
- We should throw garbage in the dustbin.
- Trees help make the air fresh.

**Teacher:** Wonderful. Have you ever seen garbage on the roads or smoke in the air? What do you think happens when our environment is not clean?

(Pause for students to share their thoughts.)

**Teacher:** Great answers. Let us explore and learn more about how we can keep our Earth clean. In this lesson, we will learn about:

- What is pollution and how it affects our environment.
- The different types of pollution—air, water, land and noise.

- How we can help reduce pollution and save our Earth.
- Simple things we can do every day to keep our surroundings clean.

**Teacher:** Now, let us draw a KWL Chart in our notebooks. This will help us think about what we already know and what we want to learn.

K	W	L

**Teacher:** Let us start with the first column (K). What do you know about keeping the Earth clean? Can you share some facts?

#### Students (Possible Responses):

- Throwing garbage in dustbins keeps places clean.
- Smoke from cars and factories makes the air dirty.
- Cutting too many trees is bad for the environment.
- Water pollution happens when people throw waste in rivers and lakes.

**Teacher:** Great. Write these points in the K column of your KWL chart.

**Teacher:** Now, let us think about the second column (W). What are you curious about when it comes to keeping the Earth clean?

### Students (Possible Responses):

- What happens if we do not keep the Earth clean?
- How can we stop pollution?
- Why do trees help the environment?
- What can we do to keep the air and water clean?

**Teacher:** Those are some wonderful questions. Write them in the W column. As we go through the lesson, we will find the answers together.

**Teacher:** At the end of the lesson, we will come back to our chart and fill in the L column with all the new things we have discovered about pollution and how to keep the Earth clean.

**Teacher:** Are you excited to explore and learn more about making our Earth a cleaner and greener place?

**Students:** Yes.


### Kinaesthetic

**Teacher:** Let us start the lesson with RE-KAP. Today, we are going to do a fun activity to explore air and pollution.

**MUST DO**

30 MIN.



**Re-KAP** SPD

**Kinaesthetic**

Take a small piece of paper. Blow it gently into the air and see how long it will be in air without touching it. Discuss with your partner what is making the paper move and can you feel the air when you blow?

75

### How to Play:

1. Take a small piece of paper.
2. Hold it in your hand and blow gently into the air.
3. Watch how long the paper stays in the air before it falls.
4. Discuss with your friend:
  - What is making the paper move?
  - Can you feel the air when you blow?
  - What do you think happens when there is dirty air (pollution)?

### Note to the Teacher:

- Organize the students: Pair them up or form small groups.
- Use real objects: Encourage students to observe how air moves things.
- Encourage discussion: Ask students what they know about clean and polluted air.
- Make it interactive: Let students share their ideas about how air can be fresh or polluted.

**Teacher (after the activity):** That was amazing. You all did a great job observing how air moves things. Now, let us reflect:

1. What makes the paper move?
2. How can we feel air even though we cannot see it?
3. What happens when air gets dirty?
4. What can we do to keep the air clean?

**Teacher:** Air is all around us and it is very important for our health. In our next sessions, we will learn more about how pollution affects the environment and what we can do to make the Earth cleaner.

### Differentiated Activities

#### 110 km/hr



Ask students to draw two pictures:

1. A clean place (e.g., a park with trees and fresh air).
2. A polluted place (e.g., a city with smoke and garbage).

#### 80 km/hr



Provide picture cutouts of clean and polluted environments (e.g., factory smoke, trash in water, trees, clean rivers). Let students sort the pictures into two groups: Clean Environment and Polluted Environment.

#### 40 km/hr



Show students simple pictures of polluted and clean environments (e.g., a park vs. a garbage-filled road).

Ask:

- What do you see in these pictures?
- Which place looks clean? Which looks dirty?
- How do you feel about both places?

Guide them to understand that pollution makes places dirty and unhealthy.

### Home Task

Ask students to observe their surroundings (at home, on the way to school or in their neighbourhood). Discuss with their family:

- Where do you see clean places?
- Where do you see dirty places?
- What can we do to keep our surroundings clean?

Ask the students to bring their findings to the next class for a short discussion.

### Period 2

**COULD DO**

15 MIN.



**Teacher:** Good morning, everyone. Remember your Pollution Detective home task? Did you observe your surroundings?

**Students:** Yes.

**Teacher:** Wonderful. Let us talk about what you found. Who would like to share where they saw a clean place?

**Student 1:** I saw a clean park near my house. It had green trees and there was no garbage on the ground.

**Teacher:** That is great. What do people do to keep the park clean?

**Student 1:** There were dustbins and people threw their waste properly.



**Teacher:** Very good. Now, did anyone see a dirty place or pollution?

**Student 2:** Yes, near the market, there was a lot of garbage on the road.

**Teacher:** Oh no. What kind of garbage did you see?

**Student 2:** Plastic bags, food wrappers and bottles.

**Teacher:** That does not sound good. Why do you think people throw garbage there?

**Student 3:** Maybe there are no dustbins.

**Teacher:** That is an important observation. What can we do to keep places clean?

**Student 4:** We can use dustbins and not throw garbage on the road.

**Student 5:** We can tell people to keep the area clean.

**Teacher:** Amazing ideas. Every small action helps. So, let us promise to do our part in keeping the Earth clean. Now, let us write down one thing we can do to help in our notebooks.

### Auditory

**Teacher:** Next, we are going to continue with our Re-KAP. Can you tell me which Re-KAP activity we are going to do today?

#### Auditory\*

Listen to your teacher carefully. Answer the questions.

75

**Students:** Auditory.

**Teacher:** Great. So, I will say the names of different objects and you need to listen carefully. If you think the object has air filled inside it, give me a thumbs up. If it does not have air inside, keep your hands down. Ready?

**Students:** Yes.

**Teacher:** Here we go.

1. Notebook
2. Balloon
3. Chair
4. Pen
5. Swimming Tube
6. Mobile Phone

(Pause after each object to observe student responses.)

**Teacher:** That was fantastic. You all listened so well. Now, let us talk about it:

- How did you know which objects have air inside them?
- Why do we fill some objects with air?
- What happens when the air inside these objects escapes?

**Teacher:** Air is all around us, even when we cannot see it. Some things need air to work properly, just like we need clean air to breathe.

### Pictorial

MUST DO

15 MIN.

**Teacher:** Now, observe the given pictures carefully. Look at each picture and think about how air is being used in it. You will write the use of air in the blank given below each picture.

#### Pictorial PS

Look at the pictures. Write the use of air.



75

(Give students time to complete the task independently.)

**Teacher:** Alright. Can you describe what is happening in each picture? How is air being used?

(Allow students to take turns sharing their responses. Provide guidance with spelling if needed.)

**Teacher:** Fantastic. You all did a great job recognizing the different uses of air. Now, let us think:

- Why is air important for us?
- What happens when the air gets polluted?
- How can we keep the air clean?

**Teacher:** Air is essential for life and we must keep it clean and fresh. In our next session, we will learn about what makes air dirty (pollution) and how we can help keep it clean.

### Differentiated Activities

110 km/hr



Draw one example of how air is used in daily life.

80 km/hr



Mime different activities that require air (e.g., blowing, breathing, fanning, inflating a balloon) to your friend. Let them guess the activities. Take turns with your partner to play this game.

40 km/hr



Show students pictures of air being used (e.g., flying a kite, blowing up a balloon, breathing, sailing a boat). Students write the use of air under each picture. Guide them with simple spelling and vocabulary.

## Home Task

At home, find three things that use air (e.g., a fan, an air-filled ball, a bicycle tire). Draw and write their names in your notebook.

## Period 3

### Interacting better

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

**Interacting better**

ICL

What are the five ways in which you keep your surroundings clean? Discuss with your partner.

76

(Give students time to pair up.)

**Teacher:** Wonderful. I see everyone has a partner. Here is how the game works: You and your partner will take turns discussing this question: What are five ways in which you keep your surroundings clean?

Think about simple things you can do every day. Do you throw garbage in the dustbin? Do you help clean your classroom? Do you plant trees or avoid using plastic?

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, encouragement or helping them if needed.)

**Teacher:** Fantastic. Now, let us hear some of your ideas.

Who would like to share what they discussed with their partner?

(Encourage students to raise their hands and share their thoughts. Let a few students talk about the ways they keep their surroundings clean.)

**Teacher:** Wow. I loved hearing all your ideas. Keeping our surroundings clean helps everyone stay healthy and happy.

**MUST DO**

15 MIN.

It is Sunday. Children are cleaning the community park with Papaji\*.



76

**Teacher:** It is a Sunday. Children are cleaning the community park with Papaji.

**MUST DO**

05 MIN.

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

Play the **Animation** from the digital platform to introduce the concept of pollution and generate interest among students.

Our environment is made up of:

- the place where we live
- the water that we drink,
- the air that we breathe
- the people, animals and plants around us.

Dirty and unhealthy things spoil our environment. This is called **pollution**. Pollution is harmful for the environment. It makes living things sick.

There are different types of pollution.

76

**Teacher:** Today, we are going to learn about something very important—our environment. Can anyone tell me what the environment is?

**MUST DO**

15 MIN.

**Student 1:** It is the place where we live.

**Student 2:** It has trees, animals and people.

**Teacher:** That is right. Our environment is made up of everything around us:

1. The place where we live
2. The water we drink
3. The air we breathe
4. The people, animals and plants around us

But sometimes, our environment gets dirty and unhealthy. This is called pollution.

**Teacher:** What do you think happens when the environment is polluted?

**Student 3:** It becomes dirty.

**Student 4:** People and animals can get sick.

**Teacher:** That is correct. Pollution is harmful because it makes the air, water and land dirty. It can hurt humans, animals and plants.

Now, let us do a fun activity. I will describe a situation and you tell me if it is clean or polluted.

- A park with green trees and fresh air.
- A river filled with garbage and plastic.
- A place where people throw trash in dustbins.
- A road filled with smoke from cars and factories.

**Teacher:** Excellent. You all understand how pollution affects our environment. But did you know there are different types of pollution? In our next session, we will learn about them and find ways to keep our environment clean.

Show the **Infographic** from the digital platform. Ask students to carefully observe the images and describe what they see. Encourage students to share their thoughts on pollution by asking:

**COULD DO**

05 MIN.

- What do you notice in the pictures?
- Have you ever seen pollution in real life? Where?
- How do you think pollution affects people, animals and nature?

Guide students to recognise how air pollution comes from smoke, water pollution from garbage in water bodies and land pollution from littering and waste disposal. Conclude by telling students that in the next session, they will learn more about them.

## Differentiated Activities

110 km/hr



Imagine you are a superhero who fights pollution.

- What powers would you have?
- How would you stop pollution?
- Draw a comic strip showing yourself as a superhero saving the environment.

80 km/hr



Sort the following into Clean Environment or Polluted Environment:

- Throwing garbage in a dustbin.
- Burning plastic.
- Planting trees.
- Dumping waste in rivers.

40 km/hr



Draw and colour a picture of a clean environment and a polluted environment. Label the things that make the environment clean or dirty. Discuss with a friend: How can we keep our surroundings clean?

## Home Task

Look around your home or neighbourhood and write down 3 things that help keep the environment clean and 3 things that cause pollution.

## Period 4

### Land Pollution

**Teacher:** Good morning, everyone. Today, we will learn about land pollution and how it affects our environment.

MUST DO

15 MIN.



#### LAND POLLUTION

Sometimes, people throw garbage in public places. This causes land pollution. The dirty land makes the environment

76

unclean. Germs grow in such dirty places. These germs cause diseases.

The usage of plastic is harmful for the environment, ground and water alike. It stays on the ground for a very long time, unlike vegetable peels or cloth. Moreover, animals eat it thinking that it is food. This makes them sick.



77

**Teacher:** Look around your classroom. Imagine if there was trash everywhere—plastic wrappers, food waste and paper on the floor. How would you feel?

(Pause for students to respond.)

**Teacher:** Yes. A dirty environment does not just look bad; it can also make people and animals sick. When people throw garbage in public places, it causes land pollution. Germs grow in these dirty places, spreading diseases.

Questions for Students to Think About:

- Have you ever seen garbage on the roads or in parks? How did it make you feel?
- Why do you think plastic is harmful to the environment?
- What happens when animals eat plastic?

**Teacher:** Now, let us have a discussion about land pollution. Think about what happens when we throw garbage in public places. How does land pollution harm people, animals and nature?

**Students (Possible responses):**

- It makes the place dirty and creates a bad smell.
- Germs grow in dirty places, spreading diseases.
- Animals may eat plastic and get sick.
- The soil gets polluted, making it difficult for plants to grow.

**Teacher:** Great. Now, what can we do to keep our surroundings clean?

**Students (Possible responses):**

- Always throw garbage in the dustbin.
- Avoid using plastic and switch to eco-friendly materials.
- Clean up parks and public places.
- Spread awareness and tell others not to litter.

**Teacher:** Excellent ideas. Lastly, what are some things we should never throw on the ground?

**Students:**

- Plastic bags and bottles.
- Food wrappers and waste.
- Broken glass or sharp objects.

**Teacher:** Well done. By keeping our surroundings clean and reducing waste, we can protect our environment. Next, let us learn about another type of pollution.



**eBook** can be shown to students while teaching the lesson.

### Water Pollution

**Teacher:** Imagine you are standing near a beautiful river. But instead of clean water, you see plastic bags, garbage and dirty waste floating in it. How would you feel?

MUST DO

15 MIN.



#### WATER POLLUTION

Water pollution is caused when people throw garbage, plastic waste or factory waste into rivers, lakes and other water bodies. It is also caused when humans and animals bathe in water bodies. All these things make the water dirty, which can cause many diseases and harm the plants and animals living in the water.



77

(Pause for students to respond.)

**Teacher:** That is right. Water pollution happens when people throw garbage, plastic waste or factory waste into rivers, lakes and other water bodies. Even when people and animals bathe in these water sources, they can make the water dirty.

Questions for Students to Think About:

- Have you ever seen a dirty river or lake? How did it look?
- What do you think happens to the fish and plants living in polluted water?
- Why do we need clean water for drinking and other activities?

**Teacher:** Now, let us discuss how water pollution harms people, animals and nature.

**Students (Possible responses):**

- Polluted water can cause diseases when people drink or use it.
- Fish and other water animals die when the water is dirty.
- Dirty water can destroy plants that grow in or near water bodies.
- Polluted rivers and lakes make the environment unhealthy.

**Teacher:** Great. Now, what can we do to keep our water clean?

**Students (Possible responses):**


- Never throw garbage or plastic into water bodies.
- Factories should clean their waste before releasing it into water.
- Spread awareness about keeping water bodies clean.

**Teacher:** Excellent ideas. Lastly, what are some things we should never throw into rivers, lakes or oceans?

**Students (Possible responses):**


- Plastic bags and bottles.
- Food waste and leftover garbage.

**Teacher:** Well done. Clean water is important for everyone—people, animals and plants. By keeping our water clean, we can protect nature and stay healthy.

 Open the **Dictionary** from the digital platform. Introduce the key terms related to the topic and ask the students to share their thoughts about it.

### Differentiated Activities

**110 km/hr**

 Divide students into small groups. Assign each group an area in the school (playground, garden, water taps, classroom). Ask them to observe and note any signs of pollution (e.g., litter on the ground, dirty water in a puddle). They will then share their findings and suggest ways to fix the pollution problems.

**80 km/hr**



Show students two pictures—one of a clean environment (with clear water, green land) and one of a polluted environment (with garbage, smoke and dirty water). Ask them to compare the two and discuss:

- What is different in both pictures?
- Which place would you prefer to live in? Why?
- How can we turn a polluted place into a clean one?

**40 km/hr**



Provide students with picture cards of different objects (e.g., plastic bags, banana peels, glass bottles, paper, fish, factories). Ask them to sort the objects into two categories: Things that cause pollution and Things that do not cause pollution.

### Home Task

Draw two pictures: one showing land or water pollution and another showing a clean environment. Label the pictures with simple words or phrases.

### Period 5

**Teacher:** Hello, students. Today, we will learn about a few types of pollution that affect our surroundings. Before that can you tell me a few points about the pollution types we learnt in the previous session?

(Encourage students to take turns to share their thoughts)

#### Air Pollution

**Teacher:** Today, we are going to learn about something very important—air pollution. Do you know that the air around us can sometimes become dirty and harmful?

#### AIR POLLUTION

Smoke comes out from factories and vehicles. This smoke makes the air dirty and poisonous. This is called air pollution. Breathing polluted air makes us sick.



(Pause for students' responses.)

**Teacher:** Air pollution happens when smoke and harmful gases mix with the air we breathe. This smoke comes from factories, cars and burning garbage. When the air is polluted, it becomes difficult to breathe and can make people sick.

**Students:** So, is the air dirty when we see smoke coming from vehicles?

**Teacher:** Yes. The black smoke we see from cars, buses and factories makes the air impure. Breathing polluted air for a long time can cause coughing, breathing problems and even serious diseases.

In places with too much air pollution, the sky looks hazy and it is hard to see it clearly. Trees and plants also suffer because dirty air affects their growth.



Now, let us think:

- Have you ever seen smoke coming from a vehicle or a factory?
- How did it make you feel?
- What do you think we can do to keep the air clean?

(Initiate a discussion with students on the above questions. Allow students to discuss and share their thoughts)

**Teacher:** Remember, pollution affects all of us but together we can find ways to protect the air we breathe.

### Noise Pollution

**Teacher:** Next, we are going to learn about something that affects our ears and health. Do you know that some sounds can be harmful?



#### NOISE POLLUTION

Sounds can be pleasant or unpleasant. An unpleasant sound is called noise. Horns of vehicles, loudspeakers and firecrackers create noise. These sounds cause noise pollution. Loud noise can damage our hearing.

77

**Student 1:** Harmful sounds? How?

**Teacher:** Some sounds are pleasant, like soft music or birds chirping. But very loud and unpleasant sounds are called noise. Too much noise is called noise pollution.

**Student 2:** What kind of sounds create noise pollution?

**Teacher:** Good question. Noise pollution is caused by things like honking vehicles, loudspeakers, firecrackers and construction work. These sounds can hurt our ears and make us feel uncomfortable.

Too much noise can give us headaches, disturb our sleep and even damage our hearing if it is very loud for a long time.

Noise pollution affects people, animals and even birds. Loud noises can scare animals and make them run away from their homes.

Now, let us think together:

- Have you ever heard a sound that was too loud and made you uncomfortable?
- What do you do when you hear very loud sounds?
- How can we help reduce noise pollution?

(Initiate a discussion with students on the above questions. Allow students to discuss and share their thoughts)

**Teacher:** Too much noise is harmful, but we can take small steps to keep our surroundings peaceful. In our next lesson, we will learn how to reduce noise pollution and protect our environment.

### Saving our environment

**Teacher:** Today, we are going to talk about something very important—saving our environment. Do you think we can help keep our environment clean and safe?

MUST DO

10 MIN.



### SAVING OUR ENVIRONMENT

We can save our environment in many ways.

- Throw garbage in dustbins.
- Use cloth bags instead of plastic bags.
- Grow more trees. They keep the air clean.
- Say no to firecrackers.
- Use public transport, such as buses and the metro train.
- Walk or cycle to nearby places.



77

78

(Pause for students to share their thoughts)

**Teacher:** Great question. There are many simple things we can do every day to help. Let us discuss them.

**Teacher:** First, where should we throw garbage?

**Students:** In the dustbin.

**Teacher:** Yes. Throwing garbage in dustbins keeps our surroundings clean and stops germs from spreading. Now, do you know why plastic is bad for the environment?

**Students:** Because it does not go away quickly?

**Teacher:** That is right. Plastic stays in the environment for a very long time and harms animals and nature. What can we use instead of plastic bags?

**Students:** Cloth bags.

**Teacher:** Exactly. Cloth bags can be used again and again, so they don't create waste. Now, let us talk about trees. Why should we grow more trees?

**Students:** Trees give us fresh air.

**Teacher:** Correct. Trees clean the air and give us oxygen to breathe. The more trees we plant, the healthier our environment becomes.

**Teacher:** Now, let us think about firecrackers. Do they help the environment?

**Students:** No. They create a lot of smoke and noise.

**Teacher:** Yes. Firecrackers cause air pollution and noise pollution. Instead of bursting crackers, we can celebrate in eco-friendly ways, like lighting lamps or making rangoli.

**Teacher:** Here is another way to help—how do you travel to school?

**Students:** I come by car/I take the bus/I walk to school.

**Teacher:** Using buses, metro trains or cycling is better for the environment than using too many cars. Cars create air pollution, so if we share rides or walk to nearby places, we can help keep the air clean.

**Teacher:** Now, let us think together:

- What is one thing you will do to help the environment?
- How can we remind others to take care of nature?

(Initiate a discussion with students on the above questions. Allow students to discuss and share their thoughts)

**Teacher:** These are wonderful ideas. Every small action counts and together, we can make a big difference.

Here are some more ways to take care of our Earth.



Based on RE-MIS Reading 300 and Audiotapes

EVS Theme 8: We Live Together

# Save The World

- Bring a reusable water bottle to school every day.
- Pack your lunch in reusable containers and avoid plastics.
- Remember to turn off the lights when you leave a room.
- Plant a seed and take care of it as it grows.
- Use the recycling bin for paper, plastic, and cans.
- Write or draw on both sides of the paper.
- Walk or bike to school if you can.
- Turn off the tap while brushing your teeth.
- Help clean up the schoolyard and keep it tidy.
- Use leaves, sticks, and stones for your art projects.
- Spend an hour reading without using any electricity.
- Use reusable bags for your school supplies.
- Write down one green habit you will do on the "Go Green" pledge wall.
- Start a compost bin for food scraps in your garden.
- Choose eco-friendly school supplies.

Photo credits: All icons and photographs courtesy shutterstock.com

(Initiate a discussion with students on the points given in the poster. Allow students to discuss and share their thoughts)

**Teacher:** Well done. So, now we know what pollution is and how it affects the living things around us. In the next session, we will begin with Learning better exercises.

## Differentiated Activities

### 110 km/hr

Imagine you are a tree standing tall in a busy city. Describe how you feel when the air is clean and fresh. What happens to you when smoke from factories and vehicles fills the air?

- How do you feel when the air is polluted?
- What happens to plants when smoke and dust settle on them?
- What do you wish people would do to keep the air clean?

### 80 km/hr

Fill in the Blanks:

- Smoke from factories and vehicles makes the air \_\_\_\_ (clean/dirty).
- Breathing polluted air can make people \_\_\_\_ (healthy/sick).
- Cutting down trees makes air pollution \_\_\_\_ (better/worse).

- We should plant more \_\_\_\_ (trees/factories) to keep the air clean.
- Using bicycles and public transport can help \_\_\_\_ (increase/reduce) air pollution.

### 40 km/hr



Circle the Correct Word:

- Smoke from cars and factories makes the air (clean/polluted).
- Breathing dirty air can make us (healthy/sick).
- Trees help to keep the air (clean/dusty).
- We should (plant/cut) more trees to reduce air pollution.

## Home Task

Draw two pictures on an A4 sheet:

- A city with clean, fresh air, blue skies and lots of trees.
  - A city with polluted air, grey smoke and few trees.
- Colour the clean air bright and fresh. Colour the polluted air dark and smoky.

## Period 6

### Recalling better

**Teacher:** We have learnt so much about the different types of pollution. Now, let us see how much we remember with a quick recap.

COULD DO

10 MIN.

Recalling better

CING

- Throwing litter in public places causes land pollution.
- Throwing litter in water bodies causes water pollution.
- Smoke from factories and vehicles causes air pollution.
- Noise pollution is caused by loud and unpleasant sounds.
- We must save our environment.

78

**Teacher:** Here are the steps to play this game:

- Sit together with your buddy.
- I will ask you a question. Discuss the answer 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. 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 Students:

- What happens when we throw litter in public places?
- What kind of pollution occurs when garbage is thrown into rivers and lakes?
- How do factories and vehicles contribute to air pollution?
- What causes noise pollution?
- Why is pollution harmful to people, animals and nature?

- How can we help reduce land pollution?
- What should we do to keep our water bodies clean?
- Name two ways to reduce air pollution.
- Why should we avoid loud noises?
- What are some simple things we can do to save our environment?

**Teacher:** You all did an amazing job remembering everything we learnt about pollution and how to protect our environment. Now, imagine you could make the world a cleaner and greener place. What is one thing you would do to help reduce pollution—land, water, air or noise?

(Encourage students to share their ideas.)

**Teacher:** That was a great discussion. You all have wonderful ideas. Every small effort we make helps protect nature, animals and people. Now, let us begin with 'Learning Better' and explore more ways to care for our environment.

### Learning better

**Learning better**

**A** Colour the correct answer with a yellow crayon.

1. Pollution makes living things sick/healthy.  
 2. Land pollution makes the environment clean/unclean.  
 3. Smoke from factories causes air/land pollution.  
 4. An unpleasant sound is called song/noise.  
 5. We should say no to trees/firecrackers.

CBA

78

### Colour the correct answer with a yellow crayon

**Teacher:** Today, we will begin with the practice exercises from our lesson. You will complete them in your books. Let us start with Exercise A. In this exercise, you will read the given sentences and colour the correct answer with a yellow crayon.

**Teacher:** Let me solve the first question with you.

**Question:** Pollution makes living things sick/healthy.

**Teacher:** Think carefully—does pollution make us feel good or bad?

**Students:** Sick.

**Teacher:** Correct. Pollution makes living things sick. Now, colour the word 'sick' with your yellow crayon.

**Teacher:** Now, it is your turn. Read the remaining questions carefully and colour the correct answers with a yellow crayon. Once everyone is done, we will discuss them together.

(After students complete the exercise, go through each question one by one. Ask a student to read the question aloud and share their answer. Confirm the correct answer and give a brief explanation if needed. Encourage students to correct any mistakes in their books.)

**The underlined words are incorrect. Write the correct words in the blanks.**

**B** The underlined words are incorrect. Write the correct words in the blanks.

1. Pollution is good for the environment. \_\_\_\_\_  
 2. Germs grow in clean places. \_\_\_\_\_  
 3. Pleasant sounds are called noise. \_\_\_\_\_  
 4. Trees keep the air dirty. \_\_\_\_\_  
 5. We must pollute the environment. \_\_\_\_\_

78

**Teacher:** Now, let us do an exciting activity together. You will read the given sentences carefully and correct the underlined words by writing the right words in the blanks. Are you ready?

**Teacher:** Let me do the first one with you.

**Sentence:** Pollution is good for the environment.

**Teacher:** Is pollution actually good for the environment?

**Students:** No. It is bad for the environment.

**Teacher:** Correct. So, we will replace 'good' with 'bad' and write the correct word in the blank.

**Teacher:** Now, complete the rest on your own. Read each sentence carefully, find the incorrect word and write the correct word in the blank. Take a few minutes to think. Once you are done, we will check the answers together. (Give students time to complete the activity. Walk around to assist as needed. Then, review each sentence together, asking students to share their answers and discussing any mistakes.)

Open the **Animated Activity** from the digital platform. Ask students to work in pairs to answer the questions.

### Differentiated Activities

#### 110 km/hr

Draw a large circle and divide it into four sections -land pollution, water pollution, air pollution and noise pollution. In each section, draw and label examples of pollution and solutions to protect the environment (e.g., trees for clean air, dustbins for land pollution).

#### 80 km/hr

Cut out and paste words or pictures related to pollution (land, water, air, noise) under the correct category. Then, paste images of things that help protect the environment (e.g., recycling bins, trees, cloth bags).

#### 40 km/hr

Colour a picture of a dustbin, a tree, a clean river and a bicycle. Point to each and say how it helps to save the environment with the teacher's help.

### Home Task

Read the lesson at home.

## Period 7

**Teacher:** Hello students. Today, we will continue working on the book exercises which we started in the previous session.

SHOULD DO

20 MIN.

**Write short answers in your notebook**

 **Write short answers in your notebook.**

1. Write any two things that make our environment.
2. What is water pollution?
3. Ananya and Govind are going to school. They hear vehicles honk loudly. These unpleasant sounds cause which type of pollution?

78

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

(Read the first question aloud to the students.)

**Teacher:** Write any two things that are a part of our environment. Think about what we see around us—things that help us live, such as the air we breathe and the land we walk on. Discuss with your partner and share your answers.

(Encourage students to respond, e.g., 'Air and water' or 'Plants and animals'.)

**Teacher:** Great. Now, write your answer neatly in your notebook.

(Read the second question aloud to the students.)

**Teacher:** What is water pollution? Think about what happens when people throw garbage into rivers or lakes. Why is dirty water harmful? Talk with your partner and share your thoughts.

(Encourage students to respond, e.g., 'Water pollution happens when water gets dirty due to waste and chemicals'.)

**Teacher:** Well done. Now, write a short answer in your notebook.

(Read the third question aloud to the students.)

**Teacher:** Ananya and Govind are going to school. They hear vehicles honking loudly. These unpleasant sounds cause which type of pollution? Think carefully—what do we call loud and unpleasant sounds that disturb us? Discuss with your partner, then share your answer.

(Encourage students to respond, e.g., 'It is noise pollution because loud sounds disturb people'.)

**Teacher:** That is correct. Now, write your answer in your notebook.

(Allow time for students to write the answers. Help them with spelling if needed.)

### Thinking better

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

SHOULD DO

20 MIN.

 **Thinking better**

**Think and answer in your notebook.**

Imagine you live near a river and people are throwing garbage into it. How do you think it would affect you and people living near the river?

78

**Teacher:** Imagine you live near a river and people are throwing garbage into it. How do you think it would affect you and the people living nearby?

(Pause to let students think.)

**Teacher:** Take a moment to discuss your thoughts with your partner. Think about what happens when water gets dirty. Would it be safe to drink or use? How might it affect plants, animals and people?

(Give students time to discuss.)

**Teacher:** Who would like to share their thoughts?

**Students (Possible responses):**

1. The water would become dirty and unsafe to drink, which could make people sick.
2. Fish and other animals in the river might die because of the pollution.
3. A bad smell would spread around, making it unpleasant to live nearby.
4. Dirty water could cause diseases like cholera and diarrhoea.
5. Plants that grow near the river might not get clean water to survive.

**Teacher:** Great thinking. Now, write your answer in your notebook in your own words. Try to explain how pollution in the river can harm people, animals and the environment. (Move around to assist students as they write.)

### Differentiated Activities

**110 km/hr**



Imagine you are a superhero who fights pollution. What would your superhero name be and what special powers would you use to stop pollution? Draw a picture of yourself in action.

**80 km/hr**



If you see someone throwing garbage on the road, what would you do? Write or draw three ways you can help keep your surroundings clean.

**40 km/hr**



Look at the pictures of a clean park and a dirty park. Which one would you like to play in? Why? Cross the things that pollute the environment.

**Note:** Teacher to provide the picture to students.

### Home Task

### Creating better

Make an Earth Book. Draw and colour the 10 ways in which you can help the Earth every day.



**Creating better**

 Art I  2L CS

Make an Earth Book. Draw and colour the 10 ways in which you can help the Earth everyday.

78

## Period 8



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

COULD DO

15 MIN.

☐

### Choosing better

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

SHOULD DO

10 MIN.

☐


Choosing better

LSV

What will you do in the given situation. Tick (✓) your answer.

You are coming home from the playground. You notice a child throwing a banana peel on the footpath. You will:

1. request the child to throw it in the dustbin.
2. do nothing about it.

☐

78

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

**Teacher:** You are coming home from the playground when you see a child throwing a banana peel on the footpath. What will you do?

**Here are two options:**

Option one: Request the child to throw it in the dustbin.

Option two: Do nothing about it.

Which one do you think is the better choice? Tick the correct option in your book.

**Students (Possible response):** I think I should request the child to throw it in the dustbin.

**Teacher:** Great choice. Why do you think that is the right thing to do?

**Students:** Because throwing waste on the ground makes the place dirty. Someone might also slip on the banana peel and fall.

**Teacher:** That is correct. Keeping our surroundings clean is important for everyone's safety. What would you say to the child to encourage them to throw the peel in the dustbin?

**Students:** I would politely say, 'Please throw the banana peel in the dustbin so no one slips and falls.'

**Teacher:** That is a very kind and responsible way to teach the child. What do you think would happen if everyone started using dustbins properly?

**Students:** The roads and parks would stay clean and there would be less pollution.

**Teacher:** Well said. Small actions like this help us take care of our environment. Now, tick the answer in your book and always remember to keep your surroundings clean. (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 pollution. Let us see what we have learnt today.

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 pollution. 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):

- Pollution makes the environment dirty and harms people, animals and nature.
- There are different types of pollution: land pollution, water pollution, air pollution and noise pollution.
- Throwing garbage in open places causes land pollution.
- Dumping waste into rivers and lakes causes water pollution and makes the water unsafe to drink.
- Smoke from vehicles and factories causes air pollution, which makes it hard to breathe.
- Loud noises from horns, firecrackers and loudspeakers cause noise pollution, which can harm our ears.
- We can help stop pollution by throwing waste in dustbins, saving water, planting trees and using less plastic.

**Teacher:** Great answers. Write these in the L column of your chart.

**Teacher:** So, we have learnt that pollution harms our environment in many ways, but we can take simple steps to keep our surroundings clean and safe. Every small action we take—like using dustbins, saving water and reducing noise—helps make the world a better place for everyone.

### Differentiated Activities

110 km/hr



Write 3 ways to stop air pollution.

80 km/hr



You see a classmate throw a wrapper on the ground. What will you do?

40 km/hr



What happens when we throw garbage into a river?

### Home Task

### Creating better

Make an Earth Book. Draw and colour the 10 ways in which you can help the Earth every day.

### Revising better

In this chapter, you learnt about different kinds of pollution. Write in your Little Book about a time when someone you know did something very good for the environment.





## Revising better

DBL

In this chapter, you learnt about different kinds of pollution. Write in your Little Book about a time when someone you know did something very good for the environment.

78

## Period 9



Play the **Slideshow** to give a recap of the concept taught.

COULD DO

10 MIN.

☐

### Worksheet 1

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

SHOULD DO

30 MIN.

☐

## Theme 8: We Live Together 15. A Cleaner Earth

### Worksheet 1

A. Fill in the blanks using words from the box.

firecrackers unclean environment hearing polluted

- Pollution is harmful for the \_\_\_\_\_.
- Dirty land makes the environment \_\_\_\_\_.
- Breathing \_\_\_\_\_ air makes us sick.
- Loud noise can damage our \_\_\_\_\_.
- Say no to \_\_\_\_\_.

B. The names of five things related to pollution are hidden in the word search. Find and circle them.

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

HARMFUL  
GARBAGE  
DIRTY  
UNPLEASANT  
WASTE

C. Write the causes that lead to air and noise pollution.

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

47

### Fill in the blanks using the words from the box.

Read each sentence aloud to the students and ask them to fill in the blanks using the correct words from the box. Encourage them to think carefully or discuss with their peers before selecting the appropriate word. Once they have completed the exercise, ask them to raise their hands so you can check their responses. Move around the classroom to provide support where needed. Finally, review the correct answers together as a class, ensuring that students understand the meaning and usage of each word from the box.

The names of five things related to pollution are hidden in the word puzzle. Find and circle them.

Read the word search puzzle aloud and give students time to find and circle the five hidden words related to pollution: HARMFUL, GARBAGE, DIRTY, UNPLEASANT and WASTE. Encourage them to carefully search in all directions—horizontally, vertically and diagonally.

Once students have completed the activity, review the answers as a class by asking them to share the words they found. Discuss how each word relates to pollution and its effects on the environment. Allow students to correct their answers if needed while reinforcing their understanding of pollution-related terms.

### Write the causes that lead to air and noise pollution.

Ask students to think about what they have learnt about air and noise pollution. Encourage them to recall key causes of these types of pollution, such as vehicle emissions, factory smoke, loudspeakers and honking. Provide guiding questions like: What are some things that make the air dirty? or What causes loud and disturbing noises in our surroundings?

Give students time to write five simple sentences in their notebooks about the causes of air and noise pollution. Move around the classroom to assist those who need help with ideas or spelling. Once they have completed the task, invite a few students to read their sentences aloud and discuss their answers as a class.

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

## Period 10

### Worksheet 2

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

SHOULD DO

20 MIN.

☐

### Worksheet 2

A. Write five ways in which land and water get polluted.

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

B. Rearrange the letters to complete the sentences.

- Dirty and HEALTHYUN things spoil the environment. \_\_\_\_\_
- Our environment is made up of the air we THEBREA. \_\_\_\_\_
- Smoke comes out from TORIESFAC and vehicles. \_\_\_\_\_
- An unpleasant sound is called SENOI. \_\_\_\_\_
- Loud noise can damage our INGHEAR. \_\_\_\_\_

48



C. Read the statements. Tick (✓) the correct ones.

1. Pollution is not harmful for the environment. ☐
2. Pollution makes living things sick. ☐
3. Water pollution is caused when garbage is thrown only into rivers. ☐
4. Loud noise can damage our hearing. ☐
5. We should walk or cycle to nearby places. ☐

48



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

### Write five ways in which land and water get polluted.

Ask students to think about what they have learnt about land and water pollution. Encourage them to recall key causes, such as garbage disposal, industrial waste, plastic pollution and sewage disposal. Provide guiding questions like: What happens when people throw garbage on the ground or in rivers? or How do factories and vehicles contribute to pollution?

Give students time to write five simple sentences in their notebooks about how land and water get polluted. Move around the classroom to assist those who need help with ideas or spelling. Once they have completed the task, invite a few students to read their sentences aloud and discuss their answers as a class.

### Rearrange the letters to complete the sentences.

Read each sentence aloud and give students time to think before rearranging the letters to form the correct words. Encourage them to carefully analyse the given letters and use context clues from the sentence.

After completing the activity, review each answer as a class. Discuss the correct words and their meanings to reinforce understanding. Provide explanations where needed and allow students to correct their answers while learning from their mistakes.

### Read the statements. Tick the correct ones.

Read each statement aloud and give students time to think before marking their answers with a tick for the correct ones. Encourage them to carefully consider each statement based on what they have learnt about pollution.

After completing the activity, review each statement as a class. Discuss why certain statements are correct or incorrect, providing explanations and examples to reinforce understanding. Allow students to correct their answers if needed while emphasising the importance of reducing pollution in daily life.

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

## Holistic Teaching

### English

### Fill in the missing letters. Complete the words.

Write the given sentences on the board and read them aloud to the students. Explain that they need to fill in the

COULD DO

10 MIN.



missing letters to complete the words correctly. Encourage them to think about familiar words related to pollution and carefully sound them out before writing their answers. Allow students time to complete the task independently and walk around the classroom to assist those who need help. Once everyone has finished, review the correct answers together as a class, ensuring that students understand the meaning of each completed word.

## Chapter 15: Changing Seasons

### A English

FLN HoLL MDA

### Fill in the missing letters. Complete the words.

1. Smoke makes the air poison\_\_\_\_\_s.
2. Unpleasant s\_\_\_\_\_nds cause noise pollution.

### B Maths

Take an old cardboard box. Use it as a dustbin for your pencil shavings, old and used paper and so on. Draw the points and line segments of the box. **25**

### Maths

COULD DO

10 MIN.



Read the task aloud to the students and explain the activity. Guide them to understand how a cardboard box can be repurposed as a dustbin for waste materials like pencil shavings and old paper. Encourage them to observe the shape of the box and identify its edges and corners. Ask them to draw the box and clearly mark the points and line segments that form its structure. Allow students to work independently or in pairs. Once they have completed their drawings, discuss the key features together as a class, ensuring they understand the concept of points and line segments in a real-life object.

## Home Task

Complete worksheet 3 in Stay Ahead.

### Worksheet 3

#### A. Write one-word answers.

1. These grow in dirty places and cause diseases. \_\_\_\_\_
2. This comes out from factories and vehicles and makes the air dirty and poisonous. \_\_\_\_\_
3. Loud noise can damage this ability of human beings and animals. \_\_\_\_\_
4. Garbage must be thrown in these. \_\_\_\_\_
5. Growing more of these will keep the air clean. \_\_\_\_\_

#### B. Fill in the blanks. Choose the correct options.

1. Pollution is \_\_\_\_\_ for the environment (harmful/harmless).
2. Dirty water \_\_\_\_\_ many diseases (causes/heals).
3. \_\_\_\_\_ can be pleasant or unpleasant (Waves/Sounds).
4. Throw \_\_\_\_\_ in dustbins (garbage/paper).
5. Using public means of \_\_\_\_\_ will help in saving the environment (transport/communication). **25**

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

1. The environment is made up of the people and animals around us. \_\_\_\_\_
2. The dirty land makes the environment unclean. \_\_\_\_\_
3. Clean water causes many diseases. \_\_\_\_\_
4. Loud noise can damage our hearing. \_\_\_\_\_
5. We should not grow more trees as they keep the air unclean. \_\_\_\_\_

25

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

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>demonstrate fine motor skills by drawing or colouring pictures related to different types of pollution (air, water, land, noise) and illustrating their effects on the environment.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>demonstrate an understanding of the importance of reducing pollution, recognising values such as responsibility, environmental awareness and sustainable practices to protect nature.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>identify and describe different types of pollution, their causes, effects and ways to prevent them.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>use vocabulary related to pollution through activities like matching columns, fill-in-the-blanks or sentence-building exercises, such as naming types of pollution, sources and preventive measures.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>participate in creative activities like making posters, collages or models to showcase pollution, its impact on the environment and ways to reduce it.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>demonstrate attentiveness and curiosity during discussions about pollution, listen to others' ideas on environmental conservation and actively engage in learning about pollution control measures.</li> </ul>

### Starry Knights

Do you think after teaching this unit, learners will be able to make a difference in saving the planet?

Kudos to you. Earth warrior.. Give yourself a STAR

