

Lesson-1: Early Humans

Theme 1: What is Life

10 Periods (40 minutes each)



Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching, Book of Project Ideas, CRM signs, Posters.



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

Confirming better

I am unique.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand human evolution and adaptation.
- to recognise the role of discoveries in human development.
- to appreciate the transition from hunting-gathering to farming.
- To connect early human life with modern society.
- To Identify how early humans used creativity and intelligence to develop tools, shelters and survival strategies.

Methodology

Period 1

Teacher: Good morning, children. How are you all feeling today?

Students: Good morning, teacher.

SHOULD DO

10 MIN.

Confirming better



Confirming better I love learning.

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Teacher: Before we dive into today's lesson, let us start with a quick activity to help us focus and get ready. Repeat after me: I love learning.

Teacher: Before we begin, let us all take a sip of water to refresh ourselves.

(Display the theme poster on the board and give students time to drink water.)

Teacher (with a smile): Let us start with a special activity called the 'KWL Chart.' Has anyone heard of it before?

Teacher: KWL stands for What I Know, What I Want to Know and What I Have Learnt. It helps us organize our thoughts and set goals for our learning.

K	W	L

Teacher: Let us begin with the K section—What I Know. Think about what you already know about this lesson concepts such as early humans, discovery of wheel or discovery of fire.

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could say, How early humans live? What are your questions?

(Encourage students to share their ideas and tell students to record responses on the chart.)

Teacher: We will complete the 'Learnt' section after end of lesson. Who is ready to dive in?

Teacher: Great, we are starting an exciting chapter on early humans. To get started, we will play a fun activity called 'What is in My Survival Bag?'

The teacher holds up an imaginary bag and says, 'I have a survival bag with me. It is filled with items that an early human would need to survive. I am going to describe each item and you have to guess what it is.'

Clue 1: 'I am sharp and made from stone. I am used to cut and break things.' (Stone tool)

Clue 2: 'I am small but mighty. When you rub me with my friend, I can create fire.' (Stick or stone)

Clue 3: 'You can find me in the forest. I am strong and can be tied together to make a roof.' (Branches)

Teacher: Great work, explorers. Early humans had to think smartly and use the natural things around them to survive.

Teacher: Today, we are going to start an exciting chapter called Early Humans but before we dive into the details, let us begin with a fun Re-KAP activity. Please open your books to the Re-KAP section on page 5.

(Guide the students through the Re-KAP activities step by step, engaging them in a kinaesthetic, auditory and pictorial experience.)

Kinaesthetic

Teacher: Imagine you are an early human. Think about what kind of home would you like to live in?

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10 MIN.

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Kinaesthetic

If you were an early human, what kind of home would you live in? Draw and colour.

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Note: Ask students to take out a blank sheet of paper and their colouring materials. Each one of them will design and draw their version of an early human home. It could be a cave, a shelter made of branches, or a combination of both. Students should add details like animals, fire and plants to make their drawings more realistic. Once finished, students can present their shelter to their partners and explain why they chose that design.

Teacher: Work together as partners to design your early human home. Think about what would keep you safe and warm. Draw your ideas on a paper and do not forget to colour them. Add animals, fire and plants if you like. When you are done, you will present your shelter to your partner and explain your choices.

(Walk around the class, encouraging students to add creative details like animals, fire and plants in their drawings.)

Auditory

Teacher: Now, let us move on to our next listening adventure. I am going to read a story about early humans and their shelters. Close your eyes and imagine you are in a dark, quiet cave. You can see flickering firelight on the walls and on the walls, you see drawings of animals.

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Auditory*

Listen to your teacher carefully. Answer the questions.

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(Read aloud from the text at the end of the chapter on page number 88):

'Early humans were believed to be the first artists in the world. They drew pictures of animals like horses and bulls on cave walls. Some of these amazing cave paintings can still be seen in the Bhimbetka caves in Madhya Pradesh, India. They used colours made from plants, soil and charcoal to paint.'

Teacher: Which animals did early humans paint on the walls of caves? (Horses and bulls)

Where can we see cave paintings in India? (Bhimbetka caves)

Teacher: Excellent listening, explorers. Early humans used art to tell stories and record their lives.

(Encourage students to share thoughts or ideas they have about early humans and their paintings. You may ask a few more questions based on the reading to check their understanding.)

Pictorial Activity

Teacher: Since you have listened so carefully, let us get ready for the next activity. Take a deep breath, stretch your arms high and prepare to explore the world of early human homes in pictures.

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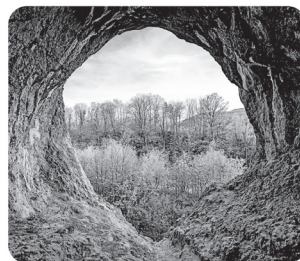
10 MIN.

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Pictorial

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Where do you think early humans lived? Tick (✓) your answer.


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Teacher: Look at the pictures of early human homes on page 5 of your Stay Ahead book. You will see a cave and a hut. Your task is to tick (✓) the correct option that shows where early humans lived.

(Pause and give sometime to the students to observe the pictures.)

Students tick (✓) the correct option.

Teacher: Which one did you choose?

Student: The cave is the right answer.

Teacher: That is correct. Early humans lived in caves because it gave them safety from wild animals and extreme weather conditions. In places where caves were not available, they built huts from branches and leaves.

Teacher: Fantastic explorers. Give yourself a pat on the back for getting that right. Now, let us take a moment to reflect on everything we have learned so far.

Teacher: Before we end, let me ask you one final question for today: If you had to choose between living in a cave or building a hut, which one would you choose and why?

(Encourage students to share their thoughts in short sentences either in english or in their mother language.)

Teacher: I love your creative answers.

Students: Thank you, teacher

Differentiated Activity

110km/hr



Explain why a shelter is important to live in. (They should list at least three key reasons, such as protection from wild animals, rain and extreme weather conditions.)

80km/hr



Come to the board and draw a simple early human shelter. Include at least two elements that provide protection (like a roof or a wall) and explain one reason why it is useful.

40 km/hr



Assist the students to identify and label parts of a pre-drawn shelter on the board. Students will be asked to point to and name key features (like the roof, walls and entrance) as a group activity.

Homework

Draw 5 items you would keep in your 'early human survival kit'. Label each item and explain why it is important.

Period 2

Teacher: Good morning, my 'Curious Cave Explorers'. How are you all feeling today?

SHOULD DO

05 MIN.



Students: Good morning, teacher.

Teacher: Before we start, here is a little joke to tickle your funny bones.

Why did the early human bring a ladder to the cave?
(Pause for guesses.)

Teacher: Because they wanted to reach new heights in survival skills.

(Students laugh.)

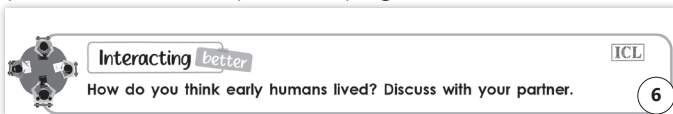
Teacher: Great. Now that we are smiling, let us explore the amazing lives of early humans. Are you ready?

Interacting better

Teacher: Today, we will continue with exploring the life of early humans. Let us start with the Interacting better activity on page 6 of your book. Please open that page.

MUST DO

10 MIN.



Students: (Opening their books) Page 6, teacher.

Teacher: The question here is, 'How do you think early humans lived?' I want you to turn to your partner and discuss your ideas. Think about their food, shelter and how they survived without modern tools. You have two minutes to share your thoughts with each other. Let us begin.
(Students turn to their partners and begin discussing.)

Possible discussion of the students. I think early humans lived in caves because they didn't have houses / Yes and maybe they hunted animals and gathered fruits for food.

Teacher: (After two minutes) Alright, let us hear some of your ideas. Who would like to share what you discussed with your partner?

Teacher: Wonderful. Early humans lived in caves for safety and used stones to make tools. They were

SHOULD DO

15 MIN.



hunter-gatherers. They used hunt animals and gathered plants for food. Some of you also mentioned fire—an important discovery that helped them cook food, stay warm and protect themselves. Great thoughts.



You may show the **Animation** of the story given on digital platform

Teacher: Let us explore the fascinating life of early humans through a story. Close your books and listen carefully as I describe their lives. Imagine you are travelling back in time to live among them. What kind of food do you think they ate? Where do you think they slept? How might they have protected themselves? Think about these questions as I tell the story.

(Narrate the lesson story. Students can be asked to role play the scene. Students listen attentively.)

Teacher: Now, let us discuss. Raise your hand and share one thing you found interesting or surprising from the story.

Teacher: Excellent responses. You all noticed how early humans adapted to their surroundings and used their creativity to survive. Well done.

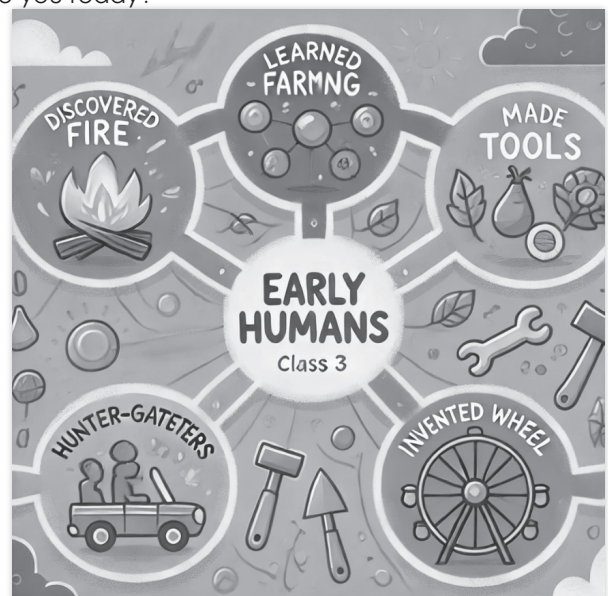
Teacher: Let us play an exciting game to learn more about early humans. I have a set of questions for you related

SHOULD DO

10 MIN.



to their tools, food, shelters and discoveries. Each group will take turns answering these questions. Discuss your answers within your group and share them with the class. Are you ready?



Teacher: Great. Let us divide into four groups. Each group will get a turn to answer a question. Here are the questions: What was one of the first tools early humans used to hunt animals?

What discovery helped early humans cook food and stay warm?

Where did early humans live to protect themselves from wild animals?

What did early humans draw on cave walls and why?

How did early humans make their first tools?

Why was the discovery of fire important for early humans?

What kind of food did early humans gather from plants?

How did early humans communicate before language was developed?

Teacher: Group 1, let us start with you. Discuss your answer for the first question: 'What was one of the first tools early humans used to hunt animals?' When you are ready, share your answer with the class.

(Group 1 discusses and responds. Continue the activity in the same manner, with each group taking turns to answer their assigned questions.)

Teacher: Excellent teamwork, everyone. I am so impressed with how well you worked together and shared your ideas. Let us take a moment to reflect on what we learned today. Can anyone share one new thing they discovered about early humans?

(Students share their reflections.)

Teacher: You all did an incredible work discussing, listening and working together. Early humans showed creativity and teamwork to survive, just like you did today. Well done, my 'Curious Cave Explorers'. Tomorrow, we will learn more about how early humans discovered farming and settled down.

Students: Thank you, teacher.

Differentiated Activity

110km/hr:



Imagine early humans did not discover fire. How do you think their lives would be different? Share your thoughts with the class.

80km/hr:



I will name something and you tell me if it was discovered by early humans. Ready?

Fire, Electricity, Wheel, Computers

(Students respond with 'Yes' or 'No'.)

40km/hr:



Quickly draw one thing early humans used to survive, like a tool, fire or a cave. Show your drawing to the class.

Home task

Draw one thing you found most interesting about early humans.

Period 3

Teacher: Good morning, my amazing explorers. Ready for another exciting journey into the past?

SHOULD DO

05 MIN.



Students: Good morning, teacher. We are ready.

Teacher: Before we dive into today's lesson, let us start with a quick and fun game to refresh ourselves. It is called Stone, Leaf, Fire. The rules are simple: stand up and choose one of the three actions.

(Demonstrate: Stone - make a fist, Leaf - hold your hand flat, Fire - wiggle your fingers like flames.)

Teacher: I will call out one of the actions and you must freeze in that pose. The last person standing wins. Ready?

(Students enthusiastically play the game for a few rounds, laughing and engaging.)

Teacher: That was fun, was it not? Now that we are refreshed, let us begin with our chapter.

Teacher: Today, we will continue with our chapter and read more about the evolution of human beings. Before we start, think about this: How do you think life today is different from the life of early humans? Raise your hand to share.

MUST DO

20 MIN.



(Student responses like: We have houses, We have cars, We do not gather food anymore, etc.)

Teacher: Wonderful answers. Early humans lived very differently. Let us open our books to page 6 and read the text aloud. I will start and then each of you will read a few lines. Remember to focus on correct pronunciation and pauses. Are you ready?

Students: Yes, teacher.

(Read the first few lines, then call students to take turns to read aloud. correct pronunciation and pauses when needed.)

EVOLUTION OF HUMAN BEINGS

EVOLUTION OF HUMAN BEINGS

Humans have changed over time. The process of change over a long period of time is called evolution. Humans evolved from apes.

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Teacher: Let us dive deeper into the lives of early humans. Look at Exhibit 1 on page 6. What do you notice about the picture?

Teacher: Correct. This process of change over a very long time is called evolution. Can anyone explain what evolution means?

(Encourage responses and guide students.)

Teacher: Evolution means gradual change over time. Early humans evolved from apes. What do you think might have caused these changes?

Teacher: Wonderful. Early humans adapted to the changing environment to survive better.

EARLY HUMANS WERE HUNTERS -GATHERERS



Teacher: Now, let us look at Exhibit 2. What are the early humans doing in this picture?

Teacher: Exactly. Early humans were hunter-gatherers. Can anyone guess what hunter-gatherers means?

(Allow for responses and guide the discussion based on the image.)

Teacher: It means they hunted small animals for food and gathered fruits, nuts and seeds from plants. Why do you think they did this instead of farming?

Teacher: That is absolutely correct. Early humans had not yet discovered farming or tools to grow crops. Great answers. Early humans were very resourceful and depended on nature for their survival.

 You may show **I explain** given on digital platform

Discovering better

Teacher: Let us move on to a fun vocabulary game. I have some key words from the chapter. I will show you a word and you have to guess its meaning. If you are not sure, I will give you a hint.



(Show the words- exhibits and gathered that is on page number 6.)

Teacher: What do you think the word 'exhibits' means? Think about the objects kept in a place for everyone to see. (show CRM sign 'keep thinking')

(Encourage multiple students to share guesses)

Teacher: Great effort. Discovered means to find or learn something new. Early humans discovered fire, wheel.

(Follow the same pattern for the rest of the words—gathered, discovered, sledge and planned. Introduce each word. Ask students to guess its meaning and provide hints as needed before revealing the correct definition.)

Teacher: Before we wrap up today, let us play a quick recap game called Hunter-Gatherer Quiz Quest. I will ask questions about what we learned and we will check how much we all remember. Let us see how many points we can score together as a class.

(Use a scoreboard on the board to make it fun and competitive.)

SHOULD DO

10 MIN.

Questions for the Quiz Quest:

What does the word 'hunter-gatherer' mean?

What kinds of food did early humans gather from plants?

What is evolution and how did early humans evolve?

Where did early humans live to stay safe from wild animals?

Name one tool that early humans might have used for hunting.

(Encourage students to raise their hands to answer. After each correct response, award points and celebrate their success.)

Teacher: You all did an amazing work. We scored [total points] together. Tomorrow, we will uncover one of the most exciting discoveries made by early humans—fire. Be sure to revise what we learned today so you are ready for more adventures.

Students: Thank you, teacher.

Differentiated Activity

110 km/hr



Explain how the process of evolution helped early humans become better hunters-gatherers. Think about changes in their bodies and tools. Share your thoughts in one or two sentences.

80 km/hr



What is one thing early humans hunted or gathered for food? Share it quickly with the class.

40 km/hr



Look at Exhibit 2. Can you point to one thing early humans are doing? Describe what they are doing in one word.

Home task

Gather five stones of different shapes. Identify one with sharp and pointed edges. Use it to create a tool similar to those used by early humans.

Period 4

SHOULD DO

Teacher: Good morning, students.

Students: Good morning, teacher.

10 MIN.

Teacher: Today, let us do something exciting. We are going to play a game called Build Like Early Humans. I will divide you into small groups and each group will get some items. Your task is to create a simple 'tool' or 'structure' like early humans might have done.

Teacher: You have 5 minutes to brainstorm and build. Work as a team and be creative. Afterward, each group will show their creation and explain how early humans might have used it. Let us get started.

Teacher: Time is up. Let us see what each group has built. Who would like to go first?

(Allow each group to present their creation and explain its use. Provide positive feedback and guide the discussion if needed.)

Teacher: Amazing effort, everyone. You are already thinking like early humans. Now that we are warmed up, let us continue with our lesson.

EARLY HUMANS MADE TOOLS FROM STONES

Teacher: To start, think about this: Why do you think early humans needed tools made from stones? What kinds of things do you think they used them for? Discuss this in pairs for the next 2 minutes.

MUST DO

15 MIN.



EARLY HUMANS MADE TOOLS FROM STONES

Early humans used stones of different sizes to make tools. These stone tools were used for cutting and making various things.

The tools were also used as weapons for hunting and for protecting the humans from wild animals.

early humans used stone tools

Teacher: Let us hear a few ideas. Who would like to share? (Allow a few students to share their thoughts. Guide them to understand that tools were necessary for survival—cutting food, hunting animals and protecting themselves.)

Teacher: Now, let us look at some images of stone tools early humans may have used. I want you to carefully observe these tools and think about how each one might have been used.

(Display images of different stone tools like stone knives, axes and spearheads.)

EARLY HUMANS DISCOVERED FIRE

Teacher: Today, we are going to talk about one of the greatest discoveries made by early humans—fire. Look at these stones. These are similar to what early humans used to make fire.

MUST DO

10 MIN.



early humans used fire for many things

EARLY HUMANS DISCOVERED FIRE

Early humans discovered fire. They made fire by rubbing two stones together. They used fire to cook their food. Fire also helped them stay warm and keep the wild animals away.

(pick up two stones and demonstrates rubbing them together.)

Teacher: How do we make fire today?

Teacher: Exactly. Early humans were clever. Now, open your books to page 7 and read the section about fire. After that, I want you to share your ideas on why early humans used fire.

(Students begin reading.)

Teacher: Alright, who can tell me why early humans used fire?

Teacher: Great answers. Now, let us think about a few more questions.

What other uses do you think fire had for early humans apart from cooking and warmth?

How do you think early humans discovered how to make fire?

Understanding better

Teacher: Now, let us do a quick recap of what we have learned. I will say a statement and you have to tell me if it is true or false. Ready?

MUST DO

05 MIN.



Understanding better

Say true or false.

- Early humans hunted animals.
- Early humans discovered fire.

early humans used stone tools

Teacher: First statement: Early humans hunted animals.

Teacher: Great. Early humans indeed hunted animals for food and survival.

Teacher: Second statement: Early humans discovered fire.

Teacher: Exactly. The discovery of fire was one of the key advancements for early humans. Alright students, see you all in the next class.

Differentiated Activities

110 km/hr:



Write a short poem about the discovery of fire and how it changed the lives of early humans.

80 km/hr:



Imagine you are an early human who just discovered fire. Write a short diary entry describing your experience and how it feels to create fire for the first time.

40 km/hr:



Create a simple list of the tools early humans used and draw one of them.

Home task

Early humans ate fruits, seeds and hunted animals. Similarly, many living things need food. In your notebook, write down the names of two living things, other than humans that need food. Also, write down the names of three things that do not need food.

Period 5

SHOULD DO

05 MIN.



Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Let us start today's class with a fun challenge called What Rolls, What Does Not? I have a basket full of different objects for you. Each group will pick one item from the basket and decide whether it will roll or not. You have 3 minutes to test and share your findings.

(Provide a basket with mixed objects, such as a ball, bottle, block, pencil and eraser. Allow students to test their objects by rolling them on their desks.)

Teacher: Great work, everyone. Now, tell me which objects rolled and which did not.

Teacher: Excellent observations. Objects that are round roll easily, while those with edges do not. Keep this in mind as we move to today's topic, the invention of the wheel. Let us dive into the activity now.

EARLY HUMANS INVENTED THE WHEEL

Teacher: Now, let us explore another groundbreaking discovery—the wheel. I want all of you to participate in a quick activity. I will give each group two objects: one round (like a bottle cap or a toy wheel) and one with edges (like a cube or block). Your task is to gently push both objects across your desk and observe what happens. (Distribute objects to small groups and give them 2 minutes to test.)

MUST DO

15 MIN.



EARLY HUMANS INVENTED THE WHEEL

Early humans carried goods on their backs or used animals and sledges. In the process of evolution, they learnt that it was easier and faster to move heavy objects by fixing rounded sticks under the sledge. This is how the wheel was invented.

Understanding
Let
my humans find
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my humans discover
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Teacher: What did you notice?

Teacher: Excellent observations. Early humans also noticed that round objects could roll and started shaping wheels out of logs of wood. This discovery was revolutionary for transportation and carrying heavy loads.

Teacher: Now, open your books to the section on the invention of the wheel. Let us read together and learn more about how it changed early human life. (Teacher and students read the section together.)

EARLY HUMANS LEARNT FARMING

Teacher: Today, we are going to explore how early humans learned farming. Instead of just reading, let us imagine ourselves as early farmers. I will divide the class into small groups. Each group will draw different farming activities, such as planting seeds, watering crops, harvesting and storing food.

MUST DO

15 MIN.



EARLY HUMANS LEARNT FARMING

Early humans ate wild fruits and nuts. They noticed that the seeds grew into new plants. They began to collect seeds and spread them on soft stretches of land. Many seeds grew into plants. This is how they started farming.

Over the years, they started living together in big groups. They built houses and communities*. They planned cities, built marketplaces and places of worship. The inventions, discoveries and occupations of early humans set the ground for a developed and organised society, or a civilization.

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Teacher: Your task is to arrange the activities in the correct sequence of farming steps. Once you are done, each group will explain their sequence to the class. You have 5 minutes.

Teacher: Excellent. Let us hear from the first group. What sequence did you come up with?

Teacher: Excellent. This is how early humans gradually learned farming. By growing their own food, they were able to stay in one place, build communities and store food for the future.

Teacher: Now, open your books to the section on farming and let us read together to learn more about the types of crops they grew and how this discovery changed their lives.

Teacher: Let us quickly recap what we learned.

What discovery helped early humans cook food, stay warm and protect themselves?

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05 MIN.



What invention made transportation and carrying heavy loads easier?

What activity allowed early humans to settle in one place and grow their own food?

Teacher: Wonderful answers. These discoveries were life-changing for early humans and laid the foundation for the modern world. Tomorrow, we will explore more about how these discoveries shaped our lives today. Very good students.

Students: Thank you, teacher

You may show **Infographic** given on digital platform

Differentiated Activities

40 km/hr:

Draw the wheel and label its parts. Write how it helped early humans.

80 km/hr:

In pairs, create a short skit about early humans using the wheel for the first time.

110 km/hr:

Explain the importance of wheel.

Home task

Write three sentences about how early humans used fire. Draw a picture of a wheel and describe how it helped early humans.

(Ensure students understand the tasks before dismissing the class.)

Period 6

Teacher: Good afternoon, students.

Students: Good afternoon, teacher.

Connecting better

Teacher: Let us begin today with a quick math and history challenge to energize our minds. I will call out a number and you have to tell me the

MUST DO

10 MIN.



place value of the digit I highlight. For example, in 3,500, what is the place value of the '3'?

Connecting better

After the museum visit, the students along with Ms Preeti, go to the museum cafe. There, the children ask Ms Preeti about the Sindhu-Sarasvati Civilization**. She tells them that people lived in this civilization around 3500 to 4500 years ago. Sam exclaimed, "Doesn't the place value of '3' in '3500' and '4' in '4500' stand at thousands? I learnt this in the Maths class today."

Maths

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Student: Thousands.

Teacher: Exactly. Let us try a few more.

(Continue the activity with numbers related to historical timelines, like 4,500, 2,000 and 1,000. Encourage students to participate actively.)

Teacher: Fantastic. Now, let us move on to something new and exciting.

Grasping better

Teacher: Open your books to page 8 and look at the grasping better section, here is the word communities. It says, 'Communities: groups of people living together.' Early humans started forming communities when they settled in one place after learning farming.

Grasping better

communities: groups of people living together

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Teacher: Write the definition of communities in your notebook.

Caring better

Teacher: Great work, everyone. Now that we have a better understanding of communities, Let us move on to an exciting activity that connects us to the idea of community helpers.

Caring better

Put up a lemonade stall in your neighbourhood with an adult for community helpers.

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Teacher: On page 7, there is a suggestion to set up a lemonade stall in your neighbourhood with the help of an adult. This is an activity that teaches you about community helpers and the importance of working together to help others.

Teacher: Write down your plan in your notebook and feel free to be creative with how you organize the stall. Once you have a plan, think about what role each person in your community will play.

(Give students 10 minutes to jot down their plans. Afterward, invite a few students to share their ideas with the class.)

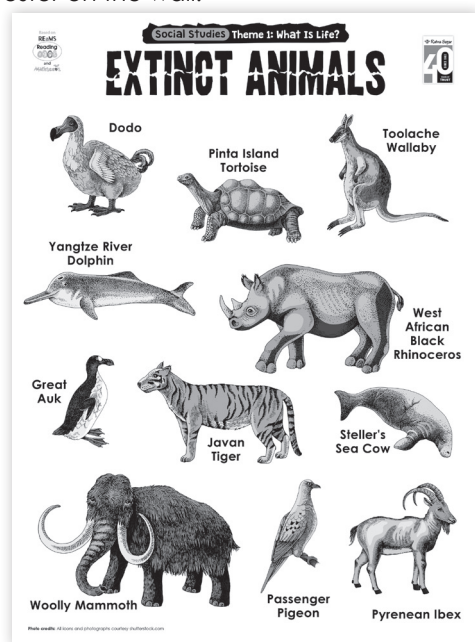
Teacher: Let us have some fun with a Community Helpers Role Play. I will call out a community helper role, like a farmer, doctor, or firefighter and you will act it out. For example, if you are a farmer, pretend to plant crops or if you are a doctor, pretend to check a patient.

Teacher: I will start with the role of a teacher, showing how we help students learn. Now, who wants to be a farmer? (Let students act out different roles like firefighter, doctor, shopkeeper, etc.)

Teacher: Good everyone. You are all community heroes today.

Poster

Teacher: Let us take a moment to look at the poster on the wall.



(Please display and discuss the posters prominently in the classroom to reinforce the learning about extinct animals. Encourage students to observe the posters and discuss about it.)

Teacher: Great observation everyone.

Differentiated Activity

110 km/hr:



Write about community event with roles for everyone.

80 km/hr:



Write a story for a lemonade stall, outlining tasks for each person.

40 km/hr:



Draw and label a community with different helpers, like a farmer, doctor or teacher.

Home task

Helping better

Collect blank sheets from your old notebooks and create a new notebook using them. Use this notebook for rough work, drawings or to jot down ideas. Bring it to class next time for sharing.

Helping better

Collect blank sheets from all your old notebooks. Make a notebook using those sheets. Do your rough work in it.

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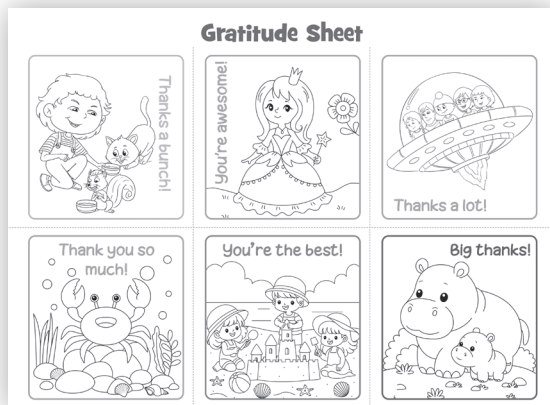
Period 7

Teacher: Good morning, everyone! I hope you're all ready for something exciting today. How many of you enjoy making someone's day better?

MUST DO

15 MIN.

Teacher: Today, we are going to explore something really special. I have something in my hands that can make you feel happy and also spread happiness to others. It's called the Gratitude Sheet.



Teacher: Let me show you. (Hold up the Gratitude Sheet) Can you guess what this is? It has 12 colorful gratitude cards, each with a message like 'Thanks a bunch' or 'You are awesome' Can you imagine receiving one of these with a thoughtful message?

Teacher: Now, here is the fun part. You will each cut out one of these gratitude cards using your scissors. Once you have cut it out, take a moment to think about someone who has helped or supported you recently – it could be a parent, a teacher, a friend or anyone else who has made a positive impact on your life.

Teacher: On the back of the card, write a short message to thank them for what they have done for you. It could be something simple like 'Thank you for always helping me with my homework,' or 'I really appreciate your kindness.'

Teacher: After you have written your message, go ahead and give the card to that person! It is a wonderful way to show your appreciation and make their day even brighter.

Teacher: Let us get started! Cut out your card, write your note and give it to someone special. I can not wait to hear all about the wonderful people you are thanking today.



You may show the **Animated Activities** given on digital platform.

Recalling better

Teacher: Let us take a moment to recall and reflect on what we learned earlier. I will ask you some questions to help refresh your memory.

MUST DO

20 MIN.

Recalling better

CING

- The process of change over a long period of time is called evolution.
- Early humans were hunter-gatherers. They collected fruits, roots, nuts and seeds for food.
- Stones were used for making tools and for hunting.
- Early humans discovered fire, invented the wheel and learnt farming.

8

What does the term 'evolution' mean?

What did early humans do as hunter-gatherers?

How did early humans use stones?

What important discoveries did early humans make?

(Ask These Questions for the Activity 'Recalling better')

Teacher: Excellent recall, everyone. We have refreshed our memories on early humans, their tools and their discoveries.

Book of holistic teaching

SOCIAL STUDIES

Developing better

Theme 1: What Is Life?

Chapter 1: Early Humans

A English
Tick (✓) the correct answer.

1. Fire kept early humans warm/cold.
2. The invention of the wheel made carrying goods from one place to another easy/difficult.

B Maths
Milli visits the Museum of History. The museum has a total of 3845 artefacts. Write its number name in your notebook.

C Science
Early humans ate fruits, seeds and hunted animals. Similarly, many living things need food. In your notebook, write down the names of two living things, other than humans that need food. Also, write down the names of three things that do not need food.

(Refer to the Book of Holistic Teaching, page number 30 under the title 'Early humans' **COULD DO** Complete the activities mentioned in this section and ensure that the

10 MIN.

students complete them. These activities are designed to enhance their holistic understanding and engagement with the topic. Provide any necessary support and materials to help the students successfully finish the activities.)

Differentiated Activity

110 km/hr



Explain in 1-2 sentences how the discovery of fire helped early humans. You can also mention how this discovery might have changed their daily lives.

80 km/hr



In 1 sentence, tell me one tool that early humans made from stone and how it helped them.

40 km/hr



Name one thing that early humans used stones for and describe it briefly.

Home task

Make a scrapbook to capture priceless moments of your life. You can name your scrapbook. Paste pictures of your favourite moments and write about them. You can decorate your scrapbook with colourful sketch pens and glitters.

Period 8

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Let us start today with a quick and fun activity. We will play a game called 'Action Words.' I will say an action and you have to quickly show me what that action says. For example, if I say 'jump', you jump and if I say 'run', you run.

(Call out various actions like jump, walk, clap, spin, etc. and students act them out.)

Teacher: Fantastic students, let us get started with today's lesson.

SHOULD DO

05 MIN.



Learning better

Learning Better

A Tick (✓) the correct answer.

1. Early humans were known as _____ since they hunted animals and collected fruits.

a. hunters ☐ b. farmers ☐ c. hunter-gatherers ☐

2. _____ were used by early humans to make tools.

a. Stones ☐ b. Shells ☐ c. Fruits ☐

3. _____ protected early humans from wild animals. They also helped them in hunting animals.

a. Fire ☐ b. Stone tools ☐ c. Leaves ☐

4. Early humans made fire by rubbing two _____ together.

a. leaves ☐ b. stones ☐ c. sticks ☐

5. Early humans started _____ by collecting seeds and spreading them on soft stretches of land.

a. hunting ☐ b. farming ☐ c. making tools ☐

8

Exercise A

Teacher: Now, let us look at the 'Learning better' exercise on page

MUST DO

10 MIN.



8. I will read out questions and you will clap once if you know the answer and raise your hand to respond.

Early humans were known as _____ since they hunted animals and collected fruits.

Options: a) Hunters b) Farmers c) Hunter-gatherers
(Wait for students to clap and raise their hands.)

Teacher: Great. The correct answer is c) Hunter-gatherers because they hunted animals and gathered fruits for food.

(Continue with the remaining questions in a similar interactive format.)

Learning better

Exercise B

Teacher: We have answered all the multiple-choice questions, let us move on to another fun challenge—fill in the blanks.

MUST DO

10 MIN.



(Divide the class into two teams. Write the sentences with blanks on the board. Each team sends one player to the board to fill in the blank from the sentences. They can discuss with their team for 10 seconds before writing the answer. The next player from the team comes up for the next blank. Continue until all blanks are filled.)

B Fill in the blanks with the correct answer.

1. The process of change over a long period of time is called _____.

2. Early humans did not know how to _____ food.

3. Early humans used _____ of different sizes to make tools.

4. _____ protected early humans and helped them stay warm.

5. The invention of _____ made it easier for early humans to carry heavy goods.

8

Teacher: Let us start with the first question of part B. The process of change over a long Period of time is called _____.

Teacher: That is correct. Evolution is the process of gradual change over time.

(Continue with the remaining questions in a similar interactive format.)

Teacher: Well done. Both teams worked hard to complete the sentences. This shows how much you remember about early humans.

(Teacher gives students time to complete the sentences.)

Worksheet 1

Teacher: I am so impressed by how much you remember about early humans. Now, let us apply that knowledge to your workbook.

MUST DO

15 MIN.



Teacher: Take out your workbook and open to page 3. I will explain the first question and then you can complete the rest on your own. If you need help, just raise your hand.

Teacher: Here is the first question: [Read the question aloud]. What do you think the answer is?

(Discuss briefly, then let students work independently while the teacher moves around to assist.)

Teacher: Great. Now, exchange your workbooks with your partner. Check their answers as I share the correct ones on the board.

(Show answers and allow a few minutes for peer review.)

Teacher: Wonderful teamwork, everyone. Make any corrections needed and we will build on this in our next lesson. Keep up the great work.

Theme 1: What Is Life?

1. Early Humans

Worksheet 1

A. Fill in the blanks.

- Early humans did not know how to _____ food.
- Early humans hunted animals and _____ fruits, roots, nuts and seeds.
- Early humans used _____ to make tools.
- _____ helped early humans keep away wild animals.
- While observing seeds growing into new plants, early humans learnt _____.

B. Write true or false.

- The early humans hunted plants. _____
- The early humans used glass to make tools. _____
- The early humans used fire for hunting. _____
- The early humans invented fire. _____
- A developed and organised society is called civilization. _____

C. Match the columns.

Column A	Column B
1. stone tools •	a. for cooking
2. fire •	b. an organised society
3. wheel •	c. for carrying loads
4. civilization •	d. used as weapons
5. animals •	e. for moving heavy objects faster

3

 You may show the **Concept Map** given on digital platform.

Differentiated Activity

110km/hr:



Create a short timeline of early human discoveries and present it to the class. Include key events like: Discovery of fire.

Invention of the wheel.

Beginning of farming.

Use drawings or gestures to explain each event briefly.

80km/hr:



Work in pairs to act out one key discovery or activity of early humans. Examples: Rubbing stones to make fire.

Using tools to hunt or gather food.

After performing, share a sentence about its importance.

40km/hr:



What do we call people who hunt and gather food?

What was used by early humans to make tools?

Home task

Project Idea

(For project Ideas, please refer to the book of Project Ideas, page number 19 under the title 'Early Human.' This project should be assigned to the students to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need. Encourage them to explore and learn about birds through this engaging project.)

 **Making better**

Chapter 1: Early Humans

Make a scrapbook to capture priceless moments of your life. You can name your scrapbook. Paste pictures of your favourite moments and write about them. You can decorate your scrapbook with colourful sketch pens and glitters.

Theme 1: What Is Life?

PRO 2LCS

9

Period 9

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Let us begin today with a quick and refreshing activity. Before we dive into the lesson, let us take a moment to sip some water and stay hydrated. This will help us stay energized and ready to learn.

Teacher: Now that we are all refreshed, let us get started with today's lesson.

 You may show the **Slideshow** given on digital platform

Learning better

Exercise C & D

Teacher: Let us now move on to the Learning better exercise C on page 9. Here is the question 'why were early humans known as hunter-gatherers?'

C. Write short answers in your notebook.

- Why were early humans known as hunter-gatherers?
- How did early humans use tools?
- Initially, early humans used to carry goods on their back. Which invention ensured the easier movement of heavy objects from one place to another?

D. Write long answers in your notebook.

- What was the significance of the invention of the wheel? How did it impact early civilizations?
- How did early humans learn and develop farming techniques?

9

Teacher: Exactly. Early humans were known as hunter-gatherers because they hunted animals and gathered food from plants to survive. This lifestyle required them to be constantly on the move and dependent on the resources available in their environment. Write this answer in your notebooks.

(Continue with the remaining questions in a similar interactive format.)

Teacher: Now, let us move on to exercise D, where we will work on long question answers. I will read out the first

question and we will discuss it together before you write the answer in your notebooks.

Teacher: Here is the first question: What was the significance of the invention of the wheel? How did it impact early civilization?

Teacher: Yes, great point. The wheel made transportation much easier, allowing early humans to move goods and materials over long distances without much effort. It also helped in creating tools like carts for carrying heavy loads. write this down in your notebooks. Afterward, we will move on to the next question.

(Continue with the remaining questions in a similar interactive format.)

Teacher: Very good students. We have learned so much about early humans, their discoveries and the impact of those discoveries on their lives. For your homework today, I want you to complete a 'Creating Better' activity on page number 9. Follow these instructions carefully:

(Paint a little pot. Give it a name. Ask an adult to help you put some soil in the pot. Poke little holes in the soil. Sprinkle your favourite seeds. Keep the pot in sunlight and water it daily. Be patient and see how it grows.)

Teacher: This will be a fun way to see how plants grow, just like how early humans learned to farm. We will talk about your progress in the next lesson.

 Teachers can use the **Quiz** to recapitulate the concept taught.

Differentiated Activity

110 km/hr:



Find the name of the stones used to make fire.

Differentiate tyres in the modern world from the ones used by the early humans.

80 km/hr:



Find the types of wheels used by the early humans.

Paste grains/seeds on the sheet and explain the need for farming


40 km/hr:



Find the types of wheels used in the modern world.

Home task

Complete the 'Creating better' activity on page 9.

 **Creating better**

Paint a little pot. Give it a name. Take help from an adult to put some soil in the pot. Poke little holes in the soil. Sprinkle your favourite seeds. Keep the pot in sunlight. Water it daily. Be patient. See how it grows.

Art1 21a CS

9

Period 10

Teacher: Good morning, students.

Students: Good morning, teacher.

Teacher: Let us start today with an interesting activity to get our brains working. You will work individually for the first part of the lesson. Let us do some thinking.

Thinking better

Teacher: Now, let us form two groups in the class. Each group will discuss and answer the following question:

MUST DO

10 MIN.

Thinking better

Think and answer in your notebook.

How do you think the discovery of fire changed the way early humans lived?

21a CS HOTS

9

How do you think the discovery of fire changed the way early humans lived?

Group 1, you are on one side and Group 2, you are on the other side. Each group will take 2 minutes to discuss and come up with reasons for your answers. Think about things like warmth, cooking, safety and how it helped the early humans survive.

(show CRM sign- keep thinking and allow 2 minutes for group discussion and then have each group present their reasons.)

Choosing better

Teacher: Let us play a fun game of 'What Would You Do?' Imagine that you live in a small village in ancient Egypt. One day, the village next to yours has a big disaster and they need help.

MUST DO

10 MIN.

Choosing better

You are a member of an Egyptian village. The neighbouring village experiences a terrible disaster. What will you do?

1. You will extend all possible help through food and medical aid to the people.
2. You will not extend any help.

LSV

9

What will you do?

You have two choices:

You will be a kind friend and share food and medicine to help them.

You will decide not to help

Now, take a moment to think about it and tick your answer.

Why did you choose what you did?

Revising better

Teacher: You are doing awesome. Now, it is time for a super creative task. We have learned a lot about survival skills and I want you to make your very own 'Little Book of Life'.

MUST DO

20 MIN.

Revising better

As described on page 13 of the English section, you have already learnt how to make a little book. Now, make another little book the same way and write My Little Book of Life on the cover using your favourite colours. Decorate the cover with glitter, stars, stickers and drawings.

In this chapter, you learnt the life skill of survival. What image does this bring to your mind? Write in your Little Book.

DBL

Unit 10 | Have Learning?

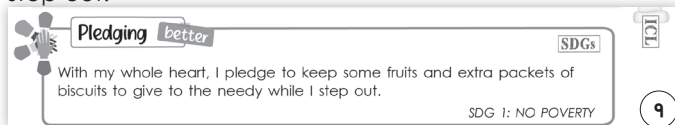
9

Create a small book, just like we did before. On the cover, write 'My Little Book of Life' using your favourite colours. You can decorate it with glitter, stars or whatever fun designs you like. Inside the book, draw or write about the one thing that pops into your head when you think about surviving in the wild—like how early humans used fire to stay safe. (Allow students time to create their 'Little Book of Life'.)

Teacher: After filling out your chart, we will briefly discuss your thoughts with the class. This will help us see how much we have learned and what we still want to explore. (Allow time for students to fill out the chart and discuss briefly.)

Pledging better

Teacher: Let us finish with a kind pledge. Think about how we can all be good people and help others. Here is a pledge 'With my whole heart, I pledge to keep some fruits and extra packets of biscuits to give to the needy while I step out.'



Teacher: Now, I want each of you to repeat this pledge with me. This small act of kindness.

From learning about early humans to creating your Little Books of Life, I am proud of the effort you have put in. Keep up the great work and remember, helping others is just as important as learning. We will continue our journey of learning in the next class.

Students: Thank you, teacher.

Differentiated Activity:

110 km/hr:



Write a short story about a day in the life of an early human, focusing on survival.

80 km/hr:



Draw a map of an early human village and label the important survival features.

40 km/hr:



Write things early humans needed for survival (e.g., fire, food, shelter).

Homework

Complete the worksheet on page 4 about early humans life.

Worksheet 2

A. Fill in the blanks.

- The process of change over a long period of time is called _____.
- The early humans made _____ using stones of different sizes.
- Stone tools were used by early humans for _____ animals.
- Early humans discovered that _____ could be made by rubbing two stones together.
- Fire helped early humans keep away wild animals and stay _____.

B. Rearrange the letters to make the words related to early humans.

1. OLSTO _____	2. GESLED _____
3. NESSTO _____	4. ATIONCIVILS _____
5. INGARM _____	

C. Write true or false.

- Early humans always knew how to cook food. _____
- Early humans used stone to make weapons. _____
- Early humans ate wild fruits and nuts. _____
- A civilization has planned cities. _____
- The invention of this made the movement of goods easier. _____

3

Learning Outcomes

The students will:

Physical Development	<ul style="list-style-type: none">• Improve fine motor skills through activities like drawing, building and games.
Socio-Emotional and Ethical Development	<ul style="list-style-type: none">• Enhance teamwork, empathy and communication skills through group activities
Cognitive Development	<ul style="list-style-type: none">• Strengthen problem-solving, critical thinking and memory through discussions and activities.
Language and Literacy Development	<ul style="list-style-type: none">• Develop reading, comprehension, speaking and vocabulary through interactive tasks.
Aesthetic and Cultural Development	<ul style="list-style-type: none">• Appreciate early human culture and creativity through art, storytelling and role-play.
Positive Learning Habits	<ul style="list-style-type: none">• Foster curiosity, responsibility and perseverance through structured and engaging activities.

Starry Knights

How did the first class in the new session go? How are the learners-super excited or the ones who need motivation? What will be your plan of action for a successful year?

Give yourself a STAR

