

## Lesson-2: Understanding the earth?

Theme 2: What is nature?

12 Periods (40 minutes each)



Learn Better, Stay Ahead, KWL Chart, Book of Holistic Teaching, real compass, world map, globe



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

Attaining better

I protect the Earth.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to understand the shape of the Earth.
- to learn to use a compass, a globe, maps and an atlas to study the Earth.
- to identify the continents and oceans on the world map.
- to understand the ways to minimize the use of plastic for the sake of marine life.
- to be an active participant of the society by donating old storybooks/books to the orphanages/house help, etc.
- to define key terms introduced in the lesson using glossary – atmosphere, maps, compass, continents, oceans and horizon.

### Methodology

#### Period 1

**Teacher:** Good morning, students.

**Students:** Good morning, teacher.

**Teacher:** Today, we are going to start an exciting new chapter called 'Understanding the Earth.' But before we begin, let us warm up with a fun game called 'Earth Explorer.' Does that sound fun?

(Divide the class into small groups and explain the rules. Each group will imagine they are explorers discovering a new planet (Earth). Students will be given clues about Earth's features and they need to guess what the clue describes.)

**Teacher:** Here is your first clue: I am large and I cover more than 70% of the Earth's surface. What am I?

**Teacher:** Correct. Oceans cover most of the Earth's surface. Now, next clue: I am a large piece of land surrounded by water. What am I?

**Teacher:** Excellent. Let us move to the next one: I help you find directions while sailing. What am I?

**Teacher:** Perfect. Great, everyone. You are fantastic Earth explorers.

(Continue the game with more clues to encourage participation and excitement about the Earth).

**Teacher:** Amazing work, students. Through this game, you have already started learning about some key

SHOULD DO

10 MIN.



#### Confirming better

**Teacher:** Class, today's positive thought is: 'I protect the Earth.' Let us say it together.

**Students:** I protect the Earth.

**Teacher:** Students, take out your notebooks and draw a KWL chart with three columns. Label them as:

K	W	L

**Teacher:** Let us start with the K column. What do you already know about the Earth? Raise your hand and share.

**Teacher:** Great answers. Write these in your K column. You can add more ideas if you think of them.

**Teacher:** Now, for the W column: What would you like to know about the Earth? Think about questions you are curious about.

**Teacher:** These are excellent questions. Write one or two of them in your W column. We will come back to the L column at the end of the lesson to write what we learned. Are you ready to explore 'Understanding the Earth'?

**Students:** Yes.

MUST DO

07 MIN.



## Kinaesthetic

**MUST DO**

20 MIN.

**Teacher:** Fantastic. Let us start with some exciting activities to understand the Earth better. First, take out your crayons. Use green crayons to colour the continents and blue crayons for the oceans on your map. Label them neatly.

(Walk around the classroom, guiding students who need help labelling the continents or oceans.)

## Auditory

**Teacher:** Now, let us move to a listening activity. Close your eyes and listen carefully as I read 'The Earth Song' from page 88.

(Read aloud the poem with pauses for students to visualize.)

**Teacher:** Alright, open your eyes. Now, what colour represents water?

**Teacher:** Correct. And what colour represents land?

**Teacher:** Wonderful. You are paying attention.

## Pictorial

**Teacher:** Let us look at the pictures on page 5 and tick where you would like to live. Turn to your partner and discuss why you chose that place.

(Encourage all students to participate in discussion.)

**Teacher:** Good, everyone. For homework, create a landform model using sand on a tray. Colour it to show mountains, plains and oceans.

Re-KAP
SPD

**Kinaesthetic**


Take a physical map of the world. Colour the continents with green crayon. Colour the oceans with blue crayon.


**Auditory\***


Listen to your teacher carefully. Answer the questions.


**Pictorial**
PS

Look at the pictures given below. Tick (✓) where you would like to live.
 


☐


☐


☐


☐

## Differentiated Activity

**110 km/hr**

Write a short diary entry (5-6 sentences) from

Ferdinand Magellan's perspective about an extraordinary sight he encountered during his journey.

**80 km/hr**

Create 2-3 multiple-choice questions about continents and oceans, including one fun fact in each question.

**40 km/hr**

List the names of three continents and two oceans along with one interesting fact about each.

## Home Task

Make a landform model using sand. Bring it to class for display and a physical map of the world tomorrow.

## Period 2


**Teacher:** Good morning, students. Today, we continue the chapter 'Understanding the Earth.' Before we begin, let us warm up with a fun activity.

**SHOULD DO**

10 MIN.

**Teacher:** Close your eyes for a moment and imagine where you would like to live if you could choose anywhere in the world. Would it be by the sea, in a dense forest, near tall mountains or on wide-open plains? Now, open your eyes and share your choice with your classmates.

(Students take turns sharing their responses.)

 You may show **eBook** given on digital platform.

## Interacting better

**Interacting better**

Can you name two animals that live in the ocean? Discuss with your partner.

ICL

11

**Teacher:** Those are some wonderful choices. Today, we will learn about different places on Earth, their features and why we might like to live there. But before that let us do one activity that is given in your book on page 11 'Interacting better' activity.

**Teacher:** Now, think about the animals that live in the ocean. Can you name two animals that live in the ocean? Discuss with your partner for a minute and then share your answers.

(Students discuss and respond: 'Dolphins, fish, sharks, whales, turtles, etc.')

**Teacher:** Great. Oceans are home to so many fascinating creatures. Let us learn more about the Earth, the land and the water that support all these lives.

**MUST DO**

10 MIN.

**Teacher:** Look at this colourful picture students on page 11. What do you see? Let us explore it together with some interesting questions.

Can you tell me where they might be?

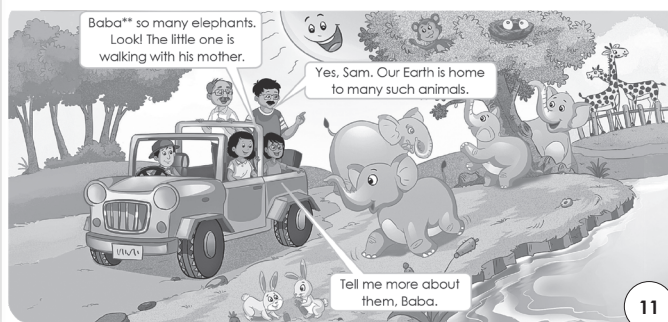
What other animals do you see?

What do you think they are talking about?

Can you think of one way we can protect nature?

8

Sam visits a national park\* with her family. During their safari, they see a family of elephants crossing their path.



**Teacher:** Today, we are going to explore our own planet Earth. Can anyone tell me what surrounds the Earth?

**MUST DO**

10 MIN.

**Teacher:** Yes, very good. The Earth is surrounded by something called the 'atmosphere.' Can you imagine the Earth as a big balloon and the atmosphere is like the invisible bubble that keeps us safe. It helps us breathe. What do you think the Earth's surface looks like?

**Teacher:** Good try, actually one-quarter of the Earth's surface is covered by land and the rest, three-quarters, is covered by water. Would anyone like to guess what colour we can use to show the land and the water on Earth?

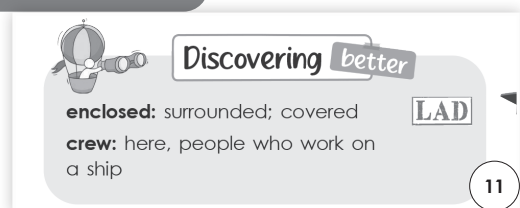
**Student:** Land could be brown or green and water should be blue.

**Teacher:** Exactly. Now, I want each of you to draw a simple Earth on your chart paper. Please colour one-quarter of it brown or green for land and colour the rest blue for water. Let us see how creative you can be.

**MUST DO**

05 MIN.

## Discovering better



**Teacher:** Now, let us talk about some key words from the story that will help us understand the content better. (Write on the board)

Enclosed: Surrounded; Covered

Crew: People who work on a ship

**Teacher:** Can you think of a time when you have heard the word 'enclosed' before? It means something that is surrounded or covered by something else. For example, 'The Earth is enclosed by the atmosphere.' Can anyone think of another example using 'enclosed'?

**Teacher:** Very good. Now, let us talk about the word 'crew.' Who can explain what a crew is?

(Encourage students to read the meaning of word 'crew' and explain its meaning.)

**COULD DO**

05 MIN.

**Teacher:** Today, we learned a lot about the Earth. We discussed the atmosphere, the surface of the Earth, and the water and land that cover it. We also explored new words like 'enclosed' and 'crew.'

**Teacher:** Let us review quickly. What surrounds the Earth and keeps us safe?

**Teacher:** Correct. The atmosphere is like an invisible bubble around the Earth. How much of the Earth is land and water?

**Teacher:** Great work today. Tomorrow, we will continue learning about maps and globe. Have a wonderful day.

You may show the Concept Map of the story given on the digital portal.

## Differentiated Activity

**110 km/hr**



Write a few sentences explaining how oceans support marine life and why they are vital for the environment.

**80 km/hr**



Create a mind map with 5-6 key ecosystems found in oceans and on land, including one animal from each.

**40 km/hr**



Share facts about your favourite ocean animal in a small group discussion.

## Home Task

### Balloon Globe Activity

1. Blow up a balloon until it's as big as possible.
2. Place the balloon in a large bowl.
3. Mix fevicol with some water in a bowl.
4. Tear newspaper into strips and dip each strip into the fevicol mixture. Stick them on the balloon.
5. Cover the balloon entirely, leaving a small opening.
6. Repeat this process three times and let it dry.
7. Once dried, burst the balloon.
8. Refer to a globe to outline the countries on your paper globe and paint them.

## Period 3

**Teacher:** Good morning, students. Before we dive into today's lesson, let us start with a fun activity. I want you

**SHOULD DO**

05 MIN.

to close your eyes and imagine you are standing in the middle of a big city. What is the first thing you would want to know to find your way around?

(Allow students to share their responses.)

**Teacher:** Great answers. You would probably want to know directions, right? North, South, East, West – these are the directions that help us find our way. Today, we will learn how we can use tools like a globe, maps and even a compass to navigate the world around us.

**MUST DO**

10 MIN.

## THE EARTH AND ITS SHAPE

### THE EARTH AND ITS SHAPE

Earlier, people believed that the Earth was flat in shape. Around 500 years ago, Ferdinand Magellan and his crew started a long sea journey from Spain. They wanted to reach South-East Asia. In search of spices and gems. They kept moving in one direction and sailed for nearly three years. Finally, they reached the same place from where they had started! And they learnt something new about the world around them. Their journey proved that the Earth is round in shape and not flat. The Earth is round like an orange. This means that the Earth is slightly flat at the top and bottom.



Discovering better

enclosed: surrounded; covered  
crew: here, people who work on a ship

LAD

11

\*Check the 'Grasping better' section to learn the meaning of the word.  
\*\*Tell the students Sam calls her father 'Baba'.

**Teacher:** First, tell me, do you think the Earth is flat or round?

**Teacher:** That is correct. But did you know that a long time ago, people believed the Earth was flat? They thought if you kept walking or sailing, you would fall off the edge. Strange, right?

**Student:** Really? How did they find out it is round?

**Teacher:** Great question. About 500 years ago, a man named Ferdinand Magellan and his crew went on a long sea journey. They started from Spain, sailed in one direction for nearly three years and guess what happened?

**Teacher:** They came back to the same place they had started from. This showed that the Earth is round, just like a ball or an orange. But it is not a perfect sphere—it is a little flat at the top and bottom.

### Discovering better

**Teacher:** Now we are learning two important words: locate and navigate.

**Teacher:** What does 'locate' mean?

**Teacher:** Correct. Now, who can tell me what 'navigate' means?

**Teacher:** Exactly. Locate means to find a place, and navigate means to plan how to get there using a map.

**MUST DO**

10 MIN.

### Globe

#### GLOBE

A globe is a model of the Earth. This model helps us study the different places on the Earth.

#### MAPS

A drawing of the Earth or part of it is called a map. A map can be big or small. An atlas refers to a book of maps. Maps that are hung on walls are called wall maps. On a map, we locate places using the



12

**Teacher:** We have something that looks like a miniature version of our planet. Do you know what that is?

**Teacher:** Exactly. This is a globe. It is a model of the Earth. Let me show you.

(Show the globe)

**Teacher:** Now, let us look at the globe. Can anyone spot the countries,

**MUST DO**

10 MIN.

oceans, or the continents?

(Encourage students to find countries, oceans and continents on globe.)



You may show **Dictionary** to recap the key words given on digital platform.

### Maps

#### MAPS

A drawing of the Earth or part of it is called a map. A map can be big or small. An atlas refers to a book of maps. Maps that are hung on walls are called wall maps. On a map, we locate places using the four directions – north, south, east and west.



a globe

These days, our phones have virtual maps that help us locate places. While using a vehicle, most people use the Global Positioning Systems (GPS) to navigate their route accurately.



Discovering better

locate: find  
navigate: here, to plan and direct the course of a mode of transport, by

12

**Teacher:** Alright students, what if we want to see just a small part of the Earth, like our country or even our school? Carrying a globe around for this would be a bit difficult, right? That is why we also use something called a map. Let us find out more about maps today.

**Teacher:** Let us try something fun. Open your book to page number 12 and look at the map. Can you spot where India is on the map? Use your finger to trace the outline of the country. (Guide students as they look at the map in their books.)

**Teacher:** Now, imagine you are travelling from India to another country on the map. Which direction would you go?

(Encourage students to think and explore their maps. After that show atlas, wall map and GPS to the students for better understanding.)

**Teacher:** Maps are not just for books or walls. These days, we have virtual maps on our phones. Have you seen your parents use GPS? GPS or Global Positioning System helps us find places quickly and accurately when we are traveling.

**COULD DO**

05 MIN.

**Teacher:** Now that we have learned about both the globe and maps, let us quickly recap what we know.

**Teacher:** What is the difference between a globe and a map?

(Write key points on the board as students respond.)

**Teacher:** Great work. Next time you see a globe or map, you will know exactly how they help us understand our world.



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

### Differentiated Activity

110 km/hr



Write a brief report highlighting how different cultures use maps in their daily activities.

80 km/hr



Compile a list of five travel destinations, with a fun fact about each place.



40 km/hr



Share the names and uses of the four main directions (North, South, East, West) with a partner.

## Period 4

**Teacher:** Good morning, everyone. Are you ready for an adventure today?

**SHOULD DO**

05 MIN.

**Teacher:** Today, we will become sailors and explorers. We will learn how sailors find their way using a compass and explore the continents on Earth. But first, let us warm up.

**Teacher:** Close your eyes and imagine you are on a ship, surrounded by the vast blue ocean. What do you think you will need to find your way?


**Students:** A map? A compass?

**Teacher:** That is right. A compass. Let us start with how it works.

**MUST DO**

15 MIN.

### Compass



**COMPASS**

Sailors use an instrument called compass to find their way while sailing. A compass has a needle that always points to the north. So, once you know where north is, you can easily locate the other directions.

using a map

**Say true or false**

1. Sailors used compass to find their way.
2. Antarctica is the hottest continent.

12

**Teacher:** Here is a compass. (Shows a real or printed compass.) The needle always points to the north. Once we know north, we can find east, west and south. Now, let us do a fun activity. Everyone stand up.

(Place a large compass rose mat or draws directions on the floor.)

**Teacher:** I will call out a direction and you have to move or point toward it. Ready?

**Teacher:** 'North.'

(Students move or point north.)

(follow the same pattern and give directions)

**Teacher:** Great, sailors. You have mastered directions.

**MUST DO**

20 MIN.

### Continents

**CONTINENTS**

Continents are large areas of land. Asia, Africa, North America, South America, Antarctica, Europe and Australia are the seven continents on the Earth, in terms of size in descending order.

**Table 2.1: Continents of the world**

Continent	About the continent	Fact
Asia	Asia is the largest continent in the world.	Asia is home to more than half of the Earth's people.
Africa	Africa covers one-fifth of the total land surface area on the Earth.	Africa is home to River Nile, the world's longest river (flowing over 6,600 kms).
North America	North America is located in the northern half of the Earth.	North America is home to the world's largest island, Greenland.
South America	South America's landforms include mountains, river basins and coastal plains.	The Incan Civilization, one of the world's oldest civilizations, flourished in South America.
Antarctica	Antarctica is the southernmost continent in the world.	Antarctica is the coldest continent.
Europe	Europe and Asia share a great landmass called Eurasia.	Europe is home to the Vatican City, the smallest country in the world.
Australia	Australia is the smallest continent in the world.	Australia is also a country.

Refer to Map 2.1 for the location of these continents.

**Say true or false**

1. Compass is used to find the world's shortest path.
2. Europe is the world's smallest continent.

12

**Teacher:** Now, let us explore the continents of the world. (Shows a world map or globe.) Can anyone name all the continents? Raise your hand if you know one.

**Teacher:** That is right. Let us visit each one. I will tell you something about the continent and you guess which one it is.

**Teacher:** Great effort, everyone. Let us learn a few quick facts about each continent. (Points to each continent on the map and discuss facts with students that is given on page 13.)

**Teacher:** Now that we know about the continents, let us explore them in a fun way. I will tell you something about the continent and you guess which one it is.

**Teacher:** This is the largest continent, home to more than half the world's people.

**Teacher:** Excellent. Now, this continent has the River Nile, the longest river in the world.

**Teacher:** Super. This continent is home to the world's largest island, Greenland.

(Continue with similar clues for South America, Antarctica, Europe and Australia.)

**Teacher:** Great effort today, explorers. Let us recap. Who can tell me one interesting fact about a continent?

**Students:** (Share various facts, e.g., 'Antarctica is the coldest.' 'Asia is the largest.')

**Teacher:** Fantastic. Let us quickly say true or false:

Sailors use a compass to check the weather.

**Students:** False.

Antarctica is the hottest continent.

**Students:** False.

**Teacher:** Excellent work, everyone. You are now ready to sail the seas and explore the world. See you in the next class.

 You may show the **Dictionary** given on digital platform.

## Differentiated Activity

110 km/hr



Write a short story about being a sailor using a compass during a storm. What challenges do you face?

80 km/hr



Compare two continents. List three things about their climate, animals, and culture. Share with a partner.

40 km/hr



Pair up and quiz each other on compass directions. Take turns asking about directions.

## Home Task

Choose one continent and write three interesting facts about it. Be ready to share in the next class.

## Period 5

**Teacher:** Good morning, everyone. **SHOULD DO** ☐  
Let us dive into today's adventure. **10 MIN.** ☐

**Teacher:** Great. Now imagine you are standing on a beach. Close your eyes and feel the cool breeze and hear the sound of waves. What do you think is in front of you?

**Teacher:** Correct. Today, we will explore the vast oceans of the Earth. But first, let us play a quick game. I will describe an ocean animal and you guess what it is. Ready?

**Teacher:** It is big, blue, and sprays water from its blowhole.

**MUST DO** ☐

**Teacher:** Perfect. Now, let us begin our journey across the oceans.

**20 MIN.** ☐

### Oceans

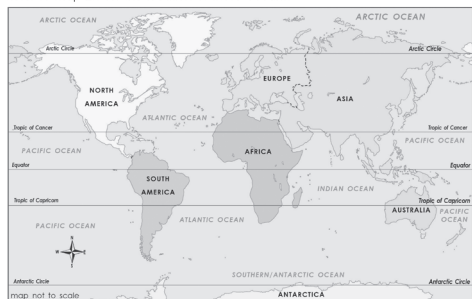
#### OCEANS

Oceans are very large bodies of water. The Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and Arctic Ocean are the five oceans on the Earth, in terms of size in descending order.

Table 2.2: Oceans of the world

Ocean	About the ocean	Fact
Pacific Ocean	This is the largest ocean in the world.	The Mariana Trench in the Pacific Ocean is the deepest point of the Earth.
Atlantic Ocean	The Atlantic Ocean spans over one-fifth of the Earth's surface.	The Atlantic Ocean is the saltiest ocean in the world.
Indian Ocean	The Indian Ocean covers 20 per cent of the Earth's surface.	The Indian Ocean is named so because of its location, which is close to India.
Southern Ocean	The Southern Ocean is also known as the Antarctic Ocean.	One can spot massive floating icebergs in this ocean.
Arctic Ocean	This is the smallest ocean in the world.	The Arctic Ocean is covered with sea ice for most parts of the year.

Refer to map 2.1 for the location of these oceans.



13

**Teacher:** Look at this map. (Shows a world map or globe.) The blue areas represent the oceans. Let us start by naming the five oceans of the world. Can anyone tell me the name of the largest ocean?

**Teacher:** That is correct. The Pacific Ocean is the largest ocean and covers about one-third of the Earth's surface. Now, can anyone find it on their map?

**Teacher:** Perfect. It is located between Asia, Australia, and the Americas. Did you know the deepest point on Earth, the Mariana Trench, is in the Pacific Ocean?

(Continue the discussion in the same manner for each ocean, ensuring every student participates. For example:)

The Atlantic Ocean spans one-fifth of the Earth's surface and is the saltiest. Can anyone find it?

The Indian Ocean is named because it is close to India. Who can spot it?

The Southern Ocean is home to massive floating icebergs. Where is it located?

The Arctic Ocean is the smallest and covered with ice for most of the year. Who can show me where it is?

**COULD DO** ☐

**10 MIN.** ☐

**Teacher:** Now that we know about the oceans, let us test our knowledge with a fun quiz. I will ask questions and you can raise your hand to answer. Ready?

**Teacher:** True or False: The Pacific Ocean is the smallest ocean in the world.

The Atlantic Ocean is the saltiest ocean in the world.

The Arctic Ocean is home to the Mariana Trench.

The Southern Ocean is also called the Antarctic Ocean.

**Teacher:** You all did an amazing job today. You have learned so many exciting facts about oceans. Keep exploring and maybe you will find more ocean secrets.

**Teacher:** For our next adventure, we will be learning about the animals that live in these vast oceans. See you all soon.



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

### Differentiated Activity

110 km/hr



Write a short paragraph about the effects of plastic pollution on marine ecosystems.

80 km/hr



Develop a quick poster with facts about the five oceans and where they are found.

40 km/hr



Pair up and describe about ocean.

### Home Task

Write a short composition on how to protect marine life.

## Period 6

**Teacher:** Good morning, everyone. **SHOULD DO** ☐  
Let us start today with a quick question to test your curiosity. **05 MIN.** ☐

Can anyone tell me what planet we live on?  
(Students answer: Earth)

**Teacher:** Correct. Now, who can name the large pieces of land on Earth?

(Students answer: Continents)

**Teacher:** Wonderful. And what about the huge water bodies that surround these continents?

(Students answer: Oceans)

**Teacher:** Excellent. So, we live on Earth, which has continents and oceans. Let us dive deeper today to learn how they are connected and explore them in fun ways. Open your books to page 14 and let us begin.

## Connecting better

**Teacher:** Let us learn something fascinating about grammar and geography. We say the Indian Ocean but just Africa. Can anyone guess why?

MUST DO

10 MIN.



**Connecting better**

English Baba tells Sam, "Do you know while we use 'the' for the names of oceans, we don't use any article before the names of continents? For example, we say 'the' Indian Ocean. However, we simply say Africa, Asia and so on."

Sam exclaims, "I learnt a new thing today, Baba. English is indeed an interesting language!"

14

**Student:** Why do we not use the for continents?

**Teacher:** Good question. Oceans are specific, so we use the, but continents are general landmasses, so we skip it. Now, give me one sentence using the for an ocean.

**Teacher:** Excellent. Now one for a continent without the.

**Teacher:** Perfect. Well done and 'Remember, when talking about continents, skip 'the,' but always use it with oceans.

## Helping Better

**Teacher:** We will explore how we can help the environment and learn some key concepts about the Earth. Let us start with the 'Helping Better' activity.

MUST DO

10 MIN.



**Helping better**

Oceans are home to many water animals. Whenever we visit any beach or community place, we must not litter.

OL 14

**Teacher:** Let us play a quick game called Trash or Treasure. I will show you an item, and you tell me if it is trash (something harmful to the ocean) or treasure (something that belongs in nature).

(Show some items and ask students to identify and tag each item as either Trash or Treasure.)

**Teacher:** Why is it important to remove trash from the beach or ocean?

**Teacher:** Great. Always remember to treat the environment with care. Let us all be protectors of our oceans (Discuss real-life examples of environmental care and encourage students to share their experiences.)

## Grasping better

**Teacher:** Let us quickly learn about three important terms. First, National Parks—what do you think it is?

MUST DO

10 MIN.



**Grasping better**

**national park:** a large area of land protected by the government; it has many animals and plants

**atmosphere:** a mixture of gases that surrounds the Earth

**temperature:** here, the way to measure if a place is hot or cold

DING 14

**Teacher:** Yes. It is land protected by the government for animals and plants to live safely. Can you think of any national parks?

(Encourage answers.)

**Teacher:** Next, Atmosphere—what is that?

**Teacher:** Right. It is the air and gases around Earth. Why do you think it is important?

(Allow students to answer.)

**Teacher:** Exactly. It keeps us safe and allows us to breathe. Lastly, Temperature—how do we measure if a place is hot or cold?

(Allow answers like thermometer or Celsius.)

**Teacher:** Perfect. Temperature tells us if it is hot or cold. Now, how do these terms connect to protecting the Earth?

(Invite a quick discussion.)

**Teacher:** Great. Remember, these elements help keep our world safe and balanced.

COULD DO

05 MIN.



**Teacher:** let us have a quick recap of what we have learned today. We have talked about the Earth, continents, oceans and how we can help protect the environment. Now, let us use our knowledge to create a mini-campaign.

**Teacher:** Here is what I would like you to do:

With the help of an adult, choose a continent and search for issues that are affecting it—things like pollution, deforestation or endangered animals.

Once you have learned about an issue, think about how we can solve it. What can we do to make a positive change?

(Encourage students to discuss ideas in pairs or small groups.)

**Teacher:** You can create posters for your campaign. This is a great way to use your creativity while learning how to make a real-world impact.

**Teacher:** Remember, every little action can help protect our planet. Let us take the time to be thoughtful about how we care for the Earth.

(Allow time for a few students to share their mini-campaign ideas.)

**Teacher:** Fantastic ideas, everyone. Keep thinking about ways we can care for our planet and make a difference.

## Differentiated Activity

110 km/hr



Write a short paragraph about a specific environmental issue affecting a continent and suggest one solution to help it.

80 km/hr



In pairs, choose a continent and list three problems it faces (like pollution or endangered animals). Share your list with another pair.

40 km/hr



Look at pictures of different items. Work with a partner to decide if each item is 'Trash' (harmful) or 'Treasure' (natural).

## Home Task

With the help of an adult, choose an environmental issue in your area and write down two ways to address it. Be prepared to discuss it in class.

## Period 7

**Teacher:** Good morning, everyone. Before we start the lesson, let us play a fun game called ATLAS.

**SHOULD DO**

05 MIN.

**Teacher:** You will play in pairs. I will say a country and you quickly name another country that starts with the last letter of the country I said. For example, if I say 'Australia,' you can say 'Argentina'. The goal is to keep going back and forth, naming countries without repeating any.

**Teacher:** We will play for 5 minutes and the pair that keeps going the longest wins.

**Teacher:** Ready? I will start with Australia. Your turn. (Allow students to play, continuing the pattern. Keep track of time.)

## Recalling better

**Teacher:** Now that we are warmed up, let us take a moment to recall some important facts about our planet with the Recalling better activity. I will ask you some questions, and you will answer them based on what we have learned. Let us begin through recalling questions.

**MUST DO**

10 MIN.

### Recalling better

CING

- The Earth is home to all living beings. This is because it has air, land, water and the right temperature.
- A model of the Earth is called a globe.
- A drawing of the Earth or part of it is called a map.
- The Earth has seven continents and five oceans.

14

Why is the Earth home to all living beings?

What do we call a model of the Earth?

What is a drawing of the Earth or part of it called?

How many continents are there on Earth?

**MUST DO**

20 MIN.

How many oceans are there on Earth?

## Learning better exercise A and B

### Learning better

CBA

**A Tick (✓) the correct answer.**

1. The atmosphere refers to a layer of \_\_\_\_\_.  
a. air ☐ b. water ☐ c. plants ☐
2. \_\_\_\_\_ cover(s) about one-quarter of the Earth's surface.  
a. Land ☐ b. Water ☐ c. Living things ☐
3. \_\_\_\_\_ is a drawing of the Earth or part of it.  
a. A map ☐ b. An atlas ☐ c. A globe ☐
4. \_\_\_\_\_ were used by sailors to find their way while sailing.  
a. Maps ☐ b. Watches ☐ c. Compasses ☐
5. Very large bodies of water are called \_\_\_\_\_.  
a. seas ☐ b. lakes ☐ c. oceans ☐

14

15

**Teacher:** Now that we have refreshed our memories with the recalling activity, let us move on to the **Learning Better** exercise. Open your books to page 14. Let us begin with Learning Better, exercise A.

**B Fill in the blanks with the correct answer.**

1. Ferdinand Magellan and his crew began their sea journey from \_\_\_\_\_.
2. The \_\_\_\_\_ is a model of the Earth.
3. The needle of the compass always points to the \_\_\_\_\_.
4. Continents are large areas of \_\_\_\_\_.
5. The \_\_\_\_\_ Ocean is the largest ocean in the world.

15

**Teacher:** I will read each question and you will tick the correct answer in your books. Raise your hand if you know the answer.

(Read questions one by one and guide students as they choose their answers.)

**Exercise A: Tick (✓) the correct answer**

**Teacher:** first question is 'The atmosphere refers to a layer of....' now tick the correct option.

**Teacher:** That is correct. Tick option (a).

**Teacher:** Next question: What covers about one-quarter of the Earth's surface?

(Continue with all questions, confirming correct answers as students respond.)

**Exercise B: Fill in the Blanks**

**Teacher:** Now, let us move on to Exercise B: Fill in the Blanks. This will be a fun way to check how well you have understood today's lesson.

**Teacher:** I will ask you some questions and you will write the correct answers in your books. If you are unsure, do not worry. We will go over the answers together. Ready? Let us begin with the first question.

**Teacher:** Ferdinand Magellan and his crew began their sea journey from...?

(Allow students to think and write.)

**Teacher:** Yes, the answer is Spain. Write 'Spain' in the blank.

**Teacher:** Moving on. Next question:

(Continue with all questions, confirming correct answers as students respond.)

**Teacher:** Excellent work, everyone. You did a great job filling in the blanks. These exercises really helped us review some important facts about the Earth.

**Teacher:** Any questions so far? Does everything make sense?

**Teacher:** Before we finish, I want you to think about one thing you learned today. It could be something new about the Earth or a fun fact from the game. Turn to your partner and share it with them.

(Allow students to briefly share with their partners.)

**Teacher:** Fantastic. Keep thinking about how we can take care of our planet. See you in the next class.



## Differentiated Activity

110 km/hr



Answer quickly. You have 10 seconds per question.

Name the largest continent.

Which is the largest ocean?

What is the smallest planet in our solar system?

80 km/hr



You have 15 seconds.

Name the seven continents.

What is the shape of Earth?

Which ocean is the largest?

40 km/hr



You have 20 seconds.

How many continents are there?

What covers most of Earth's surface?

What is a model of Earth called?

## Home Task

Answer this question: Why is Earth the only planet known to have life?

## Period 8

**Teacher:** Good morning, everyone.

**Students:** Good morning, teacher.

**Teacher:** Before we begin today's lesson, let us play a quick and fun activity called 'Earth Chain Reaction.'

**Teacher:** I will say a word related to Earth and the next person has to say a word that connects to mine. For example, if I say 'continent,' you could say 'Africa,' and the next person might say 'Nile' because the Nile River is in Africa.

**Teacher:** Let us go around the class in a circle. The goal is to keep the chain going without repeating any words. Ready?

**Teacher:** I will start with the word 'Earth.'

(The activity continues around the class, with students taking turns to link their word to the previous one.)

SHOULD DO

05 MIN.



MUST DO

15 MIN.



## Learning better exercise C and D

### C Write short answers in your notebook.

1. What is a compass?
2. What is a globe used for?
3. Meera sees a colourful book in the library. The book is filled with different kinds of maps. What is this book called?

### D Write long answers in your notebook.

1. What are maps? How do they help us?
2. What is the difference between continents and oceans? Give examples of both.
3. How did Ferdinand Magellan discover that the Earth is round?

15

**Teacher:** Great job, everyone. You all did a wonderful job creating the Earth Chain. Now, let us dive into today's lesson. Open your books to page 15 and let us begin with exercise C—short questions.

## Short Questions Answers

**Teacher:** Let us start with the first question: What is a compass? Who would like to answer?

**Student:** It is an instrument that helps sailors find directions. It always points north.

**Teacher:** That is correct. Let us write this answer in our notebooks. Take your time and make sure you are writing neatly.

(Wait for students to write.)

**Teacher:** Once you are done, raise your hand, and I will check your answer.

(Continue in the same manner for the remaining short questions, encouraging discussions before writing.)

MUST DO

15 MIN.



## Long Question Answers

**Teacher:** Now, let us tackle exercise D—long questions. These questions need more detail, so we will work on them in groups. Group 1, let us take the question: What are maps? How do they help us? Discuss this together and come up with key points. I will give you 5 minutes.

(Walk around to listen the students and provide support to them.)

**Teacher:** Group 1, please share your points with the class.

**Teacher:** Excellent answer. Everyone, write this down in your notebooks. Take your time to write a detailed response.

(Guide students to complete the remaining long questions in the same format. Assign different groups to discuss and present their answers.)

COULD DO

05 MIN.



**Teacher:** let us quickly wrap up our lesson. I will give you 5 minutes to go over everything we learned today. Think about what you have written and if you have any questions, raise your hand.

**Teacher:** Alright, time is up, for your homework, you will do a fun STEM activity called 'Continents and Oceans Puzzle' on page 15. Please pack up your notebooks. We will continue our learning in the next class. Have a great day, everyone.

**Students:** Thank you, teacher.

## Differentiated Activity

110 km/hr



Write a short paragraph explaining why Earth is called the 'Blue Planet.'

80 km/hr



Write 3 sentences about why Earth supports life.

40 km/hr



Circle the correct answers

Earth is: (a) round (b) square (c) flat

There are \_\_\_\_\_ continents on Earth. (4, 5, 7)

## Home task

Complete STEM activity called 'continents and oceans puzzle' on page 15.

## Period 9

**Teacher:** Good morning, everyone. Let us start today's lesson with a quick and interactive challenge to get our minds ready. We will do the 'Save Nature Challenge'. I will call out an environmental issue and I want you to quickly tell the ideas for how we can solve it. Ready? Let us go.

Pollution – What can we do to reduce pollution?

Deforestation – How can we stop cutting down so many trees?

Water Waste – What can we do to save water every day?

Climate Change – How can we help fight climate change?

SHOULD DO

05 MIN.



MUST DO

20 MIN.



## Creating better



Create a poster on the best ways to save nature. Give a caption and write a slogan.

15

**Teacher:** Great ideas, everyone. Now that our minds are fresh and thinking about nature, let us move to a creative activity. We are going to create posters on the best ways to save nature. First, let us brainstorm. What are some ways we can help the environment?

**Teacher:** Wonderful ideas. Now, for your posters, I want you to include a caption and think of a catchy slogan. You will have 15 minutes to work on this. Remember to be creative and have fun.

**Teacher:** Time is up. Who would like to share their poster with the class?

**Teacher:** That is fantastic. Let us give a round of applause. [Continue with more students sharing]

**Teacher:** I am so proud of all of you today. Remember, every little action can make a big difference in our world.

MUST DO

10 MIN.



## Thinking better



Think and answer in your notebook.

Ferdinand Magellan discovered that the Earth is round while sailing. Can you think of different example that proves that the Earth is not flat?

16

**Teacher:** Very inspiring. Now, let's move on to some deep thinking. I want you to think and write in your notebook about this: Ferdinand Magellan discovered that the Earth is round while sailing. Can anyone think of a different example showing that the Earth is not flat?

**Teacher:** Excellent example. That shows how perspectives change with location. Keep thinking and jot down your ideas.

COULD DO

05 MIN.



**Teacher:** Alright, everyone. Let us clap our hands for all the amazing work we did today. What was your favourite part of today's lesson? (Responds with their favourite activity)

**Teacher:** I loved that too. There were so many great ideas on how to help our planet. Can anyone shout out one small thing you can do at home to help the Earth?

**Teacher:** amazing, I am so proud of you all. Let us promise to do one kind thing today. Let us make it happen. Who is in? Raise your hand.

**Teacher:** Thanks for being so amazing today. Have a fantastic day, See you next class.

## Differentiated Activity

110 km/hr



Explain why climate change is harmful and how we can make a difference.

80 km/hr



Write 3 things we can do to help save the environment every day.

40 km/hr



Colour a picture of the Earth and label the trees, oceans and animals.

## Home Task

Write a short story.

Ask your family to do one small eco-friendly action with you, like recycling or turning off lights when not in use, and mention it in your story.

## Period 10

**Teacher:** Good morning, dear students. How are you?

**Teacher:** Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation.

**Teacher:** Sit comfortably, with your back straight and feet flat on the ground.

Close your eyes gently and take a deep breath in through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do this three more times. Breathe in... and breathe out.

As you breathe, imagine your mind becoming clear and ready to learn.

Open your eyes and smile at your friends. Let us start our day with positive energy.

MUST DO

20 MIN.



## Choosing better

**Teacher:** Alright, class, now that we are all focused. Imagine you have just moved to a big, new city and you do not know the way around. What would you do to find

your way? Here are some options. Listen carefully and think about which one is the best:

**Choosing better**

**LSV**

You moved to a new city. You do not know any routes. What will you do? Tick (✓) the correct answer.

- buy a street map
- call your friends
- ask the locals to guide you
- use maps on devices, with the help of an adult

16

- Buy a street map.
- Call your friends for help.
- Ask locals to guide you.
- Use maps on your device, but remember to always have an adult help.

**Teacher:** Great. Using a map on a device with an adult is often the safest and easiest choice.

Adults can help us use it wisely.

**Revising better**

**DBL**

Ferdinand Magellan would not have discovered that the Earth is round if he was not curious. What are you generally curious about? What do you think you must do to know the answer to your curiosity? Write in your Little Book.

**Pledging better**

**SDGs**

In my own little way, I pledge to only buy what I really need.

SDG 13: CLIMATE ACTION

16

**Teacher:** Now, let us explore our curiosity, just like Ferdinand Magellan. He discovered the Earth is round because he was curious. What are you curious about?

**Teacher:** Take a moment to think, then write it down in your Little Book. What do you think you must do to know the answer to your curiosity?

### Pledging better

**Teacher:** Wonderful ideas. Remember, curiosity helps us learn and grow. Now, let us make a pledge: 'In my own little way, I pledge to only buy what I really need.' When we make thoughtful choices, we help our planet.

**Teacher:** Great, students. Keep your curiosity alive and keep making smart choices.

### Differentiated Activity

110 km/hr



Draw a simple map of how you would go from one place to another in the city (e.g., from a park to your home).

80 km/hr



Write down one way you could ask for directions if you were lost in a new city (e.g., asking a local or using a street map).

40 km/hr



Imagine you are at a park, and you need to find your way home. Draw a map of your home, the park, and a road in between.

### Home Task

- Draw a map of your home and the places you usually visit (e.g., school, park, grocery store). Label the places and show the route you take to get from one place to another.
- Bring SST workbook.

### Period 11

**Teacher:** Hello everyone, let us begin the session with a fun listening activity. I want you to close your eyes and listen carefully to the sound I make. When you hear the sound, point in the direction you think it is coming from. You can point to the left, right, up, or down.

**Teacher:** I will make a sound like clapping, ringing a bell, or humming. Be very quiet and focus on the sound. Ready? (Make the sound and give students a moment to respond. Keep the energy high by praising students after each attempt, whether they get the direction right or not. Encourage focus by reminding them that listening carefully helps them hear the smallest sounds.)

### Worksheet 1

**Teacher:** Let us solve a worksheet. Everybody please open page 5 of your workbook.

**Theme 2: What Is Nature?**

**2. Understanding the Earth**

**Worksheet 1**

**A. Fill in the blanks.**

- The \_\_\_\_\_ is home to different plants, animals and human beings.
- One-quarter of the Earth's surface is covered by \_\_\_\_\_.
- Earlier, people believed that the Earth was \_\_\_\_\_ in shape.
- Ferdinand Magellan and his crew started their sea journey from \_\_\_\_\_.
- A model of the Earth is known as the \_\_\_\_\_.

**B. Rearrange the letters to make words.**

- ATFL \_\_\_\_\_
- ORSAIL \_\_\_\_\_
- BEGLO \_\_\_\_\_
- NEYJOUR \_\_\_\_\_
- IONDIRECT \_\_\_\_\_

**C. Write true or false.**

- Three-quarters of the Earth's surface is covered by land. \_\_\_\_\_
- Ferdinand Magellan's journey around the Earth proved that it is round in shape. \_\_\_\_\_
- The Earth is very small. \_\_\_\_\_
- A globe helps us study different places on the Earth. \_\_\_\_\_
- Continents are large areas of water. \_\_\_\_\_

05

(Discuss the worksheet with students. Guide them as required.)

**Teacher:** Alright, everyone. Before we end today's session, let us have some fun with a quick quiz. Imagine I am Ferdinand Magellan and I have just completed my journey around the Earth. I will ask you some questions about what we learned today. Let us see who can answer.


**Teacher:** imagine I have just returned from my long journey. Can anyone tell me what shape the Earth is?

**Teacher:** Fantastic. You are all great learners. Here is another one: What covers three-quarters of the Earth's surface?

**Teacher:** Correct. Most of our planet is covered by water. Now, does anyone remember the name of the place where I started my sea journey?

**Teacher:** Brilliant. You have been paying attention. Last question: What did my journey prove about the Earth?


**Teacher:** Spot on. I am so proud of you all for learning so much today. Give yourselves a big round of applause.

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


**Teacher:** Great students. Remember when you go home, tell your family about what you learned today. The Earth is amazing, isn't it? See you in the next class. Have a wonderful day ahead.

## Differentiated Activity

**110 km/hr**


 Ask students to come up with one additional question about the Earth or Magellan's journey to ask their classmates.

**80 km/hr**

 Provide 3-4 simple fill-in-the-blank sentences on the topic:

1. The Earth is \_\_\_\_\_ in shape.
2. A \_\_\_\_\_ is a small model of the Earth.
3. Magellan's journey proved the Earth is \_\_\_\_\_.

**40 km/hr**

 Ask students to point out or circle the land and water parts on the globe/map.

## Home task

Look up one interesting fact about Ferdinand Magellan's journey and write 2-3 sentences about it.

## Period 12

**Teacher:** Good morning, everyone. How are you all today?

**Teacher:** Awesome. Before we dive into today's lesson, let us start with a little joke to get us in the mood.

**Teacher:** What did the volcano say to the Earth?  
(Student guesses.)

**Teacher:** I lava you.

## Worksheet 2 and 3

**Teacher:** Let us solve a worksheet. Everybody please open pages 6 and 7 of your workbook.

**MUST DO**

25 MIN.

**COULD DO**

10 MIN.

### Worksheet 2

#### A. Fill in the blanks.

1. A \_\_\_\_\_ is a drawing of the Earth or a part of it.
2. The needle of a compass always points to the \_\_\_\_\_.
3. \_\_\_\_\_ is the largest continent.
4. \_\_\_\_\_ is both, a continent and a country.
5. \_\_\_\_\_ is the deepest point of the Earth.

#### B. Write true or false.

1. The Earth has the right temperature for plants, animals and human beings to live. \_\_\_\_\_
2. The Earth is round like an apple. \_\_\_\_\_
3. The Earth is slightly flat at the top and bottom. \_\_\_\_\_
4. An atlas refers to a book of short stories. \_\_\_\_\_
5. River Nile is in Africa. \_\_\_\_\_

#### C. Match the columns.

- | Column A         | Column B                             |
|------------------|--------------------------------------|
| 1. Asia          | a. It is also a country.             |
| 2. Africa        | b. It has twelve countries.          |
| 3. South America | c. India is in this continent.       |
| 4. Europe        | d. It has the world's longest river. |
| 5. Australia     | e. It is home to the Vatican City.   |

06

### Worksheet 3

#### A. Fill in the blanks.

1. There are \_\_\_\_\_ oceans on the Earth.
2. Pacific Ocean is the world's \_\_\_\_\_ ocean.
3. The \_\_\_\_\_ Ocean is named after its close location to India
4. The \_\_\_\_\_ Ocean is also known as Antarctic Ocean.
5. The \_\_\_\_\_ Ocean is the smallest ocean.

#### B. Rearrange the letters to make words related to directions.

- |            |       |          |       |
|------------|-------|----------|-------|
| 1. STEA    | _____ | 2. STWE  | _____ |
| 3. THNOR   | _____ | 4. THSOU | _____ |
| 5. PASSCOM | _____ |          |       |

#### C. Write true or false.

1. The Earth is flat in shape and has edges. \_\_\_\_\_
2. We cannot see the entire Earth at a time. \_\_\_\_\_
3. There are four directions. \_\_\_\_\_
4. There are seven continents. \_\_\_\_\_
5. There are three oceans. \_\_\_\_\_

07

(Discuss the worksheet with students. Guide them as required.)



 You may show the **Quiz** given on digital platform.

**Teacher:** Let us all give a huge round of applause to everyone for their hard work and creativity. Great job, everyone. See you in the next class. Have a wonderful day ahead.

### Differentiated activities

#### 110 km/hr



Students race to name as many countries as they can within 60 seconds, starting with the letter of the last country mentioned. Keep the pace fast

#### 80 km/hr



Ask rapid-fire questions about the world (e.g., 'What's the capital of Japan?', 'Name a river in

Africa.'). Students raise their hands and answer quickly. The first one to answer correctly gets a point. The student with the most points at the end wins.

#### 40 km/hr



Guess the Continent Show students a picture of an animal or landmark, and they must guess which continent it belongs to. Keep it simple and quick.

### Home Task

Pick your favourite continent and tell your family three interesting facts about it. You can talk about animals, landmarks or anything fun you have learned.

## Learning Outcomes

The students will:

<b>Physical Development</b>	<ul style="list-style-type: none"> <li>show controlled motor skills and observation of details in making a poster of the Earth.</li> </ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"> <li>engage comfortably with peers in group activities.</li> <li>express their point of view while working together.</li> </ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"> <li>think of the ways of disposing garbage so as to avoid land pollution.</li> <li>know and explain the key terms related to the study of the earth.</li> <li>find the four directions using a compass.</li> <li>locate oceans and continents on the physical map of the world.</li> <li>analyze the environment and identify sustainable practices.</li> </ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"> <li>practice pronunciation and use of new vocabulary related to geography and the environment.</li> <li>write clear and concise answers in response to questions.</li> </ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"> <li>explore the artistic expression of the earth's beauty through drawings, paintings.</li> </ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"> <li>show persistence in completing projects and assignments.</li> <li>demonstrate time management and organization skills when completing tasks.</li> </ul>

### Starry Knights

It must have been an enjoyable experience to teach young learners about the Earth using a variety of teaching aids. Merntion any one activity that you enjoyed thoroughly along with the learnes, here.

Give yourself a STAR.

