

# Lesson-10: How We Communicate

Theme 7: What Keeps Us Going?

11 Periods (40 minutes each)



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



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

Confirming better

I listen to my elders

## Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the concept of communication.
- to identify different types of communication.
- to recognise how communication helps us connect with people near and far.
- to observe the ways communication happens in daily life.
- to express their thoughts through drawing, discussion and guided observation.

## Methodology

### Period 1

SHOULD DO

10 MIN.

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

**Students:** Good morning, teacher. We are feeling good.

**Teacher:** Wonderful. Let me ask you something. Suppose your best friend has gone to another city. How can you talk to each other?

**Students:** We can call, send messages or video chat.

**Teacher:** Very good. So even when we are far apart, we can still share our thoughts and feelings. This chapter is about 'How We Communicate'. We will explore the many ways people talk, share and stay connected.

### Confirming better

Confirming better I listen to my elders.

PLH

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**Teacher:** Now, tell me, when your elders are speaking to you, how should you respond?

**Students:** We should listen respectfully.

**Teacher:** Correct. Listening is a part of good communication. Let us say today's affirmation together: 'I listen to my elders.'

**Students:** I listen to my elders.

**Teacher:** Very nice. Now, let us play a drawing game to discover the places in our neighbourhood where people talk and help each other.

**Teacher:** We will begin a new chapter, 'How We Communicate'. Please take out your notebooks and draw the same format.

K	W	L

**Teacher:** The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will write what you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill in the end.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

### Kinaesthetic

#### Kinaesthetic

One of you will make chits containing the names of different places in a neighbourhood. You will have to pick a chit and draw clues related to it on the board. The rest of the class will have to guess the neighbourhood place.

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**Teacher:** Now, we will begin a kinaesthetic activity. You will do this on your own, without my help.

**Teacher:** One of you will come forward and create chits with the names of different places in a neighbourhood. These can be places like the market, post office, school or hospital.

MUST DO

10 MIN.

**Teacher:** Once the chits are ready, one of you will pick a chit and draw clues related to that place on the board. Remember, you must not speak or write the name.

**Teacher:** The rest of the class will watch carefully and guess the name of the neighbourhood place from the drawing.

**Teacher:** I will be observing silently while you all manage the activity. Begin when you are ready.

(Students make the chits, pick one, draw the clue and the rest guess the place. Activity continues for a few turns.)

**Teacher:** That was excellent. You all worked together with such creativity and focus. Let us now move forward to our next task.

## Auditory

### Auditory\*

Listen to your teacher carefully. Answer the questions.

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**Teacher:** Now, we will do a listening and thinking activity. I will read out six words to you. Your task is to listen carefully and tell me which words are related to the post office.

**MUST DO**

10 MIN.

**Teacher:** Here are the words: stamp, fruit, letter, shirt, envelope, postman.

**Teacher:** Think quietly for a few seconds. Now, raise your hand and tell me—Which of these words belong to the post office?

**Students:** Stamp, letter, envelope, postman.

**Teacher:** Good thinking. And which ones are not related?

**Students:** Fruit and shirt.

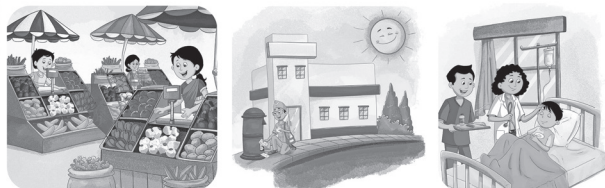
**Teacher:** Correct. Those belong to other places like the market or clothing shop.

**Teacher:** Well done, everyone. This shows that some words help us talk about how we send messages or letters. These are all part of communication.

## Pictorial

### Pictorial -PS

Look at the pictures. Write the names of the places in the neighbourhood.



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**Teacher:** Now, let us move to the pictorial activity. Open your books to page 61 that shows three neighbourhood scenes.

**MUST DO**

10 MIN.

**Teacher:** Look closely at the first picture on the left. Can you see the fresh vegetables, colourful fruits and people buying and selling? This is a place where people often communicate through asking prices, making payments and greeting each other. Think about what this place is.

**Teacher:** Now move your eyes to the middle picture. There is a red post box outside the building. Someone is posting a letter. What kind of place helps us send letters or parcels? Where do you find postmen working?

**Teacher:** And finally, look at the picture on the right. There is a person in bed, someone is bringing food and a doctor is checking the patient. This is a place where people often communicate about health, feelings and care.

**Teacher:** Think about how people talk to each other in each of these places. These are all part of our neighbourhood and show how communication happens around us every day.

**Teacher:** Great observation, everyone. Today, we learnt how people communicate in different places like the market, post office and hospital. We used drawing, listening and pictures to understand this better. Communication helps us stay connected, even from far away.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.



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

## Differentiated Activities

**110 km/hr**



How will you talk to your cousin who lives in another country?

**80 km/hr**



Name one thing you can use to talk to someone far away.

**40 km/hr**



Name one thing that helps us share messages.

## Home Task

Draw a post office and write two sentences about it.

## Period 2

**Teacher:** Good morning, students. Let us begin today with a quick moment of calm.

**SHOULD DO**

5 MIN.

**Teacher:** Close your eyes, take a deep breath in... and out... Let us do this three times.

**Teacher:** Now, open your eyes and get ready to learn something exciting about how people communicated long ago, even before we had phones or letters.

## Interacting better



### Interacting better

How will you communicate without talking? Discuss with your partner. (62)

ICL

**Teacher:** Let us move to the 'Interacting better' section.

**Teacher:** Look at the question: How will you communicate without talking?

**Teacher:** Think for a moment. Can you show someone you are happy without using words? Can you ask for help without speaking?

**Teacher:** Now, turn to your partner and share your ideas. Use actions, gestures or drawings if needed.

(Students interact. The teacher observes quietly.)

**Teacher:** You shared some creative ideas. This shows that communication is not always about speaking. Let us now see how early humans did it.

**Teacher:** Everyone, look at the picture in your book given on page 62 showing Sam and her friends at the Science Centre.

Sam and her friends are at the Science Centre. They are watching a documentary on early humans.



The sending and receiving of messages is called communication. Communication is the process of passing information from one place or person to another place or person. We communicate in many ways.

Early humans used signs and sounds to share messages with each other. They expressed their thoughts by drawing on cave walls. Later, to deliver messages, people used to travel on foot or horseback, taking days to deliver messages. Over time, communication has become much easier. (62)

**Teacher:** What do you see in the picture? There are children watching something on the wall. What is on the wall?

**Teacher:** Yes, those are signs or pictures drawn long ago. That is how early humans shared their ideas.

**Teacher:** They used signs and symbols. Can you imagine drawing on cave walls to say something?

**Teacher:** How do we do this today? Do we still use signs and pictures?

**Teacher:** Think about road signs, posters, emojis. Yes, all of these are modern ways of using pictures to communicate.

**Teacher:** Now, let us read and understand how communication has changed over time.

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

MUST DO

10 MIN.

## Means of Communication

### MEANS OF COMMUNICATION

The different ways in which we communicate are called the means of communication. There are two types of communication – personal communication and mass communication.

Personal communication

When we choose to communicate with one person or a few people, it is called personal communication. (62)

**Teacher:** Let us now explore something interesting—the ways we talk to people. This is called the means of communication.

**Teacher:** Imagine you are telling a secret to your best friend. Only the two of you know about it. What kind of communication do you think this is?

**Teacher:** That is right. It is called personal communication because you are talking to just one person.

**Teacher:** Now, imagine you are telling a story using a microphone in front of the whole school. What kind of communication is that?

**Teacher:** Yes, that is mass communication. It sends the message to many people at the same time.

**Teacher:** Let us remember—personal communication is when we share something with one or a few people, like talking to your family or writing a letter to a friend.

**Teacher:** Mass communication is when we share something with many people, like TV news, radio or a newspaper.

**Teacher:** I will now say a sentence. You will show one finger if it is personal communication and two fingers if it is mass communication. Ready?

**Teacher:** Questions: Watching a cartoon on television.

Sending a voice note to your grandmother.

Announcing a school event on the loudspeaker.

Talking to your friend on a phone call.

**Teacher:** Wonderful participation. You now know how different means help us communicate every day.

MUST DO

10 MIN.

## Understanding better

### Understanding better

Answer the questions.

1. What is communication?
2. What are the two types of communication?

ICL

62

**Teacher:** Let us now move to the 'Understanding better' section and answer two important questions to complete today's learning.

**Teacher:** You all have learnt so many new things today. Let us quickly check how well you remember.

**Teacher:** I will divide the class into two groups. Group A will answer the first question and Group B will answer the second one.

MUST DO

5 MIN.

**Teacher:** Group A, are you ready? Here is your question:

**Teacher:** What is communication?

**Teacher:** Think for a moment and then answer together. Yes, communication means sending and receiving messages from one person to another.

**Teacher:** Very good, Group A.

**Teacher:** Now, Group B, your turn. Listen carefully.

**Teacher:** What are the two types of communication we learnt today?


**Teacher:** That is right—personal communication and mass communication.

**Teacher:** Excellent teamwork, everyone. You are becoming great communicators already.


 You may show the **I Explain** given on digital platform.

### Differentiated Activities


110 km/hr

 Write two examples of mass communication.

80 km/hr

 What is personal communication? Write in one sentence.

40 km/hr

 Name one way you talk to your family.

### Home Task

Draw two pictures: one showing personal communication and the other showing mass communication. Label both clearly.

### Period 3

**Teacher:** Good morning, students. Let us begin with a quick question. How many of you have seen a post office or posted a letter?

**Teacher:** And how many of you use a mobile phone or have seen your parents using one?

**Teacher:** Interesting. Today we will compare how people sent messages in the past with how we do it now. Ready?

#### Postal Service

##### Postal service

A postal service is the system that sends and receives mail. The mail can be a letter, card or postcard. These services are available at a post office. Earlier, telegram was the fastest mode of communication. In India, the use of telegram was discontinued in 2013.

At a post office, we buy stamps, inland letters, aerogrammes, postcards and stamped envelopes. We send letters, postcards and greeting cards to our friends and relatives by post.

In case we want a faster delivery of letters and parcels, the Speed Post is used. Speed Post ensures that letters and parcels are delivered locally within 2–3 days. Regular posts can take around 2–10 days to be delivered. The International Speed Post service of India delivers parcels and letters all over the world, faster. We can send money to someone through the post office. This facility is called money order. The person sending the money fills the money order form at the post office counter. It contains their name, the name of the person receiving the money, and how much money they want to send. After filling it out, they give the post office the money they want to send, plus a small fee. The post office gives them a receipt. A single money order cannot exceed ₹ 5000/-. The postal service of our country is called the India Post.



63

**Teacher:** Open your books to page 63 on Postal Service. Let us read together and discover how people used the post office to send messages.

**Teacher:** What are some things we can buy at a post office? Stamps, inland letters, aerogrammes, postcards...

**Teacher:** Why do we use Speed Post? Yes, it helps deliver letters faster.

**Teacher:** What is a money order? Have you ever seen someone sending money through the post office?

**Teacher:** Let us imagine. You want to send a birthday card to your cousin who lives far away. What do you do? First, you write the card, then buy a stamp and post it. This is communication through the postal service.

**Teacher:** Can someone describe what an inland letter is used for?

**Teacher:** Very good. And how is an aerogramme different?

**Teacher:** Excellent. Now, let us look at the 'Discovering better' section to know more.

### Discovering better

**Discovering better**

**inland letters:** letters used for domestic postal communication

**aerogrammes:** letters that are sent to another country by air

**LAD**

63

**Teacher:** Let us now read this blue box together under Discovering better.

**Teacher:** An inland letter is used to send messages within our country. An aerogramme is for sending letters to other countries by air.

**Teacher:** Why do you think aerogrammes travel by air?

**Teacher:** Yes, to make it faster over long distances.

**Teacher:** This shows us how people stayed connected, even when they were far apart, using the postal system.

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

#### Smartphone

##### Smartphone

The telephone is a life-changing invention for us. It started with a telephone attached with a cord. You had to stay in one place to talk. Then, mobile phones were invented. Mobile phones let us talk to anyone from anywhere because they do not have a cord and can be carried in our pockets.

Over time, mobile phones became smartphones. They function like mini-computers. Smartphones are used to:

- make and receive voice and video calls.
- send and receive messages and emails.
- click photographs and record videos.
- listen to music, play games and watch films.
- use the Internet to read newspapers, magazines and books and for many other purposes.



**Discovering better**

**inland letters:** letters used for domestic postal communication

**aerogrammes:** letters that are sent to another country by air

**LAD**

63

**Teacher:** Let us now move from the past to the present.



**Teacher:** Open your books to page 63 on 'Smartphone'. Let us read it together and talk about it.

**Teacher:** Earlier, people had telephones with cords. You had to stay in one place to talk. But now, we can move around and still talk, using mobile phones.

**Teacher:** Can someone name two things you can do with a smartphone?

**Teacher:** Yes, make calls, send messages and even record videos.

**Teacher:** Smartphones also let us play games, listen to music and read books online.

**Teacher:** Do you think smartphones are a means of communication?

**Teacher:** Absolutely. It helps us talk, listen and share in many ways.

**Teacher:** Today, we explored two ways of communication—postal services and smartphones. One is traditional and the other is modern.

**Teacher:** You did a great job comparing old and new. Communication keeps changing, but the purpose stays the same—to stay connected.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

### Differentiated Activities

110 km/hr



Write one difference between a postcard and a smartphone message.

80 km/hr



Name one thing you can buy at a post office.

40 km/hr



What do we use to talk to someone far away?

### Home Task

At home, find three objects used for communication (e.g., phone, newspaper, letter). Draw them and write their names.

### Period 4

**Teacher:** Good morning, students. Let us begin today's lesson with a fun riddle game.

**Teacher:** I will give you clues about different ways people send messages and you have to guess what I am talking about. Ready?

**Teacher:** First clue— I live in your computer or phone. I will carry your message in just a few seconds. You can send photos, letters or even drawings through me. Who am I?

**Teacher:** That is right, I am an email.

**Teacher:** Next one – You see me on walls in every home. I bring news, cartoons and weather reports to many people at the same time. Who am I?

**Teacher:** Yes, a television.

**Teacher:** Wonderful. You already know so much. Today, we will learn more about fax, email and mass communication. Let us get started.

### Fax

#### Fax

Through fax, short for facsimile, we can deliver a written document or a photograph instantly. A fax machine sends or receives documents electronically via phone wire and then prints it.



**Teacher:** Everyone, please open your Main Coursebook to page 64. Look at the image of the machine on the top.

Can you guess what it is?

**Teacher:** Yes, that is a fax machine. Has anyone seen one before?

**Teacher:** A fax machine helps us send a document or picture instantly through a phone wire. It prints out the message on the other side.

**Teacher:** Imagine you made a birthday card for your uncle who lives in another city. You want him to get it today. Would you post it?

**Teacher:** No, you can fax it. The card gets scanned here and printed there in seconds.

**Teacher:** That is how people send things quickly before we had smartphones and emails. Interesting, right?

**Teacher:** Now, let us explore a more modern way—emails and the internet.

### The Internet and Email

#### The Internet and email

We use the Internet to read books, play games, see photos and watch informative videos. We also use the Internet to send and receive emails. An email is a very fast means of communication.



**Teacher:** Keep looking at page 64. Below the fax machine, you will see a computer, a laptop and a tablet.

**Teacher:** These are devices we use to connect to the internet. Can you name anything we do using the internet?

**Teacher:** We can watch cartoons, play games, see photos and yes—send emails.

**Teacher:** An email is like a letter, but it travels super-fast. Imagine writing a message and it reaches your friend in another country instantly.

**Teacher:** Have you seen someone type an email? Raise your hand if you have.

**Teacher:** Now, think—why do you think people prefer emails over posting letters?

**Teacher:** Yes, because emails are faster, cheaper and do not need stamps.

**Teacher:** Well done. Now let us learn about another way messages are sent to many people together.

### Mass Communication

Mass communication

Another type of communication is mass communication.

Mass communication is when we need to spread a message or information to a large number of people at the same time. Some examples of mass communication are newspapers, radio, television and magazines. These can be used for education and entertainment purposes.



64 television radio newspaper

**Teacher:** Stay on page 64 and look at the bottom section. What pictures do you see?

**MUST DO**

10 MIN.

**Teacher:** A television, a radio and a newspaper. These are used for mass communication.

**Teacher:** That means sending the same message to many people at the same time.

**Teacher:** Imagine a cricket match on television. Are only you watching?

**Teacher:** No, millions of people across the country are watching at the same time. That is mass communication.

**Teacher:** Now, think—can we use the newspaper to send a birthday card to just one person?

**Teacher:** No. Newspapers are for many readers. But a letter or email is for one person. That is personal communication.

**Teacher:** Great work, everyone. You understand three different ways people share messages: fax, email and mass communication.

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

**Teacher:** Let us end today's lesson with a quick game called 'Guess and Tap'.

**COULD DO**

5 MIN.

**Teacher:** I will say a sentence. If it is about personal communication, tap your desk once. If it is about mass communication, tap twice. Ready?

**Teacher:** You send a voice note to your cousin. (Tap once.)

**Teacher:** Your family watches the news on TV. (Tap twice.)

**Teacher:** A newspaper article shares health tips. (Tap twice.)

**Teacher:** You email your drawing to your teacher. (Tap once.)

**Teacher:** Well done, everyone. That was a great way to check how much we remember. See you in the next class.

### Differentiated Activities

110 km/hr



Pretend you are a news reporter. What tool would you use to send your message to many people?

80 km/hr



Name one device used to send an email.

40 km/hr



Draw or name one thing you can use to talk to someone who is far away.

### Home Task

Ask your parents or grandparents how they used to send messages when they were young. Write two sentences about what they told you.

### Period 5

**SHOULD DO**

5 MIN.

**Teacher:** Good morning, students. Today's class will be a little special.

**Teacher:** We will talk about how we not only send messages, but also spread kindness, care and help others through the way we communicate.

**Teacher:** Let us explore how communication can make us better human beings.

### Connecting better

Connecting better

Science

64

Sam reads a newspaper article that tells her about paper-mache toys. The article reads that these toys are made of recycled paper. She remembers the 3Rs she learnt about in her Science class.

HoLL

**Teacher:** Everyone, please open your book to page 64 and look at the Connecting better box.

**MUST DO**

10 MIN.

**Teacher:** It says that Sam read an article in a newspaper about toys made from recycled paper. That reminded her of the 3Rs she had learnt in Science science. Can anyone tell me what the 3Rs are?

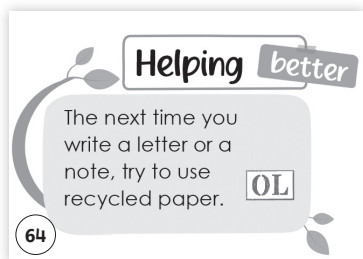
**Teacher:** Yes, Reduce, Reuse, Recycle. Well done.

**Teacher:** Now, tell me, have you ever read or watched something that reminded you of a different subject in school? Maybe something about nature that made you think of EVS? Or a number puzzle that reminded you of Maths?

**Teacher:** That is called connecting knowledge. What we learn in one subject often helps us in another. Just like Sam remembered Science while reading the newspaper, you can do the same every day.

**Teacher:** Communication is not just about speaking—it is also about connecting ideas.

## Helping better



**Teacher:** Let us move to the Helping better box.

**MUST DO**

5 MIN.

**Teacher:** It says, 'The next time you write a letter or a note, try to use recycled paper.'

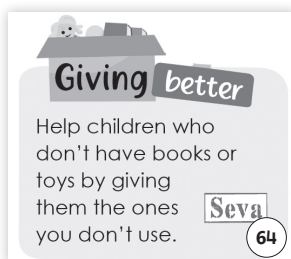
**Teacher:** Why do you think this is important? What happens if we keep using new paper for every small thing?

**Teacher:** Yes, more trees are cut. But if we reuse or recycle paper, we can help save trees and nature.

**Teacher:** Raise your hand if you have ever used the back side of a paper or made a notebook out of old pages.

**Teacher:** Wonderful. I want all of you to try using recycled paper when you write or draw something at home or school. Even small steps matter.

## Giving better



**Teacher:** Now, let us look at the Giving better box.

**MUST DO**

5 MIN.

**Teacher:** It says we should give books or toys we no longer use to other children who need them.

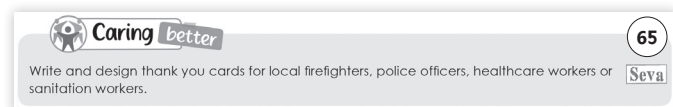
**Teacher:** Close your eyes for a moment and think—do you have any books, games or toys at home that are just lying on the shelf?

**Teacher:** Could someone else enjoy them more than we do now?

**Teacher:** When we give something with love, we are sharing kindness—and that is also communication.

**Teacher:** I want you all to find one thing at home this week that you do not use anymore and would like to give. Bring it to class next week. We will collect and donate them together.

## Caring better



**Teacher:** Now, let us do something that will make someone's day brighter. Please look at the Caring better box in your book given on page 65.

**MUST DO**

15 MIN.

**Teacher:** It says we should write and design thank you cards for local firefighters, police officers, healthcare workers or sanitation workers.

**Teacher:** Think for a moment—who keeps our streets clean, protects us from danger or helps us when we are unwell?

**Teacher:** These are real-life heroes. They work hard every day, even when we are sleeping.

**Teacher:** How do you think they would feel if they received a colourful thank you card from you?


**Teacher:** Yes, they would feel happy, respected and appreciated.

**Teacher:** So today, each of you will make one thank you card. Choose whom you want to thank—a police officer, a doctor, a firefighter or a sanitation worker.

**Teacher:** Use colours, drawings and write a short message like 'Thank you for keeping us safe' or 'We are proud of you'.

**Teacher:** After you finish, we will collect all the cards. Later this week, we will take them to the nearby police station and health centre.

**Teacher:** Let us use our words and creativity to show care. This is communication from the heart.

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

## Differentiated Activities

110 km/hr



Write one way you can reduce the use of paper in daily life.

80 km/hr



Name one thing you can donate to another child.

40 km/hr



Who would you like to thank with a card?

## Home Task

Ask your parents to help you donate one book, toy or useful item to someone in need. Write two lines in your notebook about how you felt.

## Period 6

**SHOULD DO**

5 MIN.

**Teacher:** Good morning, students. Let us start with a quick game to warm up your memory.

**Teacher:** I will say one clue and you will tell me the communication tool. Ready?

**Teacher:** I carry messages using envelopes and stamps. (Post office)

**Teacher:** I let you watch news and cartoons. (Television)

**Teacher:** I help you talk from far away, using buttons or touch. (Mobile phone)

**Teacher:** I help you send pictures and documents quickly through phone lines. (Fax)

**Teacher:** I am like a letter, but I travel through the internet. (Email)

**Teacher:** Great job. You remembered everything so well. Let us now move ahead and learn how to answer questions in our book.

## Recalling better

Recalling better

CING

- The sending and receiving of messages is known as communication.
- Personal communication is when we choose to communicate with one person or a few people.
- We buy stamps, inland letters, postcards and aerogrammes at a post office.
- Smartphones are like mini-computers.
- A fax machine enables instant delivery of a document or a photograph.
- Mass communication is when we need to deliver a message to a large number of people.

65

**Teacher:** Let us read the Recalling better points given in your book. These are important facts that help us revise.

MUST DO

10 MIN.

☐

**Teacher:** Let me ask you a few more questions based on them.

**Teacher:** What is the sending and receiving of messages called?

What is personal communication?

What can we buy at a post office?

What are smartphones like?

What does a fax machine do?

What is mass communication?

**Teacher:** Great responses. Now we are ready to solve some questions.

## Learning better

### Exercise A

Learning better

CBA

A Tick (✓) the correct answer.

- What is the process of sending and receiving messages called?  
a. travel ☐ b. festivals ☐ c. communication ☐
- How did early humans communicate?  
a. signs ☐ b. letters ☐ c. fax machines ☐
- Which of the following is known as a mini-computer?  
a. radio ☐ b. telephone ☐ c. smartphone ☐
- A fax machine is connected to which line?  
a. tablet ☐ b. laptop ☐ c. telephone ☐
- Which of the following is a mode of mass communication?  
a. radio ☐ b. letter ☐ c. telephone ☐

65

**Teacher:** Now, open your Main Coursebook to page 65 and look at

MUST DO

15 MIN.

☐

Exercise A under the Learning better section.

**Teacher:** These are multiple choice questions. You have to read each question carefully and tick (✓) the correct answer.

**Teacher:** Let us solve the first one together.

**Teacher:** Question 1: What is the process of sending and receiving messages called?

Options:

a. travel

b. festivals

c. communication

**Teacher:** Think for a moment... Which one is correct?

**Teacher:** Yes, it is 'communication'. So, everyone please tick (✓) option 'c' in your book.

(Follow the same pattern for the rest of the exercise.)

**Teacher:** Well done. Now, you will solve the remaining questions on your own. Remember to read each question properly and mark your answers.

**Teacher:** Now that everyone has completed Exercise A, let us check your answers together. I will read each question and tell you the correct option. Please check your work and tick (✓) the correct ones if you missed any.

## Learning better

### Exercise B

B Fill in the blanks with the correct answer.

- Early humans used signs and \_\_\_\_\_ to communicate.
- We can also send money through the \_\_\_\_\_.
- To use a \_\_\_\_\_, we had to stay in one place.
- \_\_\_\_\_ phones allow us to stay in touch even while travelling.
- Mediums of mass communication can be used for entertainment and \_\_\_\_\_.

65

**Teacher:** Now, let us look at Exercise B on page 65 of your Main Coursebook. These are fill in the blanks questions.

MUST DO

10 MIN.

☐

**Teacher:** Today, one student will read the questions and the rest of you will answer.

**Teacher:** Who would like to read the first question for us? (Pause for a volunteer to raise their hand.)

**Student:** (Reads the first question aloud) Question 1: Early humans used signs and \_\_\_\_\_ to communicate.

**Teacher:** Great. Now, who can answer this question?

**Student:** The answer is - sounds.


**Teacher:** Excellent. So, the full sentence is:

Early humans used signs and sounds to communicate.

**Teacher:** Now, let us continue with the next question. Who would like to read the next one? (Pause for another volunteer.)

(Follow the same pattern for the rest of the exercise.

Encourage students to raise hands to read and answer.)

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



## Differentiated Activities

110 km/hr



Write one reason why mass communication is important in daily life.

80 km/hr



Name one tool of mass communication.

40 km/hr



What do we use to send letters?

## Home Task

Make a mini poster with the title: Ways We Communicate. Include drawings or pictures of any four communication tools.

## Period 7

## Gratitude Sheet



**Teacher:** Good morning, students. Let us begin today's period with something special.

**Teacher:** I want you to take out your gratitude sheet. Today, I would like you to cut out one card from your gratitude sheet.

**MUST DO**

10 MIN.



**Teacher:** Write a short note on the back of the card expressing thanks to someone who helped you in your local community. It could be anyone – a teacher, a neighbour or even someone at home.

**Teacher:** Once you have written your note, please give it to the person who helped you. Show your appreciation. This is a small way of saying 'thank you' for their help.

**Teacher:** I will give you a minute to write and share. Let us make it a meaningful activity today.

## Exercise C

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

1. What is Speed Post?
2. What is a fax machine?

66 **3.** Sneha is on a train journey to Ahmedabad. She wants to convey an important message to her parents. Which means of communication will she use?

**Teacher:** Now, let us turn to Exercise C in your Main Coursebook on page 66. These are short-answer questions.

**MUST DO**

15 MIN.



**Teacher:** I will read each question aloud and then you will write your answer in your notebook.

**Teacher:** Let us start with the first one:

**Teacher:** Question 1: What is Speed Post?

**Teacher:** Take a moment to think.

(Students respond)

**Teacher:** Yes, Speed Post is a fast service for delivering letters and parcels. Take out your notebooks and start writing. After you are done, we will check them together. (Follow the same pattern for the rest of the exercise. Encourage students to raise their hands to answer.)

## Exercise D

**D** Write long answers in your notebook.

1. How is personal communication different from mass communication?
2. Write about the postal service of India.
3. List the various uses of the Internet.

66

**Teacher:** Now, let us move on to Exercise D. This exercise asks for long answers.

**MUST DO**

15 MIN.



**Teacher:** I will read the first question and guide you through it.

**Teacher:** Question 1: How is personal communication different from mass communication? (wait for students to respond)

**Teacher:** Personal communication is when we communicate with a few people, such as talking to a friend. Mass communication is when a message is sent to many people, such as through television or newspapers.

**Teacher:** Please write your answers in your notebooks. Afterward, we will discuss and check the answers together. (Follow the same pattern for the rest of the exercise. Encourage students to raise their hands to answer.)

## Differentiated Activities

110 km/hr



Discuss in pairs how Speed Post helps in sending urgent letters or parcels. Explain its advantage over regular mail.

80 km/hr



In pairs, talk about the difference between personal communication (like talking to a friend) and mass communication (like watching news on TV). Share one example of each.

40 km/hr



Discuss with a partner how you can send a letter to someone. Which communication tool would you use?

## Home Task

Bring stamps, a sheet of paper, scissors, glue and markers for the Creating better activity in the next class. We will make a stamp card.

## Period 8

**Teacher:** Good morning, everyone. I hope you all had fun working on the Creating better activity at home.

SHOULD DO

10 MIN.



**Teacher:** Before we dive into today's lesson, I want to hear from you. Who remembers what we did for our home task? Raise your hands if you worked on the stamp card activity.

**Teacher:** Let us hear from a few of you. Can someone share which stamps you collected? What did you decorate your card with?

**Teacher:** Excellent. I am sure you all did a fantastic job. Now, let us get ready to make those stamp cards in class together. Are you excited?

## Creating better

### Creating better

Build your own collection of stamps. Buy stamps from your nearest post office. You may also ask your parents or grandparents to give you some stamps they used back in their time, if any. Look for stamps from different countries on magazines or online. Make a stamp "card". For this, take a sheet of paper. Fold it to make a card. Then, paste the stamps you have collected on the card. Give it a catchy title. Decorate it!



66

**Teacher:** Now, it is time for the Creating better activity. I want you to be creative.

MUST DO

20 MIN.



**Teacher:** First, take a sheet of paper. Can someone tell me how we are going to fold it? Yes, fold it in half to create a card.

**Teacher:** Next, use the stamps you have brought to decorate your card. Paste them on the card however you like. You can add extra designs, draw lines or colour in the empty spaces. Let your creativity flow.

**Teacher:** Once your card is ready, come up with a catchy title for your card. You can write a short message if you

want. How can we make the title interesting? Who has an idea for a catchy title?

**Teacher:** Take your time. If anyone needs help or inspiration, I will be walking around. Remember, this is about having fun and showing your creative side.

**Teacher:** When you are done, feel free to share your cards with the class. Who will be the first to show us their completed card? Let us see your creativity shine.

## Thinking Better

### Thinking better

Think and answer in your notebook.

Why, according to you, was the telegram discontinued?

21a CS HOTS

66

**Teacher:** That was so much fun. Let us move on to Thinking better now.

MUST DO

10 MIN.



**Teacher:** Here is the question: Why, according to you, was the telegram discontinued?

**Teacher:** I want you to think about how telegrams were used and what changed in communication over time. How have things like mobile phones and the internet made communication faster and easier?

**Teacher:** Turn to your partner and discuss your thoughts for a moment. After that, I will ask some of you to share your ideas with the class.

(Wait for the students to discuss it.)

**Teacher:** Who would like to share their thoughts with us? Why do you think the telegram was discontinued?

**Teacher:** Excellent ideas, everyone. You have all made some great points about how communication has evolved. Now, write an answer in your notebook.



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

## Differentiated Activities

110 km/hr



How has communication become more global and instant?

80 km/hr



Talk about how postal services and digital communication are different. Which one is faster?

40 km/hr



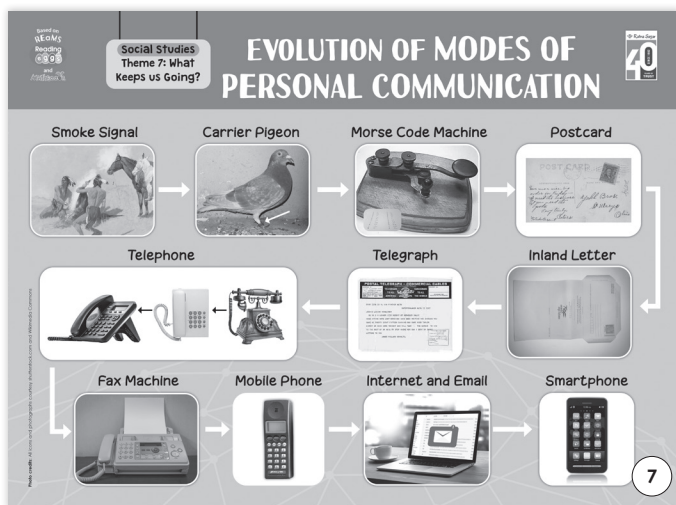
How do we stay connected now compared to the past?

## Home Task

Write a short letter to a friend or family member, telling them about one new thing you learnt today in class about communication. You can use email or traditional mail as an example. Write the letter and send it as you would in real life

## Period 9

### Poster



**Teacher:** Good morning, explorers. Before we dive into today's lesson, let us wake up our brains and bodies with a quick refresh. Everyone, take a sip of water. Hydrating will help you feel energized and ready to learn.

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

(Please display and discuss the poster prominently in the classroom to reinforce the learning about 'How we communicate'. Encourage students to observe the poster and discuss the different means of communication.)

**Teacher:** Great observation everyone.

### Choosing better

**Teacher:** Let us play a quick Choosing better game. We will read this activity together.

**Choosing better**

Which of these children are managing their screen time effectively? Tick (✓) the correct answer.

- Sanya watches a film soon after playing a video game. ☐
- Twinkle plays a video game. Then, she finishes her homework and plays with her toys. ☐

LSV
 66

**Teacher:** Which of these children are managing their screen time effectively? Tick (✓) the correct answer.

- Sanya watches a film soon after playing a video game.
- Twinkle plays a video game. Then, she finishes her homework and plays with her toys.

**Teacher:** Who thinks Twinkle is managing her screen time well? Raise your hand if you agree.

**Teacher:** Good responses. Twinkle balanced her screen time by doing other activities.

## Revising better

### Revising better

In this chapter, you learnt about communication. In communication, listening is more important than speaking. Write about your favourite conversation with someone in recent times in your Little Book.

DBL

66

**Teacher:** Now, let us move on to Revising better. I want each of you to think about your favourite conversation with someone recently. How did you feel during that conversation? What did you learn from listening to that person?

**Teacher:** Take a few moments to write your thoughts in your Little Book. Focus on the importance of listening, as we discussed in this chapter.

**Teacher:** Who would like to share their reflection with the class after writing? (Wait for volunteers.)

### Holistic Teaching

#### Chapter 10: How We Communicate

Theme 7: What Keeps Us Going?

#### A English

Underline the adverbs in the following sentences.

- I will connect with my friend on a video call tomorrow.
- I went to the post office today.

#### B Maths

Joy has ₹50. Does she have enough money to buy 5 stamps, 2 postcards and 1 inland letter worth ₹5 each from a post office? Write the answer in the space provided.

#### C Science

List two ways in which we can reuse old newspapers. Write the answers in the space provided.

36-37

(Refer to the Book of Holistic Teaching, page number 36 and 37 under the title 'How we communicate.' Complete the activities mentioned in this section and ensure that the 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 Activities

110 km/hr



Design a timeline of how communication has evolved from the past to now.

80 km/hr



Write one sentence about your favourite mode of communication and why.

40 km/hr



Draw a picture of a communication tool

## Home Task

Create a scrapbook using pictures of different communication tools and write a short description of how they work.

## Period 10

**Teacher:** Good morning, students. I hope everyone is ready for today's lesson. Let us quickly refresh what we have learnt about the different ways of communication. Can anyone share their favourite communication tool and explain why they like it?

**Teacher:** Great responses. Now, let us dive into our worksheets, where we will review and apply the knowledge we have gained.

### Worksheet 1

Theme 7: What Keeps Us Going?

10. How We Communicate

Worksheet 1

**A. Fill in the blanks.**

1. Communication is the sending and receiving of \_\_\_\_\_.
2. We can also send money to someone through the \_\_\_\_\_.
3. Smartphones function like mini-\_\_\_\_\_.
4. Radio and \_\_\_\_\_ can reach people who are unable to read and write.
5. A fax machine is connected to a \_\_\_\_\_ line.

**B. Write true or false.**

1. Early humans used signs and sounds to convey messages. \_\_\_\_\_
2. To ensure quick delivery of letters and parcels, we use a fax machine. \_\_\_\_\_
3. A mobile phone allows us to send an SMS. \_\_\_\_\_
4. The postal service of our country is called the India Post. \_\_\_\_\_
5. The Internet can be used on computers and laptops only. \_\_\_\_\_

**C. Which of the following statements about personal communication are true? Tick (✓) the correct answers.**

1. The postal service is a system that sends and receives mail. ☐
2. The telephone is a mobile device. ☐
3. Smartphones function like fax machines. ☐
4. The fax enables instant delivery of a written document only. ☐
5. The Internet is used to send emails to friends and relatives. ☐

31

**Teacher:** Please open Worksheet 1 given on page 31. We are going to work on a worksheet together. As you complete it, think about everything we have discussed so far. Exercise A. You need to fill in the blanks using the correct words from the chapter.

SHOULD DO

10 MIN.



**Teacher:** Take your time to read each sentence carefully and fill in the blanks.

**Teacher:** Now, let us move to Exercise B. Here, you will decide if the statements are true or false. Read each statement and write your answer in the space provided.

**Teacher:** Lastly, we have Exercise C. Here, you need to read each statement and tick (✓) the correct answer. This will help us understand personal communication better.

**Teacher:** You have 15 minutes to complete Worksheet 1. After you finish, we will review the answers together. (Allow students time to complete the worksheet. Walk around and offer support as needed.)

**Teacher:** Now that everyone has finished the worksheet, let us check each other's answers. Pair up with your classmate and go through the answers together. (Encourage students to share feedback and correct any mistakes.)

### Worksheet 2

Worksheet 2

**A. Fill in the blanks with correct words.**

1. Early humans drew on walls of \_\_\_\_\_ (caves / monuments) to express their thoughts.
2. The two types of communication are \_\_\_\_\_ communication and mass communication. (personal / public)
3. The full form of SMS is Short \_\_\_\_\_ (Message / Media) Service.
4. An \_\_\_\_\_ (email / inland letter) can be sent anywhere in the world.
5. The newspaper and radio are examples of \_\_\_\_\_ (personal / mass) means of communication.

**B. Write P for means of personal communication. Write M for means of mass communication.**

1. Sheila sends a postcard to her grandfather. \_\_\_\_\_
2. Rohan receives an email from his best friend. \_\_\_\_\_
3. Meera learns about the new book release through the newspaper. \_\_\_\_\_
4. Harpreet receives his exam datasheet through the fax machine. \_\_\_\_\_
5. Vineet listens to the special farmers' programme on the radio. \_\_\_\_\_

**C. Write true or false.**

1. Communication is the process of passing information from one place to another only. \_\_\_\_\_
2. The mobile phone is a fixed line device. \_\_\_\_\_
3. Smartphones allow us to click photographs and record videos. \_\_\_\_\_
4. An email can be sent only to certain places in the world. \_\_\_\_\_
5. Speed Post ensures that letters are delivered locally within 6-12 days. \_\_\_\_\_

32

**Teacher:** Now, let us move on to Worksheet 2, Exercise A. This time, you will fill in the blanks using the correct words related to communication. Be careful to choose the right word for each blank.

**Teacher:** In Exercise B, you will write 'P' for personal communication tools and 'M' for mass communication tools. Think about what you have learned and categorize each tool correctly.

**Teacher:** Finally, we have Exercise C. Just like in Worksheet 1, you will read each statement and decide if it is true or false. After you finish, we will go over the answers as a class.

MUST DO

15 MIN.





**Teacher:** You have 15 minutes to complete Worksheet 2. Once you are done, we will check your answers together. (Allow students time to complete the worksheet. Walk around and offer support as needed.)

**Teacher:** Now that everyone has finished the worksheet, let us check each other's answers. Pair up with your classmate and go through the answers together. (Encourage students to share feedback and correct any mistakes.)

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

### Differentiated Activities

**110 km/hr**



Describe how each form of communication has evolved over time.

**80 km/hr**



Write simple sentences about different ways we communicate.

**40 km/hr**



Match the following tools to whether they are for personal or mass communication: Phone, Television, Radio, Postcard, Smartphone.

### Home Task

### Book of Project Idea

(For project Ideas, please refer to the book of Project Ideas, page number 21 under the title 'How We Communicate.' 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 means of communication through this engaging project.)

### Period 11

**Teacher:** Good morning, everyone. Let us start today by recalling what we have learnt so far about different communication tools and how they help us stay connected.

**SHOULD DO**

10 MIN.



**Teacher:** What was the most interesting communication tool we learned about in this chapter? Can anyone share which one you think is the most useful?

(Encourage a few responses from students.)

**Teacher:** Great ideas. Now, let us dive into our activities for today, where we will complete Worksheet 3 and then engage in a fun activity related to communication.

### Worksheet 3

#### Worksheet 3

#### A. Fill in the blanks.

1. Sometimes, humans travelled on foot or \_\_\_\_\_ to deliver messages.
2. A letter, telegram or a postcard are services available at a \_\_\_\_\_.
3. To ensure quick delivery of letters and parcels, \_\_\_\_\_ Post is used.
4. The rise of the \_\_\_\_\_ has changed the way people communicate.
5. Modes of \_\_\_\_\_ communication enable to reach large number of people.

#### B. Which of the following is not a means of mass communication?

Tick (✓) your answers.

- |               |                          |             |                          |
|---------------|--------------------------|-------------|--------------------------|
| 1. tablet     | <input type="checkbox"/> | 2. radio    | <input type="checkbox"/> |
| 3. television | <input type="checkbox"/> | 4. magazine | <input type="checkbox"/> |
| 5. smartphone | <input type="checkbox"/> |             |                          |

#### C. Write true or false.

1. A postal service sends or receives an SMS. \_\_\_\_\_
2. A mobile phone allows us to talk even while travelling. \_\_\_\_\_
3. The fax is not a mode of communication. \_\_\_\_\_
4. We can read books and watch videos on the Internet. \_\_\_\_\_
5. Modes of mass communication can be used for entertainment only. \_\_\_\_\_

33

**Teacher:** Open your Worksheet 3 and let us get started with the first section: Exercise A: Fill in the blanks.

**MUST DO**

15 MIN.



**Teacher:** Complete the sentences with the correct words based on what we have learnt about communication tools

**Teacher:** Now come on to the Exercise B: Which of the following is not a means of mass communication? Tick (✓) your answers. Read the options carefully. Tick (✓) the ones that are not a means of mass communication.

**Teacher:** After you finish the previous sections, move on to the true or false questions. Read each statement carefully and decide if it's true or false.

**Teacher:** You have 15 minutes to complete Worksheet 3. Once you finish, we will check your answers together. (Allow students time to complete the worksheet. Walk around and offer support as needed.)

**Teacher:** Now that everyone has finished the worksheet, let us check each other's answers. Pair up with your classmate and go through the answers together. (Encourage students to share feedback and correct any mistakes.)

**Teacher:** Now, let us fill in the last column of the KWL chart.

**Teacher:** In this column we will write what we have learned in this chapter.

**Teacher:** Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

**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.

**Teacher:** Now, for some hands-on fun. We will do an activity related to how we communicate.



Teacher: Each group will pick a communication tool (like a post office, telephone, email or television). Your task is to create a short skit or role-play showing how that tool is used for communication.

**Teacher:** The rest of the class will try to guess which communication tool your group is demonstrating. This will help us understand how each communication tool works in real life.

**Teacher:** Let us get into our groups and start practicing. You have 15 minutes. Be creative and make sure your skit clearly shows how the communication tool is used.



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

### Differentiated Activities

**110 km/hr**



If telephones did not exist, how would people communicate over long distances?

**80 km/hr**



Imagine you live in a time without emails or mobile phones. How would you stay in touch with a friend who lives far away?

**40 km/hr**



If you could only use one communication tool for a day, which would you choose: a phone or a postcard? Why?

### Home Task

Write a poem expressing how important communication is in our daily lives. You can include lines about different communication tools and how they connect us to others.

## Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	<ul style="list-style-type: none"><li>engage in activities that involve fine motor skills (e.g., creating posters, drawing communication tools, handling materials for activities like creating cards).</li></ul>
Socio-Emotional and Ethical Development	<ul style="list-style-type: none"><li>develop empathy by expressing gratitude through thank-you cards and reflecting on personal communication experiences.</li></ul>
Cognitive Development	<ul style="list-style-type: none"><li>apply critical thinking in exercises such as fill-in-the-blanks, true/false questions and discussions about personal vs. mass communication.</li></ul>
Language and Literacy Development	<ul style="list-style-type: none"><li>enhance vocabulary related to communication tools, both personal and mass.</li><li>improve reading comprehension through worksheets and exercises, involving identifying facts, false statements and filling in blanks.</li></ul>
Aesthetic and Cultural Development	<ul style="list-style-type: none"><li>appreciate cultural aspects of communication through role-plays and exploring different communication tools used globally.</li></ul>
Positive Learning Habits	<ul style="list-style-type: none"><li>develop a habit of independent thinking and problem-solving through engaging worksheets and activities.</li></ul>

### Starry Knights

How do you rate your teaching this unit on a scale of 1-5?

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What extra effort did you make in engaging the learners?

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Give yourself a STAR for being a fantastic teacher.

☐

## Lesson-11: All About Travel

Theme 7: What Keeps Us Going?

10 Periods (40 minutes each)



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



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

Confirming better  
I travel light.

### Curricular Goals and Objectives (NCF)

#### To enable the students:

- to identify different types of transport and understand their uses in daily life.
- to understand the role of animals and vehicles in transport across different regions.
- to promote awareness about road safety rules and traffic signs to ensure responsible behaviour while travelling.
- to encourage students to make kind and respectful choices while using public or private transport.
- to develop observation and thinking skills.

### Methodology

#### Period 1

**Teacher:** Good morning, students. Today we begin a new lesson called All About Travel.

SHOULD DO

10 MIN.



#### Confirming better

Confirming better I travel light.

PLF 67

**Teacher:** Let me start with a sentence: I travel light. What do you think this means?  
(Let students respond.)

**Teacher:** Very thoughtful answers. Yes, it means carrying only what is needed while travelling. It also reminds us that travelling smartly can help us travel safely, comfortably and protect our environment too.

**Teacher:** I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

K	W	L

**Teacher:** The KWL chart has three columns. The first column is labelled 'K,' in which you will write what you already know about the topic. In the second column 'W,' you will

write what do you want to know and the third column is labelled 'L' which is what I have learnt, which we will fill at the end of the lesson.

**Teacher:** Take a few minutes to think and write. If you have any questions, feel free to ask.

**Teacher:** You all did an amazing job in this activity. Let us move to Re-KAP activities. We will use Kinaesthetic, Auditory and Pictorial activities today to make our learning exciting. Let us start with the Kinaesthetic activity.

#### Kinaesthetic

##### Kinaesthetic

Form three groups in the class: Land, Air and Water. The referee will then call out different types of transport (e.g., car, airplane, boat). A member from each group will take turns to enact the means of transport. The class will guess its name.

67

**Teacher:** Now, we will play a group game. Please form three groups – Land, Air and Water.

MUST DO

10 MIN.



**Teacher:** Each group will act out a vehicle that belongs to their category. One by one, a group member will come forward and act without speaking. The rest of us will try to guess. Are you ready?

**Teacher:** Air group, you are up first.

**Teacher:** Good job acting like an aeroplane. That was easy to guess.

**Teacher:** Now Land group. Let us see your turn.

**Teacher:** Excellent. You pretended to ride a bicycle very well.

**Teacher:** Finally, the Water group.

**Teacher:** Great work. You moved your arms like a boat rowing. Very creative.



## Auditory

### Auditory\*

Listen to your teacher carefully. Answer the questions.

67

**Teacher:** Now, listen carefully. I will read aloud the names of some means of transport. You will listen and then help me recall which ones are land transport.

**Teacher:** Metro, bus, car, ship, boat, truck, helicopter, bicycle.

**Teacher:** Once more — metro, bus, car, ship, boat, truck, helicopter, bicycle.

**Teacher:** Now, who can tell me which of these are means of land transport?

**Teacher:** Yes, the metro is one.

**Teacher:** Correct, a bus also moves on land.

**Teacher:** Car and truck are also land transport. Very good.

**Teacher:** Do not forget the bicycle. That is right.

**Teacher:** Excellent listening, everyone. You remembered all the correct ones.

**MUST DO**

10 MIN.



## Pictorial

### Pictorial

PS

Write the names of the following vehicles. Circle the means of land transport.



67

**Teacher's Note:** \*Read aloud to the class the listening text on the last page. Ask the questions given there.  
\*Guide the students to recall and answer these in their notebooks.

**Teacher:** Let us now open page 67 in our Main Coursebook. Look at the pictures shown.

**Teacher:** Can you name the vehicle with three wheels and a hood on top?

**Teacher:** That is an auto-rickshaw.

**Teacher:** What is the name of the two-wheeled vehicle with pedals?

**Teacher:** Very good. It is a bicycle.

**Teacher:** Which one looks like it can carry a lot of people over water?

**Teacher:** Great. That is a ship.

**MUST DO**

10 MIN.



**Teacher:** Now, circle the ones that are used on land. (Give time for students to circle auto-rickshaw and bicycle.)

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

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

## Differentiated Activities

110 km/hr



Name one land, one air and one water transport and describe where each one is used.

80 km/hr



Write the names of any two land transport vehicles.

40 km/hr



Which vehicle do we use to cross a river or sea?

## Home Task

Draw your favourite means of transport and write one sentence about where it travels (land, air or water).

## Period 2

**SHOULD DO**

5 MIN.



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

**Teacher:** Let us begin with a quick warm-up. Think about all the vehicles you have seen on the road.

**Teacher:** We are going to talk about land transport today. Keep your eyes and ears open. It is going to be fun.

## Interacting better



Interacting **better**

ICL

Can you name vehicles with two, three and four wheels, respectively? Tell your partner.

68

**Teacher:** Let us move to the 'Interacting better' section in your main coursebook given on page 68.

**Teacher:** Read the question with me: Can you name vehicles with two, three and four wheels?

**Teacher:** Think of the vehicles you see on the road or use at home. Share your answers with your partner. (Let students discuss.)

**Teacher:** Very good. Some of you said bicycle, auto-rickshaw and car. Those are perfect examples.

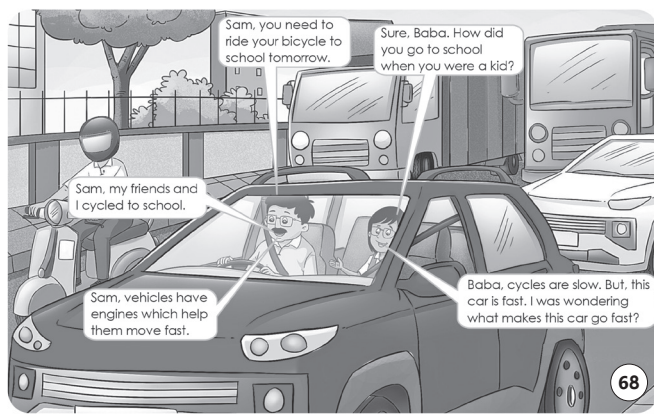
**Teacher:** Remember, these are all land transport vehicles. Let us look at a picture now.

**MUST DO**

10 MIN.



Baba is dropping Sam to school.



People travel every day for work, education, events and to explore new places. There are different vehicles that carry people and goods from one place to another. The vehicle we use to visit a place depends on the **location** of the place, **distance** to be covered and the **time** available.

To go to nearby places, we cycle or walk. We use vehicles to reach places that are far away. Sometimes, we need more than one means of transport to reach a place.

**Teacher:** Open your book to page 68, where Baba drops Sam to school.

What do you see?

**Teacher:** Yes, there are many vehicles. Can you name them?

**Teacher:** Bicycle, car, school bus and truck. Very good.


**Teacher:** Why is Baba telling Sam to use his bicycle?

**Teacher:** Yes, because it is a good way to travel short distances and keeps you healthy.

**Teacher:** Sam asks why the car moves fast. What do we learn from the picture?

**Teacher:** Right. The car moves fast because it has an engine. Excellent observation.

**Teacher:** These vehicles help us travel to school, market and office. They are used for short and long distances.

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







### Means of Transport: Land Transport

**MEANS OF TRANSPORT**

There are three types of means of transport – **land**, **air** and **water**.

Land transport

There are two kinds of land transport – **road** and **rail**. Vehicles, such as bicycles, scooters, autorickshaws, motorcycles, cars, trucks and buses, move on roads. Trains move on railway tracks. Metro trains run on special tracks.

 scooter  
 train  
 metro  
 autorickshaw  
 bicycle  
 car

Animals also help us in transport

Bullock carts are commonly used in villages. Camels help in deserts. Ponies, donkeys and mules are very helpful in the mountains.

68 69

**Teacher:** Let us now learn more about land transport. Look at the 'Means of Transport' section in your main coursebook.

**Teacher:** How many types of transport are there?

**Teacher:** Correct. Three – land, air and water.

**Teacher:** What are the two kinds of land transport?

**Teacher:** Very good. Road and rail.

**Teacher:** Can you give me some examples of road transport?

**Teacher:** Yes – bicycle, scooter, autorickshaw, car, truck and bus.

**Teacher:** Now tell me examples of rail transport.

**Teacher:** Good. Train and metro. These are the vehicles we use daily to go to school, the market or the office.

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

### Animals also help us in transport

Animals also help us in transport

Bullock carts are commonly used in villages. Camels help in deserts. Ponies, donkeys and mules are very helpful in the mountains.

69

**Teacher:** Now, Read the heading: 'Animals also help us in transport'.

**Teacher:** Why do you think animals are used for transport?

**Teacher:** Yes, they are useful where roads are not easy for travelling or in special places like deserts and mountains.

**Teacher:** Can anyone name an animal that helps in desert travel?

**Teacher:** Correct, camel. What about in villages?

**Teacher:** Bullock carts. Very good. And in hilly areas?

**Teacher:** Right. Ponies, donkeys and mules.

**Teacher:** So, animals also help us in transport.

**Teacher:** Excellent discussion, students. You are learning wonderfully.

### Differentiated Activities

**110 km/hr**



List one road and one rail transport vehicle. Write one difference between them.

**80 km/hr**



Write the name of one vehicle that runs on a road and one that runs on railway tracks.

**40 km/hr**



List one example each of road, rail and air transport.

### Home Task

Draw a land transport vehicle you use the most. Write its name and how it helps you.

### Period 3

**Teacher:** Good morning, students. Let us begin with a quick question.

**Teacher:** If you had to travel to another country, would you go by bus, train or something else?

**Teacher:** Very good. You would take an aeroplane. Why?

**SHOULD DO**


5 MIN.

**Teacher:** Yes, because it is the fastest. Today, we will learn about air and water transport from page 69 of the Main Coursebook.

## Air Transport

Air transport

An **aeroplane** is a very fast means of transport. People use it to go from one city or country to another. Aeroplanes can carry many people. They are also used to send letters and goods. A **helicopter** carries a few people. It is often used to take food and medicines to people in areas, where other vehicles cannot easily reach. Helicopters also help **rescue** people.



aeroplane helicopter

**MUST DO** 15 MIN.

69

**Teacher:** Everyone, please open your Main Coursebook to page 69.

**Teacher:** Let us begin reading about air transport. I will call on a few of you to read aloud.

**Teacher:** (Randomly call a student.) Please start reading the first paragraph.

**Teacher:** (After the student finishes.) Thank you. Now, can someone tell me what is an aeroplane used for?

**Teacher:** Yes, it helps people travel from one city or country to another.

**Teacher:** (Call another student.) Please read the next part about helicopters.

**Teacher:** Well done. Now, what do helicopters do that aeroplanes cannot?

**Teacher:** Excellent. Helicopters can go to hard-to-reach places and help in emergencies.

## Discovering better

Discovering better

**rescue:** to save someone from a harmful situation

LAD

69

**Teacher:** Now look at the 'Discovering better' box on the same page.

**Teacher:** (Randomly call a student.) Please read the meaning of the word 'rescue'.

**Teacher:** Very good. Rescue means to save someone from a harmful situation.

**Teacher:** Why are helicopters useful in rescue operations?

**Teacher:** Yes, they can fly to dangerous places quickly and help people.

## Water Transport

Water transport

Early humans used rafts to travel on water. Today, boats and ships are used. Ships are used to carry heavy goods.



a ferry boat is used to carry people and vehicles across lakes or rivers

a ship that carries goods is called a cargo ship

**Discovering better**

**rescue:** to save someone from a harmful situation

LAD

**Understanding better**

Name the following:

1. Vehicles that move on land
2. A very far means of air transport

ICL

69

**Teacher:** Now, let us learn about water transport. Please open page 69 of your Main Coursebook.

**Teacher:** Look carefully at the pictures shown on the page. What do you see?

**Teacher:** Yes, one is a ferry boat and the other is a cargo ship.

**Teacher:** (Randomly choose a student.) Please read the paragraph aloud.

**Teacher:** Thank you. Now, tell me, what did early humans use to travel on water?

**Teacher:** Correct. They used rafts. What do we use now?

**Teacher:** Yes, we use boats and ships.

**Teacher:** Look at the ferry boat in the image. What is it used for?

**Teacher:** Good. It carries people and vehicles across lakes or rivers.

**Teacher:** Now look at the cargo ship. What is it used for?

**Teacher:** Very good. It carries heavy goods across seas and oceans.

**Teacher:** Can anyone name a place in India where water transport is used?

**Teacher:** Excellent responses. Keep observing and learning.


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

## Differentiated Activities


110 km/hr

 List one use of an aeroplane, one of a helicopter and one of a ship.

80 km/hr

 Write one use of a helicopter and one use of a cargo ship.

40 km/hr

 Circle the fastest vehicle: ship, bus, aeroplane

## Home Task

Find and paste one picture each of air transport and a water transport from an old newspaper or magazine. Label both pictures.

## Period 4

**Teacher:** Good morning, students. Let us begin with a quick game.

**Teacher:** I will name a place and you will tell me which vehicle is best to reach there. Ready?

**Teacher:** To your school?

**Teacher:** Yes, a school bus or a bicycle.

**Teacher:** To a faraway city in another country?

**Teacher:** Correct, an aeroplane.



**Teacher:** Great. Keep these answers in mind as we go through today's lesson.

## Understanding better

Understanding
better

**Name the following:**

1. Vehicles that move on land
2. A very fast means of air transport

ICL  
69

**Teacher:** Let us look at the 'Understanding better' box. Open your book to the same page.

**Teacher:** (Call one student.) Please read question 1 aloud.

**Teacher:** Now, who can name two vehicles that move on land?

**Teacher:** Good. Car and bus. Any other?

**Teacher:** Yes, scooter and truck also move on land.

**Teacher:** (Call another student.) Please read question 2.

**Teacher:** A very fast means of air transport is.

**Teacher:** Correct. The aeroplane.

**Teacher:** Very well done. These are examples from your reading so far.

## Road Safety

**ROAD SAFETY**

We should follow some safety rules on the road:

- Never go out on the road alone. Always go with an adult.
- Always walk on the footpath. If there is no footpath, use the service lane of the road.
- Use an **overbridge\***, a **subway\*** or **zebra crossing\*** to get to the other side of the road.
- Before crossing the road, look to your right, then to your left and then right again. Cross only when you see no vehicle coming from either side.
- Gear up for bicycle rides. Always wear a helmet, knee guards and elbow guards while riding a bicycle.

some common road signs

\*Check the 'Grasping better' section to learn the meaning of the word.

**Teacher:** Now, let us move to an important topic – road safety. Open to the page with road signs.

**MUST DO**

20 MIN.

**Teacher:** (Call a student randomly.) Please read the first three rules aloud.

**Teacher:** Thank you. Why should you never go out alone on the road?

**Teacher:** Yes, because it is not safe and we may not know how to cross the road properly.

**Teacher:** What should you do before crossing a road?

**Teacher:** Very good. Look right, left, then right again and only cross when the road is clear.

**Teacher:** What should you wear while riding a bicycle?

**Teacher:** Yes, helmet, knee guards and elbow guards.

**Teacher:** Now, look at the road signs on the page. What does this red circle with a cross mean?

**Teacher:** Correct. No parking.

**Teacher:** And this sign with a child running?

**Teacher:** That means 'school ahead'.

**Teacher:** Excellent observation. These signs help us stay safe on the road.



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

**Teacher:** Let us revise with a small activity. I will show hand signals and you will guess the road sign.

**COULD DO**

5 MIN.

**Teacher:** (Pretends to blow a horn.) What sign is this?

**Teacher:** No horn. Very good.

**Teacher:** (Points left and right.) What should we do before crossing?

**Teacher:** Look both sides. Great work.

## Differentiated Activities

**110 km/hr**



List three safety rules to follow while crossing the road.

**80 km/hr**



Name any two road signs you see near your school or home.

**40 km/hr**



Tick the correct one: What should you wear while riding a bicycle?

- a. Cap
- b. Helmet
- c. Socks

## Home Task

Draw one road sign that you have seen in real life and write what it means below it.



## Period 5

**Teacher:** Good morning, students. Today, we will talk about how we can make travel safer, healthier and kinder for others.

**Teacher:** Raise your hand if you have ever walked to a nearby shop, shared a car with friends or seen a zebra crossing.

**Teacher:** Wonderful. Now open your books to page 70. Let us begin.

SHOULD DO

5 MIN.



## Connecting better

### Connecting better

Later in the day, Sam and her friends plan to go to the National Museum with their families. Baba suggests that the children should use a carpool, as this would help in reducing the pollution. **HoLL**

71

**Teacher:** Let us move to the 'Connecting better' box. Who will read this aloud?

**Teacher:** Thank you. What plan do Sam and his friends have?

**Teacher:** Yes, they are going to the National Museum.

**Teacher:** What did Baba suggest?

**Teacher:** Correct. He suggested using a carpool. Why?

**Teacher:** Yes, to reduce pollution. Great. Sharing a vehicle helps keep the air clean.

**Teacher:** Can you think of another way to reduce pollution while travelling?

**Teacher:** Excellent. Walking or cycling are also good choices.

MUST DO

10 MIN.



## Caring better



### Caring better

If you go to a village, you will see many animals that help us. Make sure these animals are treated with care. **Seva**

71

**Teacher:** Now, look at the 'Caring better' box. Who will read it for the class?

**Teacher:** Very well read. What did the text say about animals in villages?

**Teacher:** Yes, they help us in transport. What should we do in return?

**Teacher:** Correct. Treat them with care. They work hard and deserve kindness.

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

MUST DO

5 MIN.



## Grasping better



### Grasping better

DING

**overbridge:** bridge on top of a railway track or a road

**subway:** an underground tunnel, that helps people cross the road

**zebra crossing:** an area on the road with black and white lines where vehicles must stop for people to cross



71

**Teacher:** Let us read the 'Grasping better' box. These are important road safety words.

**Teacher:** (Call one student.) Please read the meaning of 'overbridge'.

**Teacher:** Now, who can explain 'subway'?

**Teacher:** Well done. It is an underground tunnel to cross the road.

**Teacher:** And what is a zebra crossing?

**Teacher:** Yes, the black and white lines where vehicles stop for people to cross.

**Teacher:** Have you seen any of these near your school?

**Teacher:** Great. These help us cross roads safely.

MUST DO

10 MIN.



## Helping better

### Helping better

Always walk to travel short distances. It is good for your health and also better for the environment. **OL**

71

**Teacher:** Finally, let us look at the 'Helping better' box. Who will read it out?

**Teacher:** Excellent. Why is walking for short distances a good idea?

**Teacher:** Yes, it keeps us healthy and protects the environment.

**Teacher:** Can you name one place you walk to every day?

**Teacher:** Very good. Let us remember to walk whenever possible.

**Teacher:** Well done, everyone. Let us have a huge round of applause for our hard work today. See you in the next class.

MUST DO

10 MIN.



## Differentiated Activities

110 km/hr



Write one way you can reduce pollution while travelling and one way you can help animals.



176

## Home Task

Revise any three road safety rules from your book and tell them to a family member at home.

## Period 7

### Gratitude sheet



**Teacher:** Good morning, everyone. Let us begin today by thinking about someone who has helped us or made our life better.

**Teacher:** You all already know about your gratitude sheet. Please take it out and cut one gratitude card from it.

**Teacher:** Think of someone—other than your friends—whom you are truly thankful for. It could be a family member, a school helper or anyone who supports you.

**Teacher:** Now, write one or two sentences on the card, thanking that person for what they have done for you.

**Teacher:** Once you finish writing, you will give the card to that person and share with the class who you chose and why.

**Teacher:** That was a beautiful start to our day. Now let us shift our focus to writing answers based on what we have learnt.

**MUST DO**

10 MIN.

## Exercise C

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

1. Why do we use aeroplanes?
2. Name some means of water transport.
3. Neha saw a means of air transport while coming from school. It had a fan-like structure on its top. What did she see?

72

**Teacher:** Now open your Main Coursebook to page 72. Look at Exercise C – Write short answers in your notebook.

**MUST DO**

15 MIN.

**Teacher:** We will solve Question 1 together now. Read it with me – Why do we use aeroplanes?

**Teacher:** Can someone try to answer?

**Teacher:** Yes, correct. We use aeroplanes to travel long distances quickly.

**Teacher:** Please write this answer in your notebook now. (For the rest of the questions in Exercise C, follow the same pattern)

**Teacher:** Once you finish, we will move on to the next activity.

## Exercise D

**D Write long answers in your notebook.**

1. Describe the means of air transport.
2. Write any three road safety rules.

72

**Teacher:** Now look at Exercise D – Write long answers on the same page.

**MUST DO**

15 MIN.

**Teacher:** Let us solve the questions together.

**Teacher:** The question is – Write any three road safety rules.

**Teacher:** Who would like to share one rule?

**Teacher:** Yes, very good. 'Always walk on the footpath.' Any other?

**Teacher:** Excellent. 'Look both ways before crossing the road.'

**Teacher:** One more?

**Teacher:** Great. 'Wear a helmet while riding a bicycle.'

**Teacher:** Now write these three points in full sentences in your notebook.

(For the remaining question, follow the same pattern)

**Teacher:** Take your time and do your best. I will be here if you need help.

## Differentiated Activities

110 km/hr



Write one safety rule for pedestrians and one for cyclists.

80 km/hr



List two things that make air transport different from land transport.


40 km/hr




Draw a cloud and inside it, sketch or write the name of one vehicle that flies in the sky.

## Home Task

### Creating better

 **Creating better**

Have you ever seen a hot-air balloon?  
What do you think it looks like?  
Make your own version in your art file.



ArtI 2L CS 72

Complete creating better activity given on page 72 and complete the remaining questions in Exercises C and D in your notebook if not already finished.

## Period 8

**Teacher:** Good morning, students.  
Let us begin today's class with a quick recall.

SHOULD DO

5 MIN.


☐

**Teacher:** What are the three types of transport we learnt about?

**Teacher:** Yes, land, air and water. Great.

**Teacher:** Now, we will think, choose and reflect to make ourselves more responsible and safe travellers.

### Thinking better

 **Thinking better**

Think and answer in your notebook.  
Why do you think elephants cannot help us travel in deserts?

2L CS HOTS 72

**Teacher:** Open to the 'Thinking better' section on page 73.

MUST DO

10 MIN.

☐

**Teacher:** Please read the question silently: Why do you think elephants cannot help us travel in deserts?

**Teacher:** Now, think about what kind of animals are used in deserts and why.

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

**Teacher:** Good. Elephants are very heavy and need more water. Camels are better suited to desert travel.

**Teacher:** Now, write your answer in your notebook.

**Teacher:** Let us move on to a situation where we can make a kind choice.

### Choosing better

 **Choosing better**

You are sitting in a bus. You see a lady holding a baby board the bus. What will you do?

1. You will offer her your seat.  
2. You will keep sitting.

LSV 72

**Teacher:** Turn to the 'Choosing better' section now.

MUST DO

5 MIN.

☐

**Teacher:** Read the situation: You are sitting on a bus. You see a lady holding a baby boarding the bus. What will you do?


**Teacher:** There are two choices. Raise your hand if you offer her your seat.

**Teacher:** Great. That is a thoughtful choice.

**Teacher:** Let us always choose to be kind and respectful when we travel.

**Teacher:** Now, let us revise the safety rules we have learnt so far.

### Revising better

 **Revising better**

In this chapter, you have learnt about road safety. What safety rules or measures will you keep in mind while going out the next time? Write in your Little Book.

DBL 72

**Teacher:** Now, look at the 'Revising better' section.

MUST DO

10 MIN.

☐

**Teacher:** It says: What safety rules or measures will you keep in mind while going out the next time?

**Teacher:** You will write your answers in your Little Book. Think about what you have learnt—crossing the road, wearing a helmet, walking on the footpath.

**Teacher:** Write down two or three safety rules you promise to follow.

**Teacher:** Let us now end our lesson with a pledge.

### Pledging better

 **Pledging better**

With my whole heart, I pledge not to play on the road.  
SDG 11: SUSTAINABLE CITIES AND COMMUNITIES

SDGs 72

**Teacher:** Please stand up quietly. We will take a pledge together.

MUST DO

10 MIN.

☐

**Teacher: Read with me:** With my

whole heart, I pledge not to play on the road.

**Teacher and Students (together):** With my whole heart, I pledge not to play on the road.

**Teacher:** This is an important promise. Our choices can help make our communities safer and more caring.

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

### Differentiated Activities

110 km/hr



Write one example of how you can show kindness while using public transport.

80 km/hr



Name one animal used for transport in deserts and one road safety rule.

40 km/hr



Tick the correct answer: Which animal helps people in deserts?

a. Elephant

b. Camel

c. Cow



## Home Task

## Book of Project Ideas

### Chapter 11: All About Travel

Make an online presentation on means of transport. Here are some ideas:

- Start by typing the heading of your presentation on the first slide.
- Divide the presentation into different sections—Air transport, water transport, land transport.
- Add pictures of each vehicle. You may find the pictures on the Internet\* or take an actual photo of the same.
- Write 2-3 lines on each vehicle.

Theme 7: What Keeps Us Going?

ICT PRO 2LCS

22

(For project Ideas, please refer to the book of Project Ideas, page number 22 under the title 'All About Travel.' 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 travel through this engaging project.)

## Period 9

### Worksheet 1

Theme 7: What Keeps Us Going?

### 11. All About Travel

Worksheet 1

#### A. Fill in the blanks.

1. Land, air and water are the three types of means of \_\_\_\_\_.
2. Metro trains run on \_\_\_\_\_ tracks.
3. An \_\_\_\_\_ is a very fast means of transport.
4. \_\_\_\_\_ used rafts to travel on water.
5. \_\_\_\_\_ are used to reach the other side of the road safely.

#### B. Write L for the names of land-based means of transport. Write A for the names of air-based means of transport. Write W for the names of water-based means of transport.

1. autorickshaw \_\_\_\_\_
2. helicopter \_\_\_\_\_
3. steamer \_\_\_\_\_
4. motorcycle \_\_\_\_\_
5. boat \_\_\_\_\_

#### C. The names of five means of transport are hidden in the word puzzle. Find and circle them.

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

SHIP  
TRUCK  
BICYCLE  
SCOOTER  
AEROPLANE

34

**Teacher:** Good morning, students. Today we will use all the knowledge we have gained in this chapter to solve two worksheets.

MUST DO

15 MIN.

**Teacher:** Let us begin with Worksheet 1. Open to page 34 in your workbook.

**Teacher:** Start with Part A – Fill in the blanks. Read each sentence carefully and fill in the missing words. (Allow students time to solve.)

**Teacher:** Now move to Part B. You need to identify the type of transport – Land (L), Air (A) or Water (W) – for each vehicle. Write the correct letter next to each name. (Observe and guide as needed.)

**Teacher:** Once done, go to Part C. You will find five means of transport hidden in the word puzzle. Find and circle them.

**Teacher:** You may use a colour pencil or crayon to circle the words clearly.

**Teacher:** Well done. Now that we have finished Worksheet 1, let us move on to the next one.

### Worksheet 2

Worksheet 2

#### A. Fill in the blanks using the options in the brackets.

1. \_\_\_\_\_ move on railway tracks. (Trains/Ships)
2. Aeroplanes are used to send letters and \_\_\_\_\_. (goods/edible items)
3. A helicopter carries a \_\_\_\_\_ people. (few/many)
4. Ships are used to carry \_\_\_\_\_ goods. (heavy/light)
5. We must always be very \_\_\_\_\_ on the road. (careful/careless)

#### B. Write the names of five means of land transport and two examples of each.

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

#### C. Read the following statements. Tick (✓) the correct ones.

1. People travel every day to stay at the same place. ☐
2. Sometimes, people need more than one means of transport to reach a place. ☐
3. Metro trains run on railway tracks. ☐
4. Bullock carts are commonly used in villages. ☐
5. People today use rafts to travel on water. ☐

35

**Teacher:** Turn to Worksheet 2 on page 35.

MUST DO

15 MIN.

**Teacher:** Let us begin with Part A – Fill in the blanks using options in the brackets. Read the sentence and pick the correct word from the bracket.

**Teacher:** Write your answers clearly.

**Teacher:** After that, move to Part B – Write the names of five means of land transport and two examples of each. Think about vehicles like cars, buses and trucks.

**Teacher:** Finally, solve Part C where you will tick the correct statements.

**Teacher:** Take your time, read carefully and tick only the ones that are correct.



**Teacher:** Excellent work. Now, let us do a short creative task to wind up today's learning.

## Book of Holistic Teaching

### Chapter 11: All About Travel

Theme 7: What Keeps Us Going?

**A English**  
Fill in the blanks with the correct synonyms from the box.



FLN HoLL MDA

few fast

1. An aeroplane is a \_\_\_\_\_ (quick) means of transport.
2. A helicopter carries \_\_\_\_\_ (some) people.

**B Maths**

Ria and her parents are planning a holiday on the sixth day of the fourth month of the year. Look at the calendar and find out the date on which they will leave. Write the answers in the space provided.

**C Science**

Name a means of land transport that does not cause air pollution. Why? Write the answer in your notebook.

37

(Refer to the Book of Holistic Teaching, page number 37 under the title 'All About Travel.' Complete the activities mentioned in this section and ensure that the 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.)

COULD DO

10 MIN.

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

## Differentiated Activities

**110 km/hr**



Write two ways in which transport has made our lives easier.

**80 km/hr**



Name one means of transport that moves on rails and one that moves on water.

**40 km/hr**



Draw a picture of how you cross the road safely. (Clue: Think about zebra crossings, traffic lights or holding an elder's hand.)

## Home Task

Talk to your parents and write about two things your family does to travel safely. Draw a small picture for each.

## Period 10

**Teacher:** Good morning, students.

Today is our final revision period for the chapter All About Travel.

**Teacher:** Let us begin with a quick recap.

**Teacher:** Who can tell me one type of air transport?

**Teacher:** Very good. And which means of transport helps us in deserts?

**Teacher:** Excellent. Now we are ready to solve Worksheets 3 and 4. Please open your workbook.

## Worksheet 3

Worksheet 3

A. Fill in the blanks.

1. People walk or \_\_\_\_\_ to nearby places.
2. Elephants are used as a means of transport in \_\_\_\_\_.
3. An \_\_\_\_\_ is the fastest means of transport.
4. A ship used to carry goods is known as a \_\_\_\_\_ ship.
5. In order to reach the other side of the road, we use a \_\_\_\_\_ crossing.

B. Write one-word answers.

1. This is the fastest mode of transport. \_\_\_\_\_
2. This form of air transport is often used to help people in need, when other vehicles cannot reach easily. \_\_\_\_\_
3. Early humans used this to travel on water. \_\_\_\_\_
4. This type of water transport carries people and vehicles across a river. \_\_\_\_\_
5. This part of the road should be used while walking on the road. \_\_\_\_\_

C. Match the columns.

Column A

1. ship
2. train
3. helicopter
4. bus
5. elephants

Column B

- a. forests
- b. water
- c. railway tracks
- d. air
- e. land

36

**Teacher:** Let us begin with Worksheet 3 on page 36.

**Teacher:** Start with Part A – Fill in the blanks. Think about what we use for short travel, where elephants are used and what is the fastest transport. (Allow 5 minutes. Walk around and help.)

**Teacher:** Now move to Part B – Write one-word answers. You can recall these answers from the lessons on transport and safety.

**Teacher:** Finally, complete Part C – Match the columns. Draw lines carefully to match each vehicle with its place of movement.

MUST DO

15 MIN.

**Teacher:** Once you are done, take a short 2-minute break and then we will continue with Worksheet 4.

## Worksheet 4

Worksheet 4

**A. Fill in the blanks.**

- \_\_\_\_\_ carry people and goods from one place to another.
- \_\_\_\_\_ trains run on special tracks.
- Aeroplanes transport people, goods and \_\_\_\_\_ from one place to another.
- Boats and steamers are types of \_\_\_\_\_ transport.
- Cross the \_\_\_\_\_ only when there is no vehicle coming from \_\_\_\_\_ side.

**B. Write true or false.**

- People use a bicycle to reach places that are located faraway. \_\_\_\_\_
- A Metro train is a type of land transport. \_\_\_\_\_
- A helicopter carries a few people. \_\_\_\_\_
- Always walk on the safe side of the road. \_\_\_\_\_
- In the absence of a footpath, always walk on the unsafe side of the road. \_\_\_\_\_

**C. Rearrange the letters to make words related to transportation.**

1. CLEVEHI _____	2. PATHFOOT _____
3. TERSCOOL _____	4. ERSTEAM _____
5. WAYSUB _____	

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**Teacher:** Now open to Worksheet 4 on page 37.

**Teacher:** Start with Part A – Fill in the blanks. Use the clues in the brackets and your previous learning to complete the sentences.

**Teacher:** Move to Part B – Write true or false. Read each sentence carefully and mark the correct response.

**Teacher:** Lastly, do Part C – Rearrange the letters. These

are jumbled words related to transport. Try your best to solve each one.

**Teacher:** Once you finish, check your answers with a partner.

**Teacher:** Now, let us fill in the last column of the KWL chart.

**Teacher:** In this column we will write what we have learned in this chapter.

**Teacher:** Think about the topics, we have learnt and write them neatly in the 'L' column of the chart.

(Wait for students to fill in the chart.)

**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



Write two ways to stay safe while travelling on a bicycle.

### 80 km/hr



Fill in the blanks:

1. A \_\_\_\_\_ moves on railway tracks.
2. A \_\_\_\_\_ is used to carry goods on water.

### 40 km/hr



Tick the correct answer that shows a kind action while travelling:

- a. Pushing someone on the bus
- b. Offering a seat to an elderly person
- c. Throwing rubbish on the road

## Home Task

Complete all the pending worksheets in your workbook and revise the entire chapter All About Travel.

## Learning Outcomes

The students will:

Domain	Learning Outcome
<b>Physical Development</b>	<ul style="list-style-type: none"><li>• demonstrate motor coordination and body awareness while enacting different types of transport.</li></ul>
<b>Socio-Emotional and Ethical Development</b>	<ul style="list-style-type: none"><li>• express care and gratitude for people who assist in travel and show respect while using shared spaces.</li></ul>
<b>Cognitive Development</b>	<ul style="list-style-type: none"><li>• classify means of transport into land, air and water categories and understand their uses.</li></ul>
<b>Language and Literacy Development</b>	<ul style="list-style-type: none"><li>• use transport-related vocabulary to respond to questions, describe vehicles and write short answers.</li></ul>
<b>Aesthetic and Cultural Development</b>	<ul style="list-style-type: none"><li>• appreciate how transport varies across regions and creatively represent scenes of safe travel.</li></ul>
<b>Positive Learning Habits</b>	<ul style="list-style-type: none"><li>• follow safety rules during travel-related activities and complete tasks independently and responsibly.</li></ul>

### Starry Knights

Are you content with your learners' progress through the lesson? If yes, mention one of the various strategies used to make it an effective learning experience for them.

Give yourself a STAR.

☐