Lesson-1: Living and Non-living Things

11 Periods (40 minutes each)

Learn Better (Main Course Book), Stay Ahead (Workbook), Book of Holistic Teaching and Book of Project Ideas, poster.

Animation, Animated activities, Dictionary, Concept Map, Experiment, eBook, Slideshow, I Explain, Infographic, Quiz, Toy from Trash, Video.

I affirm: I love to spend time with my family and friends.

Curricular Goals and Objectives (NCF)

To enable the students:

- to identify living and non-living things.
- to explore characteristics of living and non-living things.
- to understand the role of living and non-living things in the environment.
- to inculcate interdisciplinary learning by applying concepts in Maths, Science, and Social studies.

Methodology

Period 1

SHOULD DO 05 MIN.

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

Students: We are good/fine.

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

Teacher: Sit comfortably in your chair, with your back straight and feet flat on the ground. Close your eyes gently and take a deep breath through your nose. Hold it for a moment, then slowly breathe out through your mouth.

Let us do these three more times. Breathe in... and breathe out. As you breathe, imagine your mind becoming clear and ready to learn.

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

Teacher: Before we start the chapter, let us do the confirming better activity. Let us all say together, 'I love to spend time with my family and friends. ' Repeat after me: 'I love to spend time with my family and friends.'

Teacher: Let us start with a KWL chart. KWL stands for Know, Want to Know and Learned. It helps us organise our thoughts and set goals for our learning.

Teacher: Let us begin with the K section—What I Know. Think about what you already know about living and non-living things. For example, you could say, 'Plants and animals are living things' or 'Rocks and toys are non-living things.' What do you know?

Teacher: Now, let us move to the W section—What You Want to Know. For example, you could ask, 'What makes something living?' or 'Why are some things non-living?' What are your questions?

(Encourage students to share their ideas. Record their responses on the chart.)

MUST DO 05 MIN.

Teacher: We will complete the Learned section after we finish the lesson.

K	W	L

Teacher: Let us start with our chapter with some activities. We will be doing the Re-KAP section on page 5 of your books. Please open it. Let me explain what this means.

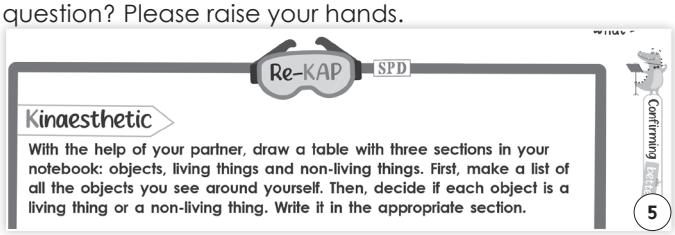
K stands for Kinaesthetic. In this activity, you will move around and use your hands to think and learn.

A stands for Auditory. In this activity, you will listen carefully and answer questions.

P stands for Pictorial. In this activity, you will look at pictures and learn by observing them.

Kinaesthetic

Teacher: Does not that sound exciting? Let us begin with the Kinaesthetic activity. Who would like to read the question? Please raise your hands.



(Allow the students to read the question)

Teacher: Let us open our notebooks and draw a table with three sections: 'Objects,' 'Living 'Things,' and 'Non-living Things.' Look around the classroom and write down the things you see. Then, with the help of your partner, decide if each item is a living or non-living thing and write it in the correct section.

(Teacher walks around the room, encouraging students and assisting if needed.)

(In the meantime, teacher pastes the poster on the wall for Theme 1: Living and Non-living Things)

MUST DO
10 MIN.

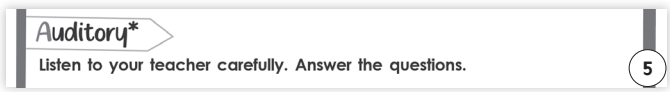
Teacher: Fantastic work. Can anyone share one living and one non-living thing from your table?

(Students share their findings and the teacher provides positive feedback.)

Auditory

MUST DO
10 MIN.

Teacher: Now it is time for our auditory activity. I will read something to you and you have to listen carefully because I will ask questions at the end.



(Living and Non-living Things:

Living things include animals, plants and humans. These things can grow, move and need food and water to survive. For example, a bird builds a nest in a tree, eats seeds and flies in the sky. Plants grow from seeds and need sunlight and water.

Non-living things do not grow or move on their own. They do not need food and water. Examples of non-living things are rocks, books and toys.)

Teacher: Now, let us see how well you were listening.

What do living things need to survive?

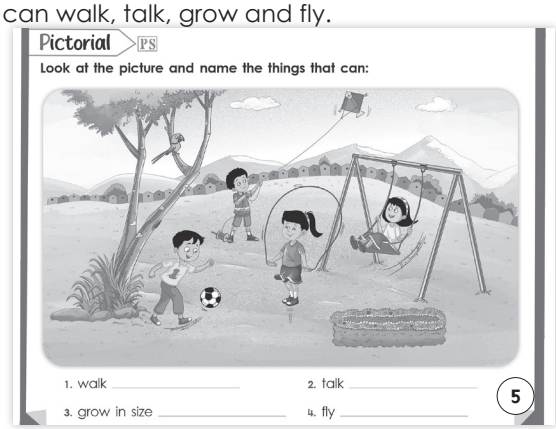
What three non-living things were mentioned in the text?

(Encourage students to answer and discuss their responses.)

Pictorial

MUST DO
10 MIN.

Teacher: Look at this picture carefully. Let us name the things in the picture that can walk, talk, grow and fly.



(Encourage students to raise their hands and identify items. Guide the discussion to reinforce the actions of living things.)

Teacher: Well done, everyone. Today, you learned how to tell the difference between living and non-living things. Living things grow, move and need food and water, while non-living things do not. Tomorrow, we will do more exciting activities to learn even more.

Differentiated Activities

110 km/h

Create a detailed chart in your notebooks with two columns: 'Living Things,' 'Non-living Things'. List examples of living and non-living things from your classroom and home.

80 km/h

Work in pairs to identify 5 living and 5 non-living things in your classroom.

40 km/h

Name five non-living things from your surrounding.

Home Task

Make a list of things you find in your home that can walk, talk, grow and fly.

Period 2

SHOULD DO
05 MIN.

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

Students: We are good/fine.

Teacher: I hope you are feeling excited to start today's class. Let us do a fun activity to wake up our minds.

Teacher: I will give you a few actions to perform. Are you ready?

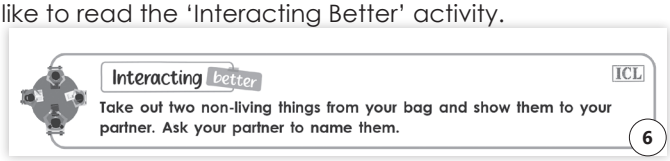
Pretend to water a plant. Walk like a robot. Wave like the leaves of a tree. Pretend to drive a bus.

(Encourage enthusiastic participation and praise students for their effort.)

Teacher: Great. That was so much fun. Now that we are all energised, let us move on to an exciting activity from your book.

Interacting better

Teacher: Please open your books to page 6. Who would like to read the 'Interacting Better' activity.



(Guide the students in reading and explaining the same.)

Teacher: Now that we have understood the instructions, let us begin. Each of you will take out two non-living things

from your bag and show them to your partner. Together, you will name them.

(Walks around the classroom, listening to discussions and helping where needed.)

MUST DO
10 MIN.

Teacher: Teacher: Next, let us read the story in your book about natural and human-made things. This story will help us understand these concepts better.

Teacher: You can pair up with your partner again to read the story aloud. Take turns reading and help each other with any difficult words.

(Move around in the classroom while the students read the story in pairs. Assist wherever needed. Once all the pairs finish reading, discuss the story with the entire class.)

MUST DO
15 MIN.

Teacher: Fantastic work, everyone. Can anyone tell me what is happening in the story?

(Encourage students to raise their hands to respond and guide the discussion to reinforce understanding. Read the first two paragraphs on 7 for the students and explain the same)

Teacher: Some things are given to us by nature and they are called natural things. Examples include the Sun, Moon, stars, clouds, plants, animals and rocks. Some things are made by humans and they are called human-made things. Examples include buses, cars, aeroplanes, buildings and roads.

Teacher: Can anyone share one natural thing and one human-made thing they see around them?

(Encourage the students to raise their hands to share their answers. Use CRM signs to reinforce classroom rules. Engage them in a guided discussion to name the examples.)

COULD DO
10 MIN.

Teacher: Wow, you all did such an amazing job today. Let us quickly recap what we learned. Who can tell me one thing they discovered during our activities?

(Allow a few students to share their thoughts and praise their efforts.)

Teacher: Fantastic. Today, we learned how to differentiate between natural things, like the Sun, Moon and trees and human-made things, like cars, buildings and toys. Is it not amazing how everything around us has its place?

Teacher: You have all worked so hard and participated so well. Give yourselves a big round of applause.

(Encourage students to clap for themselves and leave the class with positivity.)

Teacher: Have a great day, everyone. See you tomorrow for more fun and learning. Keep observing the world around you.

You may show the **Dictionary** and **eBook** on the digital platform.

Differentiated Activities

110 km/h

Write a short paragraph or story imagining you are an explorer visiting a new place.

In your story, you will describe at least three natural things and three human-made things you encounter explaining their importance in an explorer's journey (e.g. 'I saw the Sun rising lighting up the beautiful mountains. I walked on a road leading to a village with houses made of bricks').

80 km/h

Work in small groups. Call out words (e.g. 'Tree,' 'Road,' 'Sun,' 'Car').

Decide quickly if it is a natural or human-made thing and hold up a flashcard with your answer ('Natural' or 'Human-Made'). After the game, ask each group to write three examples for each category in your notebooks.

40 km/h

Draw a picture of two non-living things from the classroom.

Home Task

Draw a picture of your surroundings—your home, school or neighbourhood. In your drawing, label at least three natural things and three human-made things. Bring it to class tomorrow.

Period 3

SHOULD DO
05 MIN.

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

Students: We are good/fine.

Teacher: Before we begin today's lesson, let us quickly talk about what we learned yesterday.

Teacher: Who can remind me what we discussed in the previous class? (Encourage students to respond and accept all relevant responses.)

Teacher: Wonderful. Today, we will take a step further and explore some special characteristics of living things.

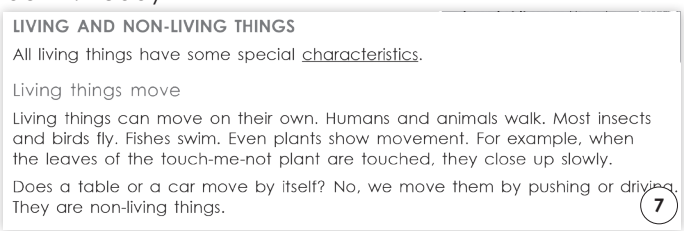
Teacher: Let us think about movement. I want you to imagine a bird flying, a dog running and a fish swimming. What do they all have in common?

(Encourage responses: 'They are moving.')

Teacher: Excellent. Now let us play a quick game to understand this better.

(Ask all the students to stand up and act out the movements of different living things like fly like a bird, hop like a frog, crawl like a baby.)

Teacher: Now, I will name some objects. If the object can move by itself, stay standing. If it cannot move by itself, sit down. Ready?



LIVING AND NON-LIVING THINGS

All living things have some special characteristics.

Living things move

Living things can move on their own. Humans and animals walk. Most insects and birds fly. Fishes swim. Even plants show movement. For example, when the leaves of the touch-me-not plant are touched, they close up slowly.

Does a table or a car move by itself? No, we move them by pushing or driving. They are non-living things.

7

Students: Yes, teacher.

(Begin the activity by naming different objects like a chair, table, pencil, worm, cow, etc.)

Teacher: Excellent. So, what do we call things that cannot move by themselves?

Students: Non-living things.

MUST DO

05 MIN.

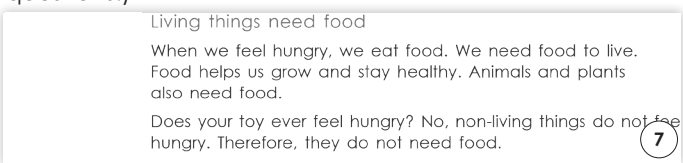
Teacher: That is right. Living things can move on their own, while non-living things cannot. For example, animals walk or fly and even plants show movement when their leaves sway or when a Touch-Me-Not plant closes.

Teacher: Open your books to page 7. Let us read the section on 'Living Things Move' together.

(Teacher guides the class in reading the text aloud. Pause after key points to explain and check for understanding questions.)

MUST DO

10 MIN.



Living things need food

When we feel hungry, we eat food. We need food to live. Food helps us grow and stay healthy. Animals and plants also need food.

Does your toy ever feel hungry? No, non-living things do not feel hungry. Therefore, they do not need food.

7

Teacher: Next, let us talk about food. Imagine you did not eat anything all day. How would you feel?

(Encourage responses like 'Hungry,' 'Tired.')

Teacher: That is because we, as living things, need food to survive. Let us do a quick activity.

(Ask students to list what they eat in a day. Accept all relevant responses).

Teacher: Does your pencil or school bag eat anything?'

(Students respond 'No.')

Teacher: Fantastic. Living things eat food to grow and get energy, but non-living things do not need food at all.

COULD DO

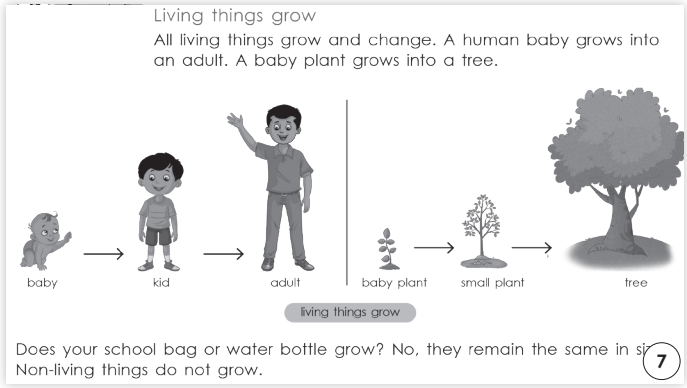
05 MIN.

Teacher: Let us continue reading the section about 'Living Things Need Food.' Open your books again and read along with me.

(Teacher reads the text aloud with the class, pausing to explain key points.)

Note: You may ask the following questions and engage the students in the discussion. Encourage them to share their personal experiences

- What happens when a living thing does not eat food? (Encourage responses like 'It feels weak.')
- Why do non-living things not need food? (Guide students to answer: 'Because they are not alive.')



Teacher: How tall were you when you were in UKG?

(Accept all relevant responses. Show the class a progression example, e.g., a baby > kid > adult or a seed > sapling > tree)

Teacher: So, you have grown. Has your water bottle grown since you bought it?

Students: No, teacher.

Ask one student to mimic the movement of a living thing (e.g. hopping like a rabbit, swimming like a fish) without speaking. The rest of the class will guess the living thing being mimed. Ask the student miming to explain how the movement shows it is a living thing.

Ask questions such as 'Can this movement happen on its own?'

Teacher: Exactly. Living things grow and change over time, but non-living things stay the same.

MUST DO

10 MIN.

Teacher: Let us finish the reading for today. Open your books to the section on 'Living Things Grow.'

(Guide the students in reading this section, stopping to explain and ask questions.)

Teacher: Can you think of another example of something that grows?

(Encourage responses like 'Animals,' 'Plants.')

Teacher: Why do not non-living things grow?

Students: Because they are not alive

Teacher: Great work today, everyone. Let us quickly recap what we learned.

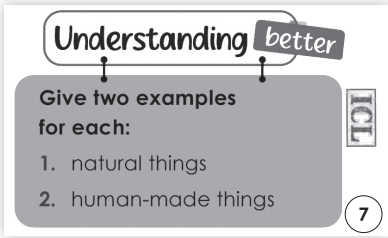
- Living things can move, but non-living things cannot.
- Living things need food to grow and stay healthy.
- Living things grow and change, while non-living things stay the same.

Understanding better

Teacher: I will ask you two questions and you will answer them based on what we have learned.

MUST DO

05 MIN.



Teacher: Give two examples of natural things.

Teacher: Give two examples of human-made things.

Teacher: Write down your answers in your notebook.

(Discuss the correct answer with the class.)

Differentiated Activities

110 km/h

Write a short paragraph imagining you are a detective investigating the differences between living and non-living things. You must include examples of movement, food and growth in their story (e.g. 'The dog wagged its tail and ran, but the rock stayed still'). Encourage them to explain the significance of these differences using creative descriptions.

80 km/h

Mimic the movement of a living thing (e.g. hopping like a rabbit, swimming like a fish) without speaking.

40km/hr

Name two things that do not grow over time.

Home Task

Draw two living things and two non-living things in your notebook. Write one characteristic of each living thing in your drawing. Bring it to class tomorrow and we will discuss it together.

Period 4

SHOULD DO

05 MIN.

Teacher: Good morning, everyone. I hope you all are feeling fresh and ready to learn today. Let us start with a quick game to warm up our minds. Are you ready?

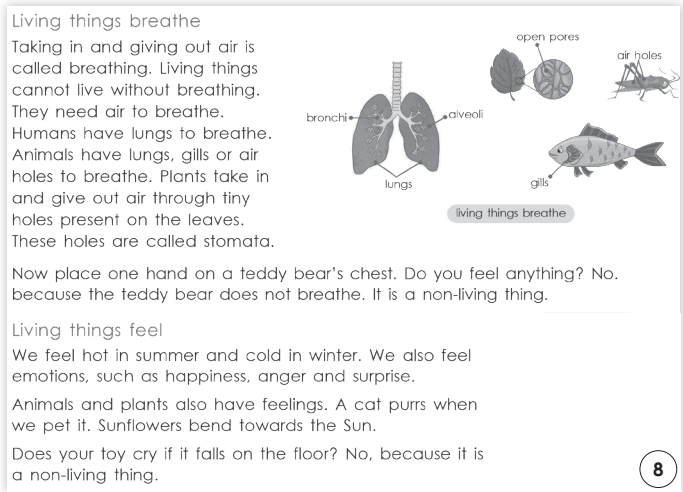
Students: Yes, teacher.

Teacher: I will name something and you have to tell me if it is a sense or something we do to stay alive. Clap your hands if it is a sense and touch your nose if it is something we do to stay alive. Ready?

(Give the following options: hearing, breathing, smelling, eating and seeing.)

Teacher: Great job, everyone. Now that we are warmed up, let us move on to something new and exciting.

Teacher: Now, open your books to the section on 'Living Things Feel and Living Things Breathe.' Let us read together to learn more.



(Teacher guides the class in reading the text aloud. Pause after each paragraph to explain and ask questions.)

Teacher: Great. This text explains how living things feel and breathe, while non-living things cannot do these things.

MUST DO

15 MIN.

Teacher: Today, we learned two more important characteristics of living things. Living things feel through sense organs and living things breathe to stay alive.

Teacher: Wonderful. Let us begin with an interesting question. Do all things around us breathe?

Teacher: That is right. Living things breathe. Taking in and giving out air is called breathing. Can living things survive without breathing?

Teacher: Correct. They cannot live without breathing. Now, think about how humans breathe. What helps us breathe?

Teacher: Well done. Humans use lungs to breathe. But what about animals? Do they all have lungs?

Teacher: Excellent. Some animals have lungs, while others have gills or air holes to breathe. Now, let us think about plants. How do plants breathe?

Teacher: That is right. Plants take in and give out air through tiny holes present on their leaves. Does anyone know what these holes are called?

Teacher: Very good. They are called stomata. Now, let us do a small activity. Place one hand on a teddy bear's chest. Do you feel anything?

Teacher: No, you do not, because the teddy bear does not breathe. Why do you think that is?

Teacher: Exactly. It is a non-living thing. Now, let us talk about something else. Do we feel things?

MUST DO
10 MIN.

Teacher: Absolutely. We feel hot in summer and cold in winter. But we also feel emotions. Can you name some emotions?

Teacher: Great answers. Happiness, anger, and surprise are some of them. But do you think only humans have feelings?

Teacher: Correct. Animals and plants also have feelings. Have you ever noticed what a cat does when we pet it?

Teacher: Yes, it purrs because it feels safe and happy. And what happens to a sunflower during the day?

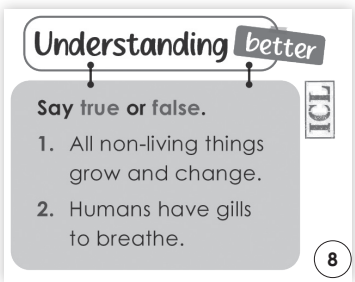
Teacher: Wonderful. It bends towards the Sun. Now, here is a question for you. If your toy falls on the floor, does it cry?

Teacher: No, it does not, because it is a non-living thing. Well done, everyone. Let us have a huge round of applause for our hard work today.

Understanding better

MUST DO
10 MIN.

Teacher: I will ask you two questions and you will answer them by saying true or false based on what we have learned.



Teacher: All non-living things grow and change. True or false.

Teacher: Humans have gills to breathe. True or false.

(Discuss the correct answer with the class.)

You may show the **I Explain**, **Video** and **Animation** on the digital platform.

Differentiated Activities

110 km/h

Create a poster showcasing the five sense organs and their functions. Include a section explaining how living things breathe, with examples like humans (lungs), fish (gills) and plants (stomata). You can use diagrams or illustrations to make your posters visually appealing and informative.

80 km/h

How do humans, animals, and plants breathe?

40 km/h

Why does a teddy bear not breathe or feel emotions?

Home Task

Draw a picture of yourself using one sense organ and write a sentence about it. For example, 'I use my eyes to see the stars.'

You may show the **Diagram** on the digital platform.

Period 5

SHOULD DO
05 MIN.

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

Students: We are good/fine.

Teacher: (Use CRM signs to settle the class.) I hope you are ready to learn something fun today. Let us start with a quick game to wake up our minds.

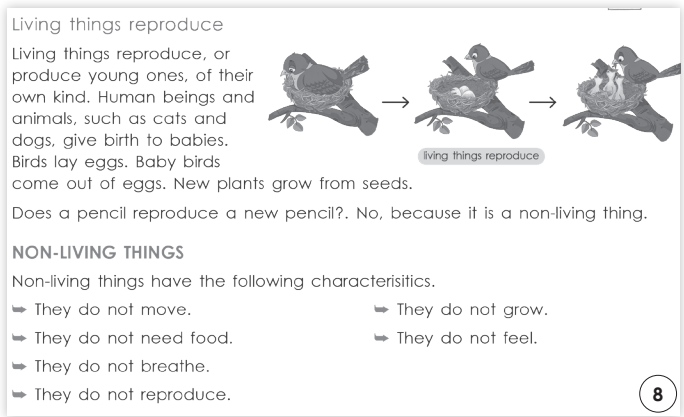
(Describe something as either a living or non-living thing and encourage the students to guess what it is. You may ask the following riddles.)

Teacher: I grow from a seed and I need sunlight and water to survive. Who am I? (Tree)

Teacher: I do not grow and I do not need food. You can use me to carry your books. Who am I? (Bag)

Teacher: I drink milk as a baby and grow into an adult. Who am I? (Human)

Teacher: Today, we will learn about how living things reproduce and how non-living things cannot do this. Let us read the section in your book together to understand this better.


Living things reproduce

Living things reproduce, or produce young ones, of their own kind. Human beings and animals, such as cats and dogs, give birth to babies. Birds lay eggs. Baby birds come out of eggs. New plants grow from seeds.

living things reproduce

Does a pencil reproduce a new pencil?. No, because it is a non-living thing.

NON-LIVING THINGS

Non-living things have the following characterisitics.

- They do not move.
- They do not grow.
- They do not need food.
- They do not feel.
- They do not breathe.
- They do not reproduce.

8

Note: Guide the students in reading the text about living things reproducing and non-living things not reproducing. Pause after each paragraph to explain key points:

- Living things like birds, animals and plants reproduce. Birds lay eggs, animals give birth to babies and plants grow from seeds.

MUST DO
20 MIN.

- Non-living things, like a pencil or a table, cannot create new pencils or tables.

Teacher: We have learned that living thngs move, need food, breathe, reproduce, grow and feel. Non-living things on the other hand do not do these things. For example, a chair does not grow bigger, it does not move by itself and it does not need air or food to survive. Can you think of another non-living thing and why it fits these characteristics?

Teacher: Perfect. Non-living things are very different from living things because they do not have life.

Teacher: Now, let us play a sorting game. I will point to different objects. Your job is to tell me if it is a living or non-living thing and explain why.

(Point to different object from your surroundings like table, plant, girl, boy, chalk, tree etc.)

Teacher: Let us quickly review what we learned today. Can someone list one characteristic of non-living things?

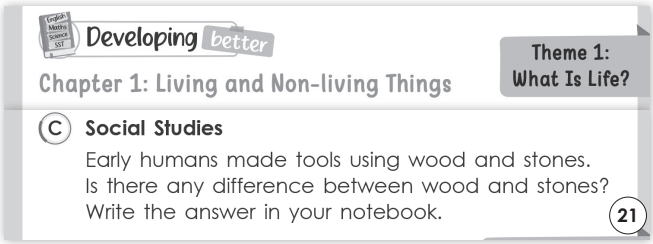
Teacher: Excellent. Non-living things are unique because they do not have life. Living things, on the other hand, grow, move, breathe and reproduce.

Book of Holistic Learning

COULD DO

10 MIN.

Teacher: Let us connect what you have learned in Social Studies with Science. Do you remember reading about early humans and the tools they made?



Teacher: Now let me ask you something—do you think wood and stones are living or non-living things?

Teacher: Excellent. Both wood and stones are non-living. But here is something interesting—wood used to be part of a living thing. Can anyone guess what?

Teacher: Exactly. Wood comes from trees, which are living things. Stones, on the other hand, are never part of something living. Let us explore this further. I will ask you a few questions and you will share your thoughts.

Teacher: First question: What makes stones and wood non-living now?

Teacher: That is correct. Write this down: Stones and wood are non-living because they don't grow, move or breathe. Now, next question: What makes wood special compared to stones?

Teacher: Wonderful. Wood is lighter and comes from something that was once alive. Write this: Wood is lighter and comes from trees, which are living things. Last question: Why do you think early humans used both wood and stones to make tools?

Teacher: Great answer. Write this down: Early humans used stones for strength and wood because it was easy to shape.

Teacher: Now let us summarise: Stones are non-living and were never part of something living, while wood is non-living but comes from a living tree. Early humans made tools by combining these two non-living materials. Amazing work, everyone.

COULD DO

05 MIN.

You may show the **Experiment** on the digital platform.

Differentiated Activities

110 km/h

Create your own riddles about living and non-living things (e.g. 'I breathe and move, but I cannot talk. What am I?' or 'I do not grow or eat, but I carry books. What am I?'). Exchange riddles with a partner to solve.

80 km/h

How do different living things reproduce? Give one example each for animals, birds, and plants.

40 km/h

Why does a pencil not reproduce like living things?

Home Task

Discuss with your parents about the plants that help us heal. Create a list of the same in your notebook and write their benefits.

Period 6

SHOULD DO

05 MIN.

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

Students: We are good/fine.

Teacher: Let us begin with a quick warm-up game to get our minds ready.

Teacher: I will ask a few questions and you need to respond as quickly as possible. Ready?

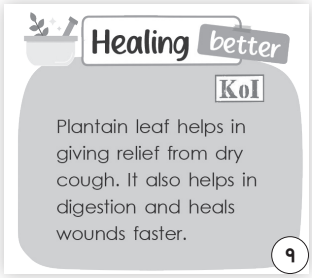
Students: Yes, teacher.

Teacher: Let us begin.

1. Name one plant that we use in our daily lives.
2. What do we use to treat a small wound at home?
3. Have you ever wondered how humans progressed technically and became who they are today?

Teacher: Great answers. Today, we are going to learn about two very interesting topics: how plants can heal us and how human beings evolved over time. Let us dive in.

Healing better



Teacher: Let us start with something amazing about plants—they help us heal. Look at the text in your book about 'Healing Better.' It says plantain leaf helps with digestion, heals wounds faster and gives relief from a dry cough. Can anyone share if they have ever used a plant or herbal remedy to feel better?

(Encourage responses like turmeric for wounds or aloe vera for skin burns. Discuss the examples with the students)

MUST DO
10 MIN.

Teacher: Did you know ginger tea helps with a sore throat and honey can soothe a cough? Let us think about why plants are so important for our health.

Note: Divide students into pairs. Ask them to list two plants they know that are used for healing and what they are used for.

- Example: Tulsi (basil) for colds, Neem for skin problems.
- After 3 minutes, ask each pair to share their answers with the class.

Teacher: Excellent work. Plants are like nature's doctors and they have been helping us stay healthy for a long time.

Connecting better

MUST DO
10 MIN.

Teacher: Now let us move to another fascinating topic—how human beings evolved over time. Look at the story in your book. It says Sam watched a show about how humans evolved from apes. Human beings did not always look like we do today. A long, long time ago, our ancestors lived in forests, used tools made of stone and learned to survive in different environments. Over time, they became smarter and started living in houses, growing food and inventing amazing things.

Note: Give students a blank sheet of paper. Ask them to draw a simple timeline showing:

- Humans living in forests → Using tools → Building homes → Modern humans.

(Encourage creativity and guide them as they work.)

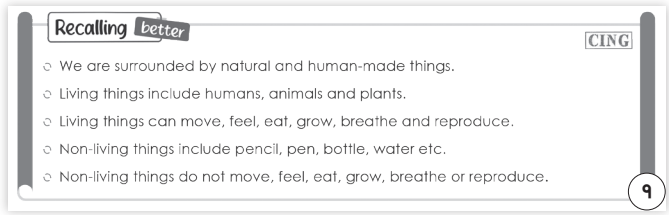
Teacher: Great timelines, everyone. This shows how much humans have grown and changed over thousands of years.

Recalling better

MUST DO
15 MIN.

Teacher: Let us quickly recap what we learned today.

Look around the classroom. What do you see?



Teacher: Yes, there are many things around us. Now, think about this—are all these things the same, or can we group them into different categories?

Teacher: Very good. We can divide them into two groups—natural and human-made things. Now, let us take this further. Can you name some living things?

Teacher: Excellent. Humans, animals, and plants are all living things. But what makes them living? What can they do?

Teacher: That is correct. Living things can move, feel, eat, grow, breathe, and reproduce. Now, let us think about other things around us, like a pencil or a bottle. Are they living things?

Teacher: Exactly. They are non-living things. Can a pencil move or grow like a plant?

Teacher: No, it cannot. That is because non-living things do not move, feel, eat, grow, breathe, or reproduce. Can you think of more non-living things?

Teacher: Great answers. A pen, a bottle, and water are all non-living things. Well done, everyone. Let us have a huge round of applause for our hard work today.

You may show the **Concept Map** and **Animated Activities** on the digital platform.

Differentiated Activities

110 km/h

Create a concept web. Write the names of three healing plants (e.g. Tulsi, Neem, Aloe Vera) and draw arrows to describe how they are used (e.g. 'Tulsi → colds').

80 km/h

Work in pairs to create a short story featuring a healing plant, such as Tulsi or Aloe Vera and how it helps a character in need (e.g. 'A boy with a cold used Tulsi leaves and felt better').

40 km/h

Name a plant that helps us feel better?

What do you think ancient humans used to stay safe?

Home Task

The 'Trying better' activity given on page 9 of the Main Course Book.

Period 7

SHOULD DO 05 MIN.

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

Students: We are good/fine.

Teacher: I hope you are all excited to review what we have learned so far.

Teacher: Today, we are going to recall some of the concepts we have studied about living and non-living things, as well as natural and human-made things. Let us start with a quick activity to refresh our minds. I will read some statements aloud. If you think it is true, raise your right hand. If you think it is false, raise your left hand. Let us discuss the correct answers after each statement.

Note: For each statement, ask a student to explain why they think it is true or false.

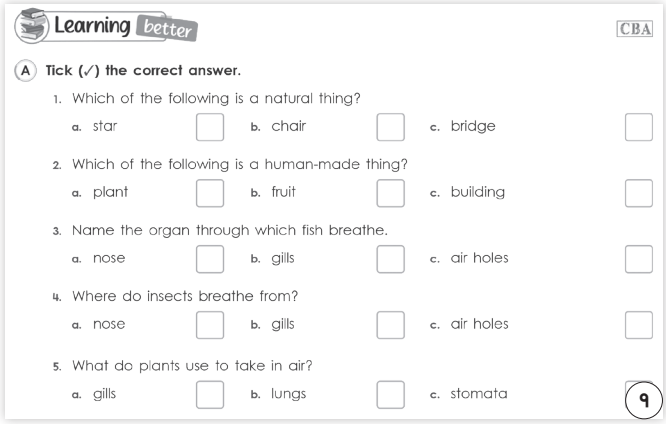
- Living things can move, grow and reproduce.
- Non-living things do not breathe or eat food.
- Stars and plants are natural things.
- Chairs and bridges are human-made things.

Learning better

MUST DO 10 MIN.

Teacher: Great job, everyone. Now that we have refreshed our memory, let us move on to a fun activity where you will work with your peers. Open your books to page 9. We will do exercise A. Are you all ready?

Students: Yes, teacher.



Learning better CBA

(A) Tick (✓) the correct answer.

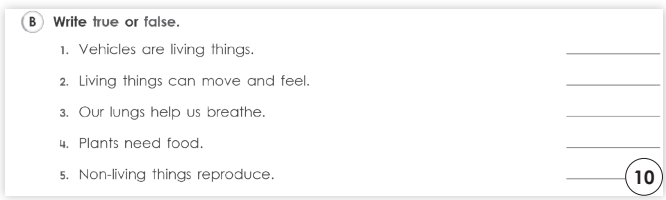
1. Which of the following is a natural thing?
   a. star ☐ b. chair ☐ c. bridge ☐
2. Which of the following is a human-made thing?
   a. plant ☐ b. fruit ☐ c. building ☐
3. Name the organ through which fish breathe.
   a. nose ☐ b. gills ☐ c. air holes ☐
4. Where do insects breathe from?
   a. nose ☐ b. gills ☐ c. air holes ☐
5. What do plants use to take in air?
   a. gills ☐ b. lungs ☐ c. stomata ☐

9

Teacher: As you check, discuss with your partner why the correct answer is right.

Teacher: Now, let us do exercise B, True/False activity on page 10. Read the statements silently and mark the answers.

MUST DO 10 MIN.



(B) Write true or false.

1. Vehicles are living things. _____
2. Living things can move and feel. _____
3. Our lungs help us breathe. _____
4. Plants need food. _____
5. Non-living things reproduce. _____

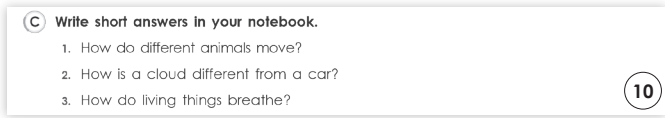
10

(Discuss the answers with the students with proper reasoning and explanation.)

Teacher: Let us review what we learned today. Living things grow, move, breathe and reproduce. Non-living things do not. Natural things like stars and plants are made by nature, while human-made things like chairs and bridges are made by people.

MUST DO 15 MIN.

Teacher: Now, let us explore some short-answer questions. In Exercise `C' of the `Learning better' section, you have to write a short answer. Are you ready to get started?



(C) Write short answers in your notebook.

1. How do different animals move?
2. How is a cloud different from a car?
3. How do living things breathe?

10

Teacher: Great. Let us begin with the first question. How do different animals move?

(Students have to write the answers for the given questions in about 40 to 50 words in their notebook. Wait for the students to write the answers.)

(Similarly, complete all three questions)

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

Differentiated Activities

110 km/h

Create three 'True or False' or 'Multiple-choice questions' based on what you've learned about living vs non-living things and natural vs human-made things.

80 km/h

'What makes stars natural but bridges human-made?'

'How are plants similar to and different from chairs?'

40 km/h

How many of these are living things and how many are non-living things: tree, car, star and chair?

Home Task

Write two sentences for the following:

1. One about why plants are important for living things.
2. One about why human-made things make life easier.

Period 8

SHOULD DO 05 MIN.

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

Students: We are good/fine.

Teacher: Let us get started with another interesting session. Today, we will review and discuss the characteristics of living and non-living things.

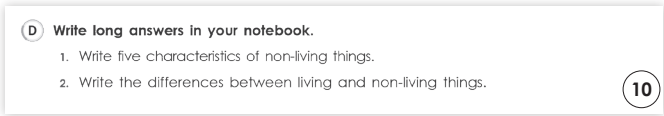
Teacher: Do you remember some of the characteristics we talked about in the previous lessons? Raise your hand and share one.

Teacher: Excellent. Can anyone share another?

Teacher: Wonderful. You all remember so well. Now, let us work together to answer some important questions about what we have learned.

MUST DO
20 MIN.

Teacher: Everyone please open page 53 of your Main Course Book. Let us explore some long-answer questions. In Exercise 'D' of the 'Learning better', you have to write a long answer. Let us begin with the first question. Write five characteristics of non-living things.


(D) Write long answers in your notebook.
1. Write five characteristics of non-living things.
2. Write the differences between living and non-living things.
10

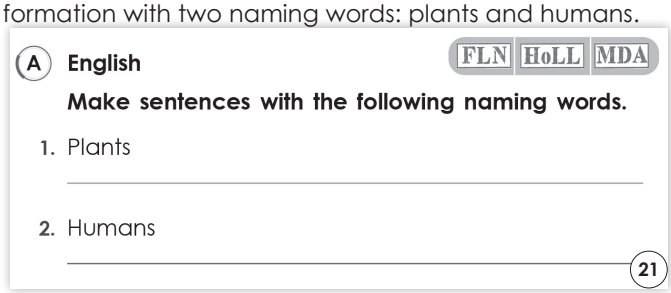
(Students have to write the answers for the given questions in about 100 to 150 words in their notebook. Wait for the students to write the answers.)

(Similarly, complete the second question and discuss the correct answer with the class.)

Book of Holistic Teaching

COULD DO
15 MIN.

Teacher: In this lesson, we have learned about living and non-living things. Now, we will combine that with English by making sentences using naming words. Let us practice sentence formation with two naming words: plants and humans.


(A) English
FLN HoLL MDA
Make sentences with the following naming words.
1. Plants _____
2. Humans _____
21

Teacher: Let us brainstorm together. What What are naming words?'

(Accept all relevant responses)

Teacher: What do you know about plants?

Students: Plants give us oxygen.

Teacher: Fantastic. Let us turn that into a full sentence. You can say: Plants give us oxygen to breathe. Now, let us try a sentence with the naming word humans. Who can help?

Students: Humans eat food to stay alive.

Teacher: Excellent. Here is a complete sentence: Humans eat food and drink water to survive. See how simple it is to connect science and English? Let us make some more sentences together.

Note: Divide the students into small groups and ask each group to write two sentences using the naming words from the worksheet, 'plants' and 'humans.' Encourage them to apply their knowledge from the science lesson while forming the sentences. After five minutes, invite each group to share their sentences aloud with the class. During the sharing, provide constructive feedback to correct grammar or sentence structure as needed and praise creative and accurate responses to reinforce the link between the science concepts of living things and the English skill of constructing sentences with naming words.

Teacher: Great job today, everyone.

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

Differentiated Activities

110 km/h

'What if a non-living thing, like a robot, started showing characteristics of living things (e.g. moving, responding to surroundings)? Would it be living or non-living? Why?'

80 km/h

Write a short, creative story that includes both living and non-living things (e.g. 'A bird built its nest using sticks and stones.').

Identify one living and one non-living thing in your story and describe how they are different (e.g. 'The bird grows, but the stone stays the same').

40 km/h

Draw one living and one non-living thing you see in your daily life.

Home Task

Refer to the book of Project Ideas, page 12 under the title 'Living and Non-living Things.' 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 living and non-living things through this engaging project.

Period 9

SHOULD DO
05 MIN.

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

Students: We are good/fine.

Teacher: Are you excited to work on something creative today?

Students: Yes, teacher.

Teacher: Before we begin, can anyone quickly remind me of the characteristics of living and non-living things? Raise your hand and share one.

Students: Living things grow. Non-living things do not need food. (Accept all relevant responses)

Teacher: Excellent. Today, we are going to create picture cards and play a fun game to classify living and non-living things. Let us get started.

Teacher: First, take out the materials you brought. Flip through your magazines and find pictures of objects. Look

for a mix of living things (like animals and plants) and non-living things (like a cup or chair). Cut out at least 5-6 pictures, cardboard cards.

COULD DO
20 MIN.

Teacher: Now that you have your pictures and cardboard ready, let us create our cards. Follow these steps:

- Glue one picture onto each piece of cardboard.
- On the back of the card, write the name of the object and whether it is living or non-living. For example: Front: Picture of a tiger. Back: 'Tiger – Living Thing.'

Teacher: Once you are done, place your cards in two piles: one for living things and one for non-living things.

(Observe and assist students work on gluing and labelling their cards.)

Teacher: Great job creating your cards. Now, let us play a game to test our knowledge.Steps for the Game:

- Mix all your cards with your partner's cards.
- Shuffle them and take turns picking a card.
- Look at the picture and decide whether it is living or non-living.
- Explain why you think it is living or non-living before placing it in the correct pile.

Teacher: For example, if you pick a picture of a cup, you might say, 'This is non-living because it does not grow, breathe or reproduce.

(Students take turns playing the game with their partner and the teacher observes to ensure understanding.)

Teacher: Excellent. This activity helped us understand how to classify objects as living or non-living.

Book of Project Ideas

COULD DO
15 MIN.

Teacher: Let us discuss the activity from the Book of Project Ideas that connects what we learned about living and non-living things. Hope all of you have done your projects. We will now talk about it.

Have you ever wondered how a tiny seed turns into a plant?

Grow your greens CT PRO 21st CS

Materials required: plastic bottle, a pair of scissors, seeds, soil, water

- Take used plastic bottles and cut it from top.
- Fill it with some soil.
- Now take some seeds, such as fenugreek seeds, mustard seeds, beans, etc.
- Soak the seeds in water for some time.
- Sow 2–3 seeds in each pit of the carton.
- Sprinkle some water regularly.
- You will see small plants growing in 8–9 days.
- Make a report on what you see every week. Discuss about your observations in the class.

21

Teacher: That's correct. Plants are living things and they need specific conditions to grow. Can anyone tell me what you used for the activity?

Teacher: Perfect. These are all the things we need to create our mini planters.

Teacher: Why do you think plants need soil?

Teacher: Absolutely.

Teacher: Remember, plants need water to grow, but too much water can harm them. Make sure the soil is moist, not soaked. What else do plants need apart from soil and water?

Teacher: Correct. Write down your observations daily in your notebooks. For example, note when the first shoot appears or when leaves start to grow.

Teacher: You should see small plants growing in about eight to nine days. We will discuss your observations in class next week. Keep a record of what you see every day, such as changes in height or the colour of the leaves.

Teacher: You all did a wonderful job. I am excited to see how your plants grow.

(Encourage students to decorate their plant bottles.)

You may start the **Quiz** on the digital platform.

Differentiated Activities

110 km/h

Write a timeline about the journey of a living thing (e.g. a seed growing into a tree, a baby bird learning to fly). Include at least two characteristics of living things (e.g. 'The seed grew into a tall tree and swayed in the wind' → Growth, Movement).

80 km/h

Why living things need food to survive. Give one example of how different animals obtain their food.

40 km/h

Share your favourite living or non-living thing and explain one characteristic about it.

Home Task

Draw two of the cards you made today and write a sentence about why each is living or non-living in your notebooks

Period 10

SHOULD DO
05 MIN.

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

Students: We are good/fine.

Teacher: I hope you are ready for another exciting class today.

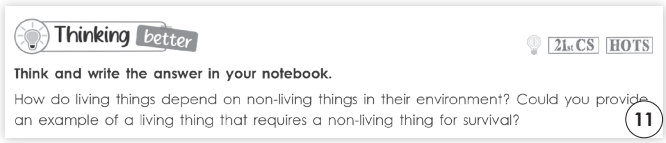
Teacher: Can anyone tell me what makes living things different from non-living things? (Encourage the students to participate in the discussion and accept all relevant responses.)

Teacher: Fantastic. Today, we will explore some interesting scenarios, make decisions and even create our very own 'Little Book of Experiments.' Let us begin.

Thinking better

MUST DO
10 MIN.

Teacher: Let us start with a question to think about: How do living things depend on non-living things in their environment? Can you give an example of a living thing that needs a non-living thing to survive? Take five minutes to think about it and write your answers in your notebook.



(Students write their answers.)

Teacher: Great. Now, who would like to share their answer?

Students: Plants depend on sunlight, water and soil to survive.

Students: Fish need water to live.

Teacher: Excellent examples. Living things and non-living things are closely connected. Without sunlight, water or air, living things cannot survive.

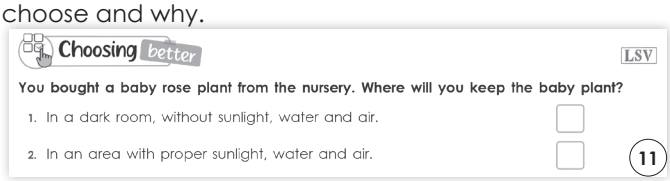
Choosing better

MUST DO
10 MIN.

Teacher: Now, imagine that you bought a baby rose plant from the nursery. Where will you keep it? Look at the two options on page 11 in the 'Choosing Better' section.

1. In a dark room, without sunlight, water and air.
2. In an area with proper sunlight, water and air.

Please raise your hand to share which option you would choose and why.



Students: I will choose option two because plants need sunlight, water and air to grow.

Teacher: Why not option 1?

(Accept all relevant responses and engage the students in a discussion)

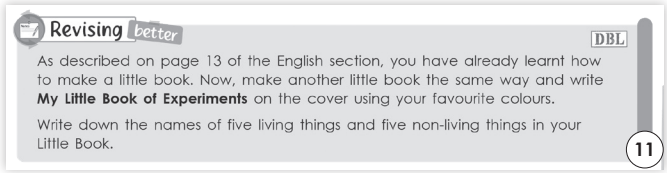
Teacher: That is absolutely correct. Option one would harm the plant because it would not have the things it needs to survive.

Teacher: This shows how important it is to make the right decisions for living things around us.

Revising better

MUST DO
10 MIN.

Teacher: Now let us get creative. We will make a little book called 'My Little Book of Experiments.'



Teacher: Here is what you need to do:

1. Take out a small notebook or a few folded papers.
2. Decorate the cover of your book with your favourite colours. You can write 'My Little Book of Experiments.' on it.
3. Inside the book, write down the names of five living things and five non-living things you see around you.

Teacher: I will give you ten minutes to create your book. If you need help, please raise your hand and I will come to you.

(Students work on their books while the teacher moves around to assist and encourage.)

Teacher: Time is up. Who would like to share one page from their book with the class?

Students: I wrote: Living things—dog, tree, bird, fish and human. Non-living things—car, chair, pencil, rock and water bottle.

Teacher: That is wonderful. Your books look amazing. Keep them safe because we will use them again.

Pledging better

Teacher: Let us end today's lesson with a special pledge. Look at the pledge in your book:

'In my own little way, I pledge to share food and water with others in need.'

Teacher: Let us read this pledge together, loudly and confidently.

(Students read the pledge together.)

Teacher: This is an important reminder to be kind and thoughtful toward others. Living things, including humans, need help sometimes and we can all do our part to make the world a better place. Fantastic work today, everyone. I am so proud of how well you participated.

MUST DO
05 MIN.

Teacher: Now that we have explored so much about Living and Non-Living Things, let us move to the L section—What I Learned. Think about everything we have discussed and share one thing you have learned.

(Encourage students to raise their hands and share their learning. Write their responses on the chart.)

Teacher: That is fantastic. Let us summarise:

Living things grow, move, breathe, reproduce and need food and water.

Non-living things do not do any of these.

Natural things like the Sun, Moon and trees are created by nature.

Human-made things like chairs and cars are created by people.

Teacher: Great job, everyone. You have learned so much today.

You may show the **Toy from Trash** on the digital platform.

Differentiated Activities

110 km/h

Design a simple ecosystem on a sheet of paper, including at least three living things (e.g. plants, animals) and three non-living things (e.g. sunlight, water, rocks). Write a few sentences explaining how the living and non-living things are interconnected (e.g. 'The tree needs sunlight and water to grow and the bird lives in the tree').

80 km/h

A plant is not growing well. Should you move it to a sunny spot or water it more often?

A stray dog looks hungry. Should you share food with it or ignore it?

You see litter in the park. Should you pick it up or leave it there?

40 km/h

Observe and think about one living thing and one non-living thing they interact with daily (e.g. 'What do you see on the way to school?' or 'What do you use in class?').

Write two simple sentences in their notebooks:

One describing what the living thing needs to survive (e.g. 'The tree needs water and sunlight to grow').

One describing why the non-living thing is useful (e.g. 'The desk helps me keep my books on it').

Home Task

Complete your Little Book of Experiments. Add a small drawing for each living and non-living thing you wrote down.

Period 11

SHOULD DO

05 MIN.

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

Teacher: That is wonderful to hear. Before we begin today's lesson, let us play a quick game. I will ask you a few questions, and you have to think carefully before answering.

Teacher: Here is your first question – What is the main difference between living and non-living things?

Teacher: Great answer. Now, tell me – How do plants breathe?

Teacher: Well done. Now, think about this – Can a rock grow or reproduce like a tree? Why or why not?

Teacher: Excellent. Let us try another one – Which organ helps fish breathe underwater?

Teacher: Brilliant. Here is the last question – What do all living things need to survive?

Teacher: Fantastic answers, everyone. Well done. Let us start today's class.

MUST DO

25 MIN.

Teacher: Let us discuss the worksheet 1 at page 11 in the workbook. Encourage the students to participate in the discussion and answer the question.

Theme 1: What Is Life?

Worksheet 1

1. Living and Non-living Things

A. Fill in the blanks.

1. Things given to us by nature are called _____ things.
2. Things made by humans are called _____ things.
3. Animals, plants and humans are called _____ things.
4. Cars, buses, aeroplanes and rocks are _____ things.
5. All living things _____ and change.

B. Name the following.

1. things given to us by nature _____
2. things made by humans _____
3. things that move, grow, breathe, feel and reproduce _____
4. taking in and giving out air _____
5. living things need this to breathe _____

C. Write true or false.

1. Food helps us to grow and stay healthy. _____
2. Plants do make their own food. _____
3. Non-living things do not breathe. _____
4. Living things cannot reproduce. _____
5. Non-living things can feel. _____

11

Book of Holistic Learning

COULD DO

05 MIN.

Teacher: Now, we are going to combine Maths and Science to work with a code language. Let us use what we know about living and non-living things and this fun code. We have the code for some letters: A is 1, C is 5, R is 9, T is 6 and P is 3. Let us decode the words 'Rat' and 'Cap'.

B Maths

In a code language, A is 1, C is 5, R is 9, T is 6 and P is 3. How will you write the following in that code language? Also write their number names

1. Rat: _____
2. Cap: _____

21

Teacher: Let us start with 'Rat.' Can someone help me decode it using the given code?

Students: R is 9, A is 1 and T is 6. So, 'Rat' is 9, 1, 6.

Teacher: Excellent. Now, let's write their number names. What is the number name for 9?

Teacher: Perfect. Let is move on to 'Cap.' Who can decode it?

Students: C is 5, A is 1 and P is 3. So, 'Cap' is 5, 1, 3.

Teacher: 'Wonderful. Now, what are the number names for these numbers?'

Students: 'Five, One and Three.'

Teacher: 'Fantastic. Now here's a quick challenge: Think of any other word using the letters from the code (A, C, R, T, P) and decode it with your partner. Write the word in code and its number names. Be ready to share it with the class.'

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 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/h

Explain three differences between living and non-living things with examples.

80 km/h

Why do living things breathe? Name one organ used for breathing in humans, fish, and plants.

40 km/h

Draw two living and two non-living things.

Home Task

Complete worksheet 2 from the Workbook.

Learning Outcomes

The students will:

Physical Development	• strengthen fine motor skills and enhance hand-eye coordination through tasks like acting out movements, cutting, gluing, writing, decorating, drawing, colouring and sorting objects.
Socio-Emotional and Ethical Development	• make empathetic choices, develop teamwork and collaboration skills, build self-confidence through presentations and foster respect and responsibility toward living things by discussing the importance of natural resources and caring for the environment.
Cognitive Development	• develop classification, critical thinking, observation, inquiry, problem-solving and logical reasoning skills through tasks like categorizing objects, making decisions, exploring surroundings and analyzing scenarios.
Language and Literacy Development	• enhance vocabulary, practice oral communication, improve listening skills and develop writing skills through activities like discussions, presentations, auditory exercises and completing written tasks.
Aesthetic and Cultural Development	• express creativity, explore imaginative thinking and recognize the importance of kindness, teamwork and mutual respect through activities like designing the 'Little Book of Experiments,' drawing timelines and role-playing.
Positive Learning Habits	• build perseverance, demonstrate self-awareness and cultivate curiosity through tasks like caring for materials, solving challenges, reflecting on learning and exploring new concepts.

Starry Knights
How did your class go? Were your students excited or needed motivation? What is your plan for a successful year ahead

Give yourself a STAR.