Lesson-10: Our Safety Habits

Theme 7: How Do We Work?

11 Periods (40 minutes each)

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

Animation, Animated Activities, Concept Map, Dictionary, Diagram, eBook, I Explain, Quiz, Slideshow, Toys from Trash, Test Generator

Affirming better: I wash my hands to stay healthy.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand safety rules and apply them at home, school and while travelling.
- to identify common injuries and explain basic first aid steps for each.
- to show responsible behaviour and make safe choices in real-life situations.
- to work together in activities to build communication, care and problem-solving skills.

Methodology

Period 1

SHOULD DO — 5 MIN.

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

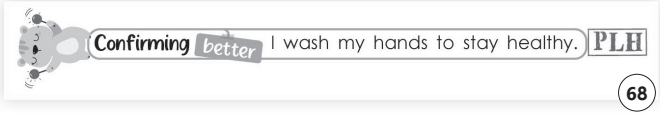
Teacher: Great. Before we dive into our lesson, let us take a moment to relax and focus our minds with a short meditation. Ready?

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 lesson with positive energy.

Confirming better



Teacher: Before we start the class, let us all say something positive together, 'I wash my hands to stay healthy.' Repeat after me: 'I wash my hands to stay healthy.'

Teacher: Alright. Today, we are going to begin a new chapter 'Our Safety Habits.' We use a KWL chart to help us organize our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

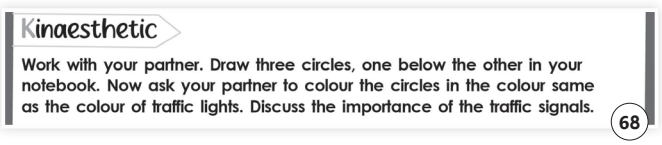
K	W	L

MUST DO — 5 MIN.

Teacher: Let us start by filling out the 'K' and 'W' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: Before we start the chapter, we will do a quick Re-KAP, which involves revisiting our previous knowledge through creative activities using Kinaesthetic, Auditory and Pictorial methods to make our learning interactive and engaging.

Kinaesthetic



MUST DO — 10 MIN.

Teacher: Let us begin with the 'Kinaesthetic' part. Everyone, draw three circles one below the other in your notebook.

Teacher: Now, I want you to ask your partner to colour the circles in the same colours as the traffic lights.

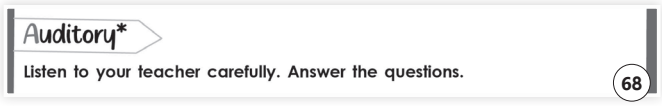
(Let the students draw and colour.)

Teacher: Can you now discuss with your partner why we use these colours and what they mean on the road?

(Let the students discuss.)

Teacher: Very thoughtful. You all are doing very well. Let us now move to the 'Auditory' part.

Auditory



Teacher: Please listen to me carefully and answer the questions that I ask. I want you to pay attention to every detail before answering. Are you ready?

MUST DO
10 MIN.

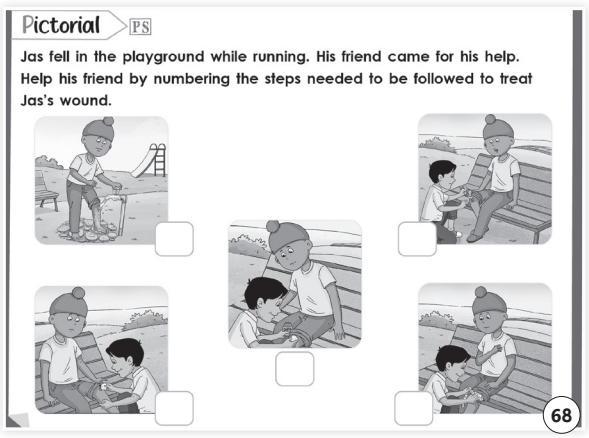
Teacher: Rahul and Priya were playing in the backyard when Priya got a tiny cut on her finger. Ravi remembered their safety lessons and helped Priya by cleaning the cut with water, putting on a bandage. They learned that knowing how to take care of small injuries helps them stay safe and happy while playing.

1. What did Rahul do to help Priya with her cut?
2. Why is it important to know how to take care of small injuries?

(Waits for student responses.)

Teacher: Excellent listening, everyone. I am proud of how carefully you all followed. Let us move on.

Pictorial



Teacher: Now we will look at the 'Pictorial' part. Jas fell in the playground while running. His friend came to help him.

MUST DO
10 MIN.

Teacher: I want you to look at the pictures on the page.

Teacher: Can you help Jas's friend by numbering the steps needed to treat Jas's wound?

Teacher: Look closely and think about which step comes first, second, third and so on.

(Let the students complete the activity and discuss the correct answer.)

Teacher: Well done. You have worked with great focus. Let us now move on to the activities.

Differentiated Activities

110 km/hr

What is the first thing to do when you see someone injured?

80 km/hr

Which colour on the traffic light means 'stop'?

40 km/hr

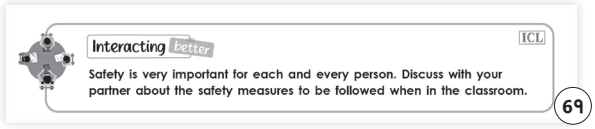
What should you apply on a minor cut?

Home Task

Draw a traffic light in your notebook and colour it. Write one safety rule related to each colour.

Period 2

Interacting better



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

MUST DO
10 MIN.

Teacher: Great. Let us do an interesting activity. Safety is very important for each and every person. Think about what we should do to keep ourselves and others safe while learning. Now turn to your partner and discuss the safety measures that we should follow in the classroom.

(Let the students discuss the safety measures.)

Teacher: Wonderful. I can see many of you sharing thoughtful ideas. You are doing a great job. Keep going.

Teacher: Everyone please open your books and look at the picture story given on page 69 of your Main Course Book. Read it silently to yourself. Look carefully at each picture and the conversations.

MUST DO
30 MIN.

Teacher: Take your time and try to understand what is happening.

(Let the students read the story.)

Teacher: You have all read the story with great attention. Let us now discuss this together. What happened to Maria? Where was she when it happened?

Teacher: Yes, she slipped and twisted her ankle near the auditorium. That was a sudden accident.

Teacher: What was the first thing her friends did after she got hurt?

Teacher: Well done. They did not panic. They supported Maria and immediately took her to the medical room. That is exactly how we should act in such situations.

Teacher: What did the teacher do after Maria reached the medical room?

Teacher: Excellent. The teacher applied ice and asked Maria to rest. It was a good example of basic first aid.

Teacher: Can you recall the safety advice the teacher gave to Maria?

Teacher: Wonderful memory. She reminded Maria to always hold the handrails on the stairs. That is a simple habit but it can prevent many accidents.

Teacher: Why do you think helping someone who is hurt is important?

Teacher: That is a thoughtful answer. Helping others during an emergency shows care and kindness. It also keeps everyone safe and supported.

Teacher: You all have shared wonderful responses. I am proud of how well you understood the story and the safety rules. Keep this spirit of care and responsibility always with you.

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

Differentiated Activities

110 km/hr

What should you do if you see someone slip in the classroom?

80 km/hr

What is the first place you should go if someone gets hurt in school?

40 km/hr

Who helps injured students in the school?

Home Task

Write any two safety rules you follow in the classroom. Draw a small picture of one situation where you followed a safety rule.

Period 3

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

SHOULD DO
05 MIN.

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions, and you have to answer them. Ready?

Teacher: What colour on a traffic light tells vehicles to stop? (Red)

Teacher: What should drivers do when the traffic light is yellow? (Slow down)

Teacher: What colour means 'go' on a traffic light? (Green)

Teacher: Should you talk to strangers while travelling? (No)

Teacher: What is the first thing to do when someone gets a cut? (Clean it)

Teacher: Should you run on the road? (No)

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

(The teacher will read the first to third paragraphs of page 70 aloud and provide explanations to ensure that the students understand the content.)

WHAT IS SAFETY?

Accidents can cause pain and injury. We can avoid these accidents by following certain safety rules. Some of the most common injuries happen by falling from the swing, shock from an electric switch, slipping on the floor and so on.

70

Teacher: Let us begin with the section 'What is Safety?'.

MUST DO
10 MIN.

Teacher: What do you think the word 'safety' means?

Teacher: Safety means protecting ourselves and others from getting hurt or injured. It is about being careful and following rules to stay out of danger.

Teacher: That is a good start. Now tell me, what can happen if we do not follow safety rules?

Teacher: Yes, we can get hurt or cause harm to others. Very thoughtful.

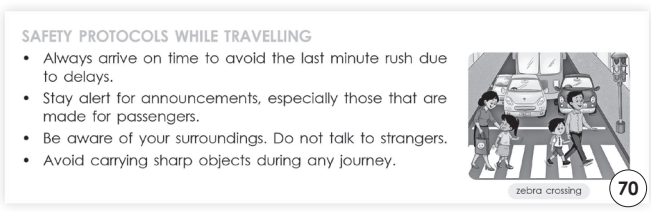
Teacher: Can anyone give examples of some accidents that may happen if we are not careful?

Teacher: Excellent. Falling from swings, slipping on a wet floor or getting a shock from an electric switch are all common accidents.

Teacher: Now, let us think of how these accidents can be avoided. What should we do?

Teacher: Well done. Following safety rules like walking carefully, using equipment properly and keeping our surroundings safe can help us avoid injuries.

Teacher: You have all shared some excellent points. Let us now move to the next part.



SAFETY PROTOCOLS WHILE TRAVELLING

- Always arrive on time to avoid the last minute rush due to delays.
- Stay alert for announcements, especially those that are made for passengers.
- Be aware of your surroundings. Do not talk to strangers.
- Avoid carrying sharp objects during any journey.

zebra crossing

70

Teacher: Let us now talk about how we can stay safe while travelling.

MUST DO
10 MIN.

Teacher: Why should we always try to arrive on time when we travel?

Teacher: Very good. Arriving late can make us rush and lead to accidents.

Teacher: What should we do when announcements are made in stations or airports?

Teacher: Yes, staying alert is important so we do not miss important information.

Teacher: Now think carefully. Is it safe to talk to strangers when you travel? Why?

Teacher: That is correct. We must be aware of our surroundings and avoid unnecessary conversations with strangers.

Teacher: What kind of things should we avoid carrying during journeys?

Teacher: Right. Sharp objects can be dangerous and must not be carried.

Teacher: Good job. You are doing very well.

Poster

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

(Display and discuss the posters prominently in the classroom to reinforce the learning about common road signs. Encourage students to observe the poster and discuss the different types of road signs.)

MUST DO
10 MIN.

Teacher: Great observation everyone.

FIRST AID

First aid is the medical help provided to someone before the arrival of the doctor or during the time period the person is taken to the hospital.

70

Teacher: Before we end today's class, let us look at the meaning of 'First Aid'.

MUST DO
05 MIN.

Teacher: Can anyone tell what first aid means and when we use it?

Teacher: Yes, it is the immediate help we give someone before a doctor arrives or before reaching a hospital.

Teacher: Why is first aid important in case of accidents?

Teacher: Very well said. First aid can prevent the injury from becoming worse and reduce pain.

Teacher: Great work. You have shown a very good understanding today.

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

Differentiated Activities

110 km/hr

Why should you avoid sharp objects during travel?

80 km/hr

What is the first thing you should do if you hear a passenger announcement?

40 km/hr

What is the colour of the signal that tells you to stop?

Home Task

Write any two safety rules you follow while travelling. Draw one situation where someone followed a safety rule.

Period 4

SHOULD DO
05 MIN.

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions, and you have to answer them. Ready?

Teacher: What is one common injury caused by slipping? (Twist or fall)

Teacher: Why should we arrive early when travelling? (Avoid rush)

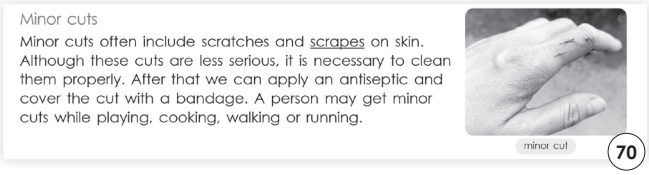
Teacher: What must you do when an accident happens? (Give first aid)

Teacher: Who should you avoid talking to during travel? (Strangers)

Teacher: What is first aid? (Early medical help)

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

(The teacher will read the fourth to sixth paragraphs of page 70 aloud and provide explanations to ensure that the students understand the content.)


Minor cuts

Minor cuts often include scratches and scrapes on skin. Although these cuts are less serious, it is necessary to clean them properly. After that we can apply an antiseptic and cover the cut with a bandage. A person may get minor cuts while playing, cooking, walking or running.

minor cut

70

Teacher: Let us now talk about 'Minor cuts'.

MUST DO

05 MIN.

Teacher: What is a minor cut? Where can we get it from?

Teacher: Very good. Minor cuts often include scratches or scrapes. These can happen while playing, walking or even cooking.

Discovering better


Discovering better

LAD

scrapes: small cuts on your skin caused by rubbing against something rough

70

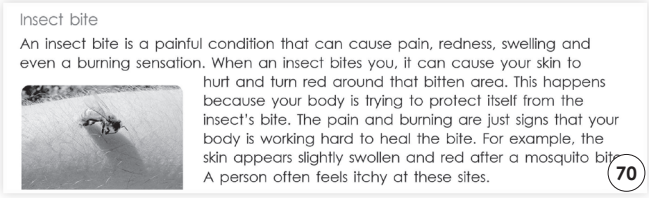
MUST DO

05 MIN.

Teacher: What should we do first if we get a minor cut?

Teacher: Correct. We need to clean it properly, apply an antiseptic and then cover it with a bandage.

Teacher: Excellent. Let us move to the next type of injury. (Describe the word 'scrapes' given in the discovering better section.)


Insect bite

An insect bite is a painful condition that can cause pain, redness, swelling and even a burning sensation. When an insect bites you, it can cause your skin to hurt and turn red around that bitten area. This happens because your body is trying to protect itself from the insect's bite. The pain and burning are just signs that your body is working hard to heal the bite. For example, the skin appears slightly swollen and red after a mosquito bite. A person often feels itchy at these sites.

70

Teacher: Let us now talk about 'Insect bite'.

MUST DO

15 MIN.

Teacher: What happens when an insect bites you?

Teacher: Yes, it causes pain, swelling and redness. The bitten area turns red and sometimes itchy.

Teacher: Why does it hurt and turn red?

Teacher: That is right. Your body is trying to defend and repair itself. The pain and burning are signals that your body is actively working to recover from the bite.

Teacher: What should we use to avoid insect bites?

Teacher: Well done. We can use insect repellent.

Teacher: When should we seek medical help for an insect bite?

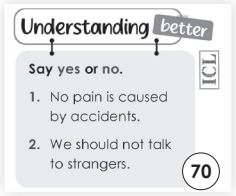
Teacher: Excellent. If there is intense pain, joint pain or difficulty in breathing, we must tell an adult and get help.

Understanding better

Teacher: Let us do a quick true or false activity to check what we have learnt.

MUST DO

10 MIN.


Understanding better

ICL

Say yes or no.

1. No pain is caused by accidents.
2. We should not talk to strangers.

70

Teacher: First statement: No pain is caused by accidents. Is that true or false?

Teacher: That is false. Accidents often cause pain or injury, which is why we must follow safety rules to avoid them.

Teacher: Second statement: We should not talk to strangers. True or false?

Teacher: That is true. Talking to strangers, especially while travelling, can be unsafe. We must always stay alert and aware of our surroundings.

Teacher: Wonderful. You have understood the lesson with great care. Keep it up.

Differentiated Activities

110 km/hr

Name any one symptom that shows an insect bite needs medical attention.

80 km/hr

What should you apply on a minor cut?

40 km/hr

What can cause redness and swelling on the skin?

Home Task

Write two things you should do after getting a minor cut. Draw a picture of a first-aid box.

Period 5

SHOULD DO

05 MIN.

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions, and you have to answer them. Ready?

Teacher: What should we use to cover a cleaned minor cut? (Bandage)

Teacher: What is the red patch around a bite called? (Swelling)

Teacher: What do we use to avoid insect bites? (Insect repellent)

Teacher: When should we get help after a bite? (Severe symptoms)

Teacher: What is a scrape? (Small cut by rubbing)

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

(The teacher will read the first and second paragraphs of page 71 aloud and provide explanations to ensure that the students understand the content.)

Unconsciousness

Unconsciousness is a condition in which a person may collapse. If a person becomes unconscious, we should allow them to lie flat on the ground. We should not make a crowd near the fainted person and let fresh air reach them properly. We should sprinkle some water on the face of the person and immediately call for medical help.

an unconscious girl

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MUST DO

15 MIN.

Teacher: Let us begin with the section on 'Unconsciousness'.

Teacher: Can someone tell me what unconsciousness means?

Teacher: Very good. Unconsciousness means a condition in which a person suddenly collapses and is not aware of what is happening around them. The person cannot respond or move and needs immediate help.

Teacher: What is the first thing you should do if someone becomes unconscious?

Teacher: Yes, we should let the person lie flat on the ground and ensure they get fresh air.

Teacher: Should we gather around the unconscious person and crowd them? Why or why not?

Teacher: Excellent response. We should not gather around the unconscious person. Crowding blocks the flow of fresh air and makes it difficult for the person to breathe properly. It is important to let fresh air reach them and give them space.

Teacher: What else can we do while we wait for medical help?

Teacher: That is right. We should sprinkle some water on the face and call for help.

Teacher: You all are thinking carefully and responsibly. I am proud of you.

Burns

Burn is a common type of accident that usually happens near fireplaces or in the kitchen. A burn is a damage to the skin caused by heat, fire or steam. We should use cold water to soothe the burnt area and seek medical help.

burns

71

MUST DO

10 MIN.

Teacher: Let us now move on to the topic of 'Burns'.

Teacher: What causes burns? Can you give examples?

Teacher: Correct. Burns are caused by heat, fire or steam, often in the kitchen or near a fireplace.

Teacher: How does a burn affect the skin?

Teacher: Yes, it damages the skin. What should we do immediately if someone gets a burn?

Teacher: Well done. We must use cold water to cool the area and then seek medical help.

Teacher: You remembered that very well. Let us move to the next section now.

Understanding better

Understanding better

Say true or false.

1. We should gather around the unconscious person.
2. We should use cold water on the burnt areas.

ICL

71

MUST DO

10 MIN.

Teacher: Now, let us look at the 'Understanding better' section.

Teacher: I will ask you two true or false statements. Think and answer carefully.

Teacher: First, We should gather around an unconscious person. True or false?

Teacher: That is false. Gathering around blocks fresh air.

Teacher: Second, We should use cold water on burnt areas. True or false?

Teacher: That is true. Cold water helps soothe the burn.

Teacher: Very good. You all gave clear and correct answers.

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

Differentiated Activities

110 km/hr

What is the first thing you should do if someone becomes unconscious?

80 km/hr

What should you use to cool a burn?

40 km/hr

What can cause a burn?

Home Task

Write down the two steps you would take if a classmate fainted in school. Draw a picture of how you would help.

Period 6

SHOULD DO

05 MIN.

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions, and you have to answer them. Ready?

Teacher: What does unconsciousness mean? (Person collapses)

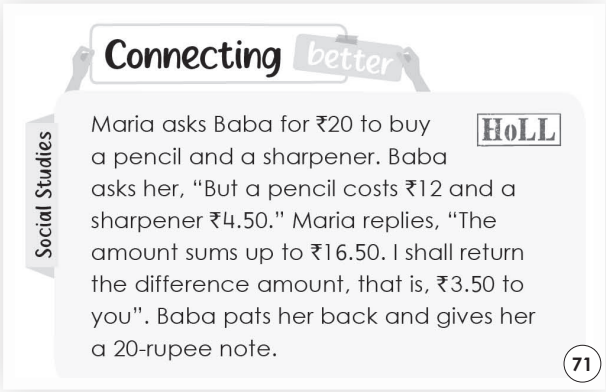
Teacher: Should we form a crowd around someone who has fainted? (No)

Teacher: What should we do to the face of an unconscious person? (Sprinkle water)

Teacher: What is a burn caused by? (Heat, fire, steam)

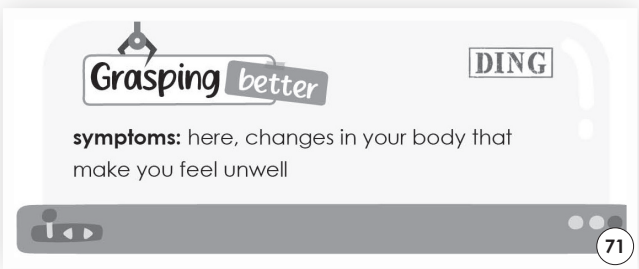
Teacher: What do we use to cool a burn? (Coldwater)
Teacher: Excellent answers, everyone. Let us now start today's class.

Connecting better



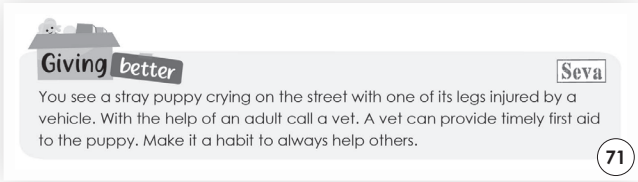
Teacher: Let us begin with the section 'Connecting better'. MUST DO 10 MIN.
Teacher: Look at Maria and Baba's conversation. What was Maria asking Baba for?
Teacher: Yes, a pencil and a sharpener. What were their prices?
Teacher: Correct. The pencil cost ₹12 and the sharpener ₹4.50.
Teacher: Now, how much was the total amount Maria had to spend?
Teacher: That is right, ₹16.50. How much money did Baba give her?
Teacher: Yes, he gave her ₹20. So, if we subtract ₹16.50 from ₹20, how much did Maria say she would return?
Teacher: Great calculation. She said ₹3.50. Very well done.

Grasping better



Teacher: Now, let us look at the word 'symptoms' in the 'Grasping better' box. MUST DO 05 MIN.
Teacher: Who can explain what symptoms mean?
Teacher: Yes, symptoms are changes in your body that make you feel unwell.
Teacher: Thank you for sharing such clear answers.

Giving better



Teacher: Let us do the 'Giving better' activity. MUST DO 10 MIN.
Teacher: Imagine seeing a puppy on the street crying with an injured leg. What do you think you should do?
Teacher: That is right. You should quickly ask an adult for help and call a vet.
Teacher: Why do you think calling a vet is important in this situation?
Teacher: Yes, very good. A vet can provide timely first aid to the puppy and help it feel better.
Teacher: Can someone tell me why we should make it a habit to help others?
Teacher: Excellent answers. Helping others shows kindness and care. I am very pleased with your thoughtful responses. Keep being helpful.

Laughing better

Teacher: Let us have a quick fun moment with 'Laughing better'. MUST DO 05 MIN.
Teacher: What did Hopper ask Diley?
Teacher: Yes, he asked what to do if you get a burn. What did Diley say?
Teacher: Exactly. Run cold water and tell the burn to cool it down. That was funny and smart.

Healing better

Teacher: Finally, let us read 'Healing better'. What two things are mentioned to help heal a wound? MUST DO 05 MIN.
Teacher: Yes, turmeric and honey. Turmeric is known for its antiseptic properties, which help prevent infections. Honey, on the other hand, is excellent at keeping the wound clean and helping it heal faster.

Teacher: What types of wounds are they used for?

Teacher: Minor cuts and scratches. These are slight injuries that can heal quickly with little care. Great work. Keep it up.

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

Differentiated Activities

110 km/hr

What is the total cost of a pencil and a sharpener that cost ₹12 and ₹4.50?

80 km/hr

What do we apply to a minor wound to help it heal?

40 km/hr

Who helps an injured animal?

Home Task

Write what you would do if you see a bird with an injured wing. Draw the bird and write two steps to help it.

Period 7

SHOULD DO

05 MIN.

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions, and you have to answer them. Ready?

Teacher: What does the yellow colour on a traffic light signal us to do? (Slow down)

Teacher: Why is it important to know about symptoms when we feel unwell? (Identify illness)

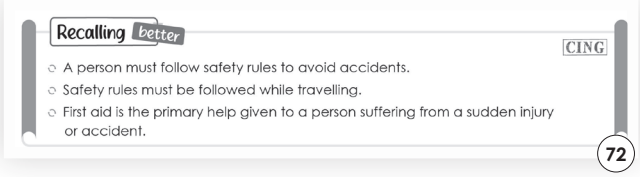
Teacher: What should you do if you see an injured puppy? (Call a vet)

Teacher: What helps wounds heal quickly? (Turmeric and honey)

Teacher: What should you do if you get a burn? (Use cold water)

Teacher: Excellent. You all have shown great focus and care today. Well done, everyone.

Recalling better


Recalling better

CING

- A person must follow safety rules to avoid accidents.
- Safety rules must be followed while travelling.
- First aid is the primary help given to a person suffering from a sudden injury or accident.

72

MUST DO

15 MIN.

Teacher: Let us now do the 'Recalling better' section. I will ask questions and you can share your thoughts. Ready?

Teacher: Why is it important to follow safety rules every day?

Teacher: Exactly, following safety rules helps us avoid accidents. Safety rules protect us from getting injured and keep us safe.

Teacher: Can someone give me examples of situations where following safety rules can prevent accidents?

Teacher: Excellent examples. Falling from a swing or slipping on the floor can be avoided if we follow safety rules properly. You are thinking very practically.

Teacher: Why is it important to follow safety rules while travelling?

Teacher: That is right. Travelling safely helps us reach our destination without getting hurt or injured. For example, arriving on time avoids a rush and staying alert ensures we do not miss important information or warnings.

Teacher: Now, let us recall the meaning of 'First Aid'. Can anyone explain what it is and why we need it?

Teacher: Excellent answer. First aid is immediate medical help given to an injured person before the doctor arrives. It reduces pain and stops injuries from becoming worse.

Teacher: Imagine someone gets a minor cut—what first aid steps should we follow?

Teacher: Absolutely correct. First, we clean the wound, then apply an antiseptic and finally cover it with a bandage. You explained the steps clearly.

Teacher: Can someone recall what we should do if someone around us suddenly becomes unconscious?

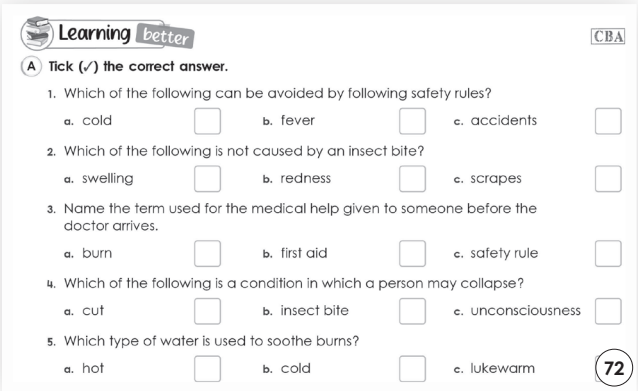
Teacher: Perfect. Let the person lie flat, avoid crowding, give fresh air, sprinkle some water gently on their face and immediately call for medical help.

Teacher: Lastly, how should we treat a minor burn?

Teacher: Very good. Run cold water over the burnt area to soothe the pain and then seek medical help.

Teacher: Brilliant answers today. You all have a wonderful understanding of safety measures and first aid. Keep practising these important habits every day.

Learning better


Learning better

CBA

A Tick (✓) the correct answer.

1. Which of the following can be avoided by following safety rules?
   a. cold ☐ b. fever ☐ c. accidents ☐
2. Which of the following is not caused by an insect bite?
   a. swelling ☐ b. redness ☐ c. scrapes ☐
3. Name the term used for the medical help given to someone before the doctor arrives.
   a. burn ☐ b. first aid ☐ c. safety rule ☐
4. Which of the following is a condition in which a person may collapse?
   a. cut ☐ b. insect bite ☐ c. unconsciousness ☐
5. Which type of water is used to soothe burns?
   a. hot ☐ b. cold ☐ c. lukewarm ☐

72

MUST DO

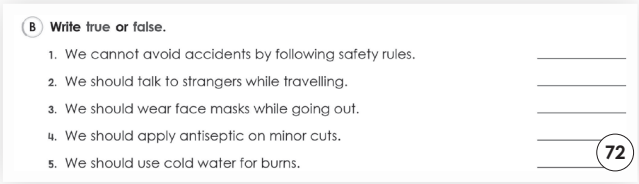
10 MIN.

Teacher: Everyone please open page 72 of your Main Course Book. In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

Teacher: Great. Let us begin with the first question. Which of the following can be avoided by following safety rules?

Teacher: The correct answer is accidents. Well done.

(Similarly complete all five questions. And discuss the correct answers.)


B Write true or false.

1. We cannot avoid accidents by following safety rules. _____
2. We should talk to strangers while travelling. _____
3. We should wear face masks while going out. _____
4. We should apply antiseptic on minor cuts. _____
5. We should use cold water for burns. _____

72

Teacher: Let us start Exercise 'B' of the 'Learning better' section, you have to write either true or false. Are you ready to get started?

MUST DO

10 MIN.

Teacher: Great. Let us begin with the first question. We cannot avoid accidents by following safety rules. Is it true or false?

Teacher: The correct answer is 'false'. If we follow safety rules properly, we can avoid many accidents. Safety rules help us prevent getting hurt by making us aware of possible dangers. Always remember to follow safety rules carefully to stay safe.

(Similarly complete all five questions and discuss the correct answer.)

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

Differentiated Activities

110 km/hr:

What immediate step must be taken if someone becomes unconscious?

80 km/hr:

What should be applied on a minor cut after cleaning it?

40 km/hr:

What helps soothe a burn quickly?

Home Task

Write two situations where following safety rules helped you or someone you know avoids an accident. Draw a picture to illustrate one of these situations.

Period 8

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

SHOULD DO

05 MIN.

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions, and you have to answer them. Ready?

Teacher: What do we call immediate medical help given before the doctor arrives? (First aid)

Teacher: Why is it important to arrive early while travelling? (Avoid rush)

Teacher: Which colour on a traffic light tells vehicles to stop? (Red)

Teacher: What should we not do when someone is unconscious? (Crowd around)

Teacher: What do we call small cuts caused by rubbing against something rough? (Scrapes)

Teacher: Fantastic work, everybody. You all answered the questions wonderfully. Let us begin today's lesson.

Learning better


C Write short answers in your notebook.

1. What are safety rules?
2. How should one treat a minor cut?
3. If a person collapses in front of you, what would you do?

72

Teacher: Everyone, please open page 72 of your Main Course Book. In Exercise 'C' of the 'Learning better' section, you have to write a short answer. Are you ready to get started?

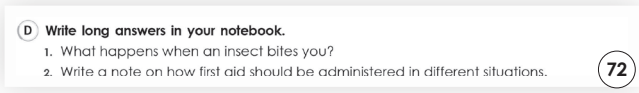
SHOULD DO

15 MIN.

Teacher: Great. Let us begin with the first question. What are safety rules?

(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 and discuss the correct answer with the class.)


D Write long answers in your notebook.

1. What happens when an insect bites you?
2. Write a note on how first aid should be administered in different situations.

72

Teacher: 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. What happens when an insect bites you?

MUST DO

20 MIN.

(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.)

You may show the **Toys from Trash** given on the digital platform.

Differentiated Activities

110 km/hr

What precaution helps avoid accidents when travelling?

80 km/hr

Which colour on a traffic signal means 'go'?

40 km/hr

What is the first step if someone is unconscious?

Home Task

Complete the 'Creating better' (Let us make a material box) activity given on page 73 of your Main Course Book.

Period 9

SHOULD DO
05 MIN.

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

Teacher: Good morning, everyone. Let us quickly revise what we learnt in the last class. Are you ready?

Teacher: What is one example of a minor injury? (Scrapes)

Teacher: Which colour on a traffic light means you should slow down? (Yellow)

Teacher: How should we treat minor burns at home? (Coldwater)

Teacher: Why should we not crowd around an unconscious person? (Fresh air)

Teacher: What do we call changes in the body that make us feel unwell? (Symptoms)

Teacher: Excellent work everybody. You all answered the questions wonderfully. Let us begin today's lesson.


Thinking better

21st CS HOTS

Think and write the answer in your notebook.

If you were in charge of making safety rules for your school, what three rules would you make to keep everyone safe, and why?

72

MUST DO
15 MIN.

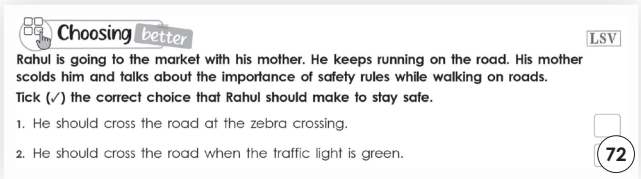
Teacher: Let us begin with a question to make us think deeply.

Teacher: Imagine you are responsible for making safety rules in our school. Which three rules would you choose to keep everyone safe?

Teacher: Also, please think carefully about why you chose these specific rules. Take your time and write these in your notebook clearly.

(Let the students think and write answers in their notebooks.)

Teacher: Excellent ideas. You have all thought carefully and creatively about keeping our school a safe place. Well done, everyone.


Choosing better

LSV

Rahul is going to the market with his mother. He keeps running on the road. His mother scolds him and talks about the importance of safety rules while walking on roads.

Tick (✓) the correct choice that Rahul should make to stay safe.

1. He should cross the road at the zebra crossing. ☐
2. He should cross the road when the traffic light is green. ☐

72

MUST DO
05 MIN.

Teacher: Let us look at the 'Choosing better' section.

Teacher: Rahul was going to the market with his mother. He kept running on the road and his mother reminded him of safety rules.

Teacher: Now, look at the two choices given. Which is the correct choice Rahul should make to stay safe? Think carefully and tick the correct one.

Teacher: Excellent. Rahul should cross the road at the zebra crossing. The zebra crossing is made especially for pedestrians to cross safely.

Teacher: Should Rahul cross the road when the traffic light is green for vehicles?

Teacher: That is correct, he should not. He must wait until the signal is red for vehicles and green for pedestrians.

Teacher: Great thinking, everyone. Always remember these safety rules while walking on roads.

Teacher: Great. Think about any one safety rule we have learned together, such as crossing roads safely, first aid for injuries, helping injured animals or how to avoid burns.

COULD DO
15 MIN.

Teacher: Once you have chosen your rule, draw a clear and colourful picture that shows this rule. Take your time to make your drawing beautiful.

Teacher: Below your drawing, neatly write down your chosen safety rule so everyone can read and understand it clearly.

(Let the students draw their safety rules.)

Teacher: You all have done such lovely and thoughtful drawings. Let us proudly display them around our classroom so that everyone remembers these important rules. Well done, class.

(Instruct the students to bring their Little Book in their next class.)

Differentiated Activities

110 km/hr

Which safety measure helps pedestrians cross busy roads safely?

80 km/hr

What should we sprinkle gently on an unconscious person's face?

40 km/hr

Which natural product helps soothe minor wounds quickly?

Home Task

Write down two ways you can help an injured friend at school. Draw a small picture showing one of the ways clearly.

Period 10

SHOULD DO
05 MIN.

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

Teacher: Good morning, everyone. Let us quickly revise what we learnt in the last class. Are you ready?

Teacher: What can we apply on a wound after cleaning it to keep germs away? (Antiseptic cream)

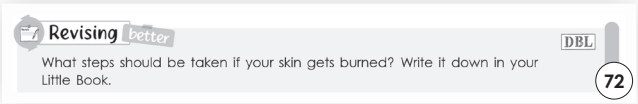
Teacher: Where should pedestrians always cross busy roads? (Zebra crossing)

Teacher: What kind of pain can insect bites cause? (Burning pain)

Teacher: Which rule helps avoid rushing during travel? (Arriving early)

Teacher: What do we call the condition when someone falls down and is not responding? (Unconsciousness)

Teacher: Great answers, everyone. You all answered the questions wonderfully. Let us begin today's lesson.



Teacher: Now, let us move to the 'Revising better' section.

MUST DO
10 MIN.

Teacher: Think carefully - what steps should we follow if our skin gets burned? Write down the steps neatly in your little book.

(Let the students write their answers in their little book.)

Teacher: Excellent, I can see that you have finished writing. Let us now discuss the correct steps together.

Teacher: First, we must stay calm and not panic. Panic makes the situation worse.

Teacher: Next, we should immediately run cold water gently over the burned area. Cold water helps reduce the pain and stops the burn from getting worse.

Teacher: Remember, we should not apply creams or ointments directly after the burn, as these can cause irritation.

Teacher: Finally, we must quickly tell an adult and seek medical help if needed.

Teacher: Great effort, everyone. You have written and discussed the steps very clearly. Always remember these steps to stay safe.

Teacher: Great. Now, we will discuss the 'Pledging better' section. A pledge is a promise we make to ourselves to follow something important.

MUST DO
10 MIN.

Teacher: Let us read the pledge mentioned here carefully. 'In my own little way, I pledge to wear a helmet while riding my bicycle.'

Teacher: Can someone tell me why it is important to wear a helmet?

Teacher: Exactly. A helmet keeps us safe and protects our heads from serious injuries.

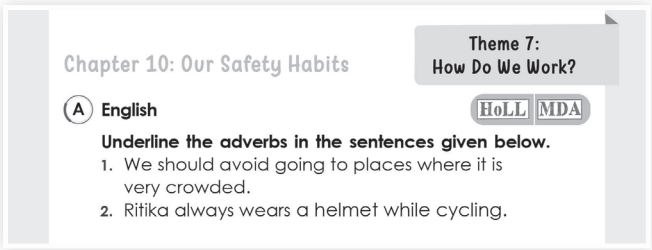
Teacher: Can you share other safety items we should use while riding a bicycle, besides a helmet?

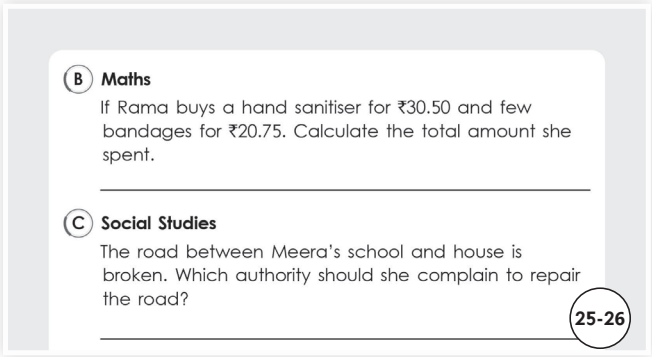
Teacher: Yes, knee pads, elbow pads or reflective jackets for visibility are also helpful. Very thoughtful.

Teacher: Let us all now write our own pledges neatly in our notebooks. Think about one important safety rule you want to promise to follow every day.

Teacher: Excellent. You have all shown a responsible and caring attitude today. Keep these pledges close to your heart and follow them sincerely.

Book of Holistic Teaching





Refer to the Book of Holistic Teaching, page number 25 under the title 'Our Safety Habits.' 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
15 MIN.

(Instruct students to bring their workbooks in their next class.)

Differentiated Activities

110 km/hr:

What protective gear should you always wear while riding a bicycle?

80 km/hr:

What should we not immediately apply on burns?

40 km/hr:

What should you always do if you get injured?

Home Task

The Project Idea, given in the book of Project Ideas, page 15 under the title 'Water and Air.' This project should be assigned to the students as a home task to work on. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need.

Period 11

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

SHOULD DO
05 MIN.

Teacher: Good morning, everyone. Let us quickly revise what we learnt in the last class. Are you ready?

Teacher: How can applying ice help after a twist or swelling? (Reduce pain)

Teacher: Why should we not run on wet floors? (Avoid slipping)

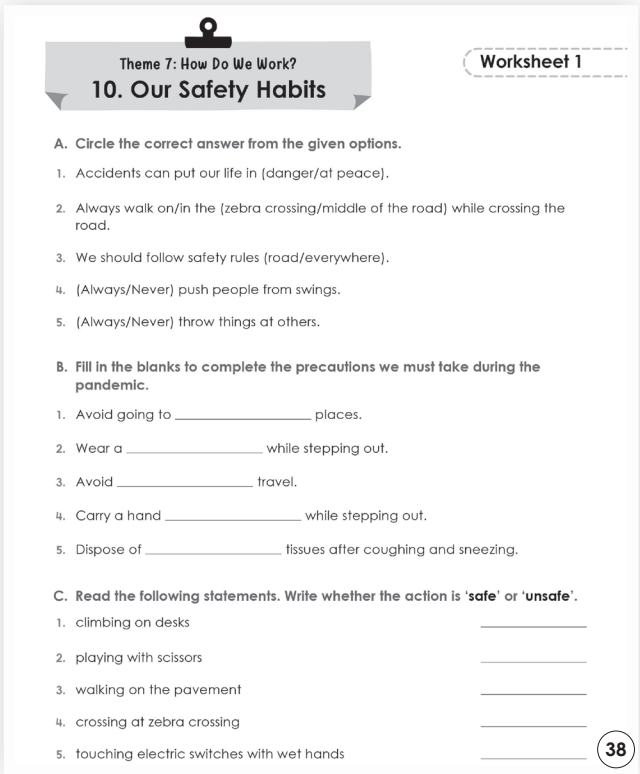
Teacher: Why is it necessary to apply antiseptic on minor cuts? (Prevent infection)

Teacher: Why must we avoid speaking to strangers while travelling? (Stay safe)

Teacher: What should we use to safely cross a busy road? (Zebra crossing)

Teacher: Great responses. You have all clearly remembered these important concepts. Let us begin today's lesson.

Worksheet 1



Theme 7: How Do We Work?

10. Our Safety Habits

Worksheet 1

A. Circle the correct answer from the given options.

1. Accidents can put our life in (danger/at peace).
2. Always walk on/in the (zebra crossing/middle of the road) while crossing the road.
3. We should follow safety rules (road/everywhere).
4. (Always/Never) push people from swings.
5. (Always/Never) throw things at others.

B. Fill in the blanks to complete the precautions we must take during the pandemic.

1. Avoid going to _____ places.
2. Wear a _____ while stepping out.
3. Avoid _____ travel.
4. Carry a hand _____ while stepping out.
5. Dispose of _____ tissues after coughing and sneezing.

C. Read the following statements. Write whether the action is 'safe**' or '**unsafe**'.**

1. climbing on desks _____
2. playing with scissors _____
3. walking on the pavement _____
4. crossing at zebra crossing _____
5. touching electric switches with wet hands _____

38

Teacher: Let us do some activities from the workbook. Everybody, please open page 38 of your workbook and answer the questions given in worksheet - 1.

MUST DO

10 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Worksheet 2

Worksheet 2

A. Write five safety rules that should be followed while travelling.

1. _____
2. _____
3. _____
4. _____
5. _____

B. While playing in a park, we need to stay safe. Tick (✓) the things you will do to stay safe while playing in a park.

1. You will throw stones at others. ☐
2. You will wait for your turn on swings. ☐
3. You will throw banana peel in dustbin. ☐
4. You will help your friends if they get injured. ☐
5. You will play a game that involves covering the eyes. ☐

C. Read the words and make meaningful sentences.

1. mask wear _____
2. places avoid crowded _____
3. sanitiser hand using avoid do not _____
4. social maintain distancing _____
5. when sneeze mouth your cover _____

39

Teacher: Let us do some activities from the worksheet - 2. Everybody, please open page 30 of your workbook and answer the questions given in worksheet – 2.

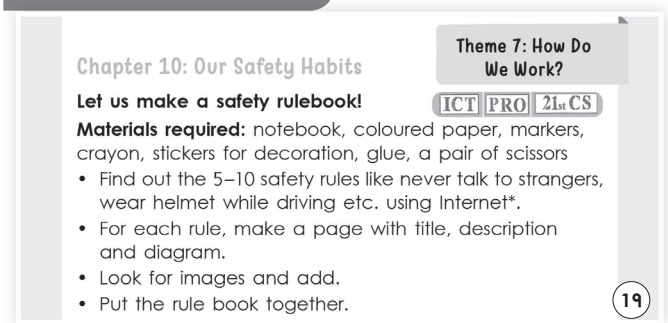
MUST DO

10 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

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

Book of Project Ideas



Theme 7: How Do We Work?

Chapter 10: Our Safety Habits

Let us make a safety rulebook! ICT PRO 21st CS

Materials required: notebook, coloured paper, markers, crayon, stickers for decoration, glue, a pair of scissors

- Find out the 5–10 safety rules like never talk to strangers, wear helmet while driving etc. using Internet*.
- For each rule, make a page with title, description and diagram.
- Look for images and add.
- Put the rule book together.

19

Discuss the project assigned as the home task in the tenth period, focusing on helping students understand the objectives and addressing any challenges they face.

COULD DO

10 MIN.

Teacher: Now, let us complete the 'KWL' activity.

SHOULD DO

05 MIN.

Teacher: Take out your notebook and fill in the 'L' column. Write what have you learned in this chapter.
(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 work, everyone. See you in the next class. Have a wonderful day ahead.

Home Task

Write two important safety rules you would follow while playing in the park. Draw and colour one safety rule neatly.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• develop fine motor skills and demonstrate control and coordination by performing simple first aid techniques such as cleaning minor cuts and applying cold water on burns during hands-on activities related to minor injuries.
Socio-Emotional and Ethical Development	• show care, empathy and responsibility by discussing ways to help an injured person or animal.
Cognitive Development	• identify common safety hazards and clearly explain safety rules to avoid injuries at home, school and while travelling.
Language and Literacy Development	• read, comprehend and answer accurately in written form about safety measures, first aid steps and responses to accidents.
Aesthetic and Cultural Development	• create visual representations of safety rules, such as posters or drawings, to express understanding and importance of safety in daily life.
Positive Learning Habits	• consistently follow safety practices like using zebra crossings, holding handrails and wearing protective gear to avoid accidents.

Starry Knights

Do you think learners will follow the safety rules taught in the class? What else must be done to ensure the safety of the learners? Share some ideas here.

Reward yourself with a STAR.

Lesson-11: Air and Weather

11 Periods (40 minutes each)

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

Animation, Animated Activities, Concept Map, Dictionary, eBook, I Explain, Infographic, Quiz, Slideshow, Toys from Trash, Test Generator

Affirming better: Wind can be fun and playful.

Curricular Goals and Objectives (NCF)

To enable the students:

- to understand the importance of air in our daily lives.
- to name the components of air and their uses.
- to observe the basic properties of air.
- to identify different types of weather.
- to know how wind and humidity affect weather.

Methodology

Period 1

SHOULD DO — 5 MIN.

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

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

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 lesson with positive energy.

Affirming better

Teacher: Before we start the class, let us all affirm together, 'Wind can be fun and playful.' Repeat after me: 'Wind can be fun and playful.'

Teacher: Alright. Today, we are going to begin a new chapter 'Air and Weather.' We use a KWL chart to help us organise our thoughts and learning. I have made a KWL format on the blackboard. Please take out your notebooks and draw the same format.

MUST DO — 5 MIN.

K	W	L

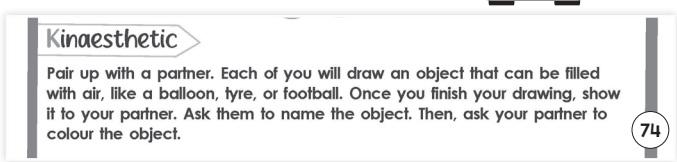
Teacher: Let us start by filling out the 'K' and 'W' columns. Take a few minutes to think and write. If you have any questions, feel free to ask.

Teacher: Before we start the chapter, we will do a quick Re-KAP, which involves revisiting our previous knowledge through creative activities using Kinaesthetic, Auditory and Pictorial methods to make our learning interactive and engaging.

Kinaesthetic

Teacher: Now, it is time for our Kinaesthetic activity. We are going to do a fun activity with a partner. Can anyone name an object that can be filled with air?

MUST DO — 10 MIN.



Teacher: Very good. Now, pair up with a partner sitting next to you. Each of you will draw one object that can be filled with air. You can choose a balloon, a tyre, football or anything else you can think of.

Teacher: After you finish your drawing, show it to your partner. Ask your partner to name the object you have drawn. Once your partner names it, ask them to colour the object for you.

Teacher: You will do the same for your partner's drawing. This way, both of you will draw, guess and colour.

Teacher: Start drawing now and have fun working together.

(Let the students finish the activity.)

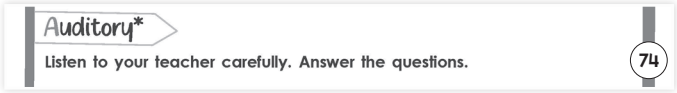
Teacher: You all are doing very well. Let us now move to the 'Auditory' part.

Auditory

Teacher: Listen to me carefully. I will ask you a few questions. I want you to pay attention to every detail before answering. Are you ready?

MUST DO

10 MIN.



Teacher: Let us start. Air is very important for us. We breathe in air every day to stay alive. It helps generate wind power, which makes electricity for our homes. On sunny days, we love flying kites and the air helps them soar high in the sky, dancing with joy. What do you enjoy doing with air on sunny days?

(Waits for student responses.)

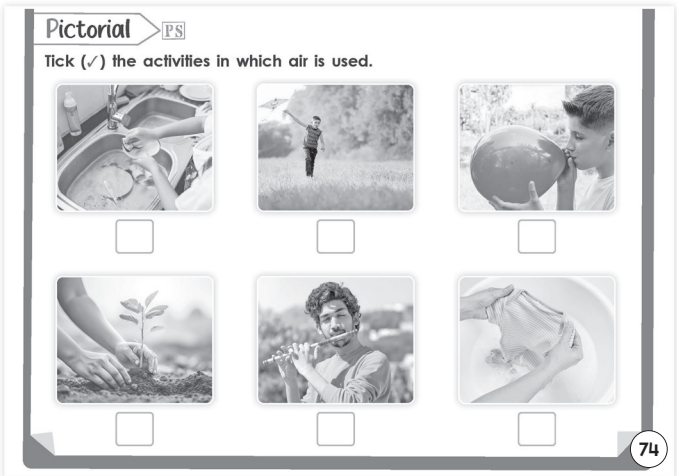
Teacher: Wonderful responses. You all are listening carefully. Now, let us continue with our next exciting activity.

Pictorial

Teacher: Everyone, look at all the pictures on page 74 of the Main Course Book. Can you find which activities use air? Think carefully and discuss with your partner.

MUST DO

10 MIN.



Teacher: Now tick the pictures that show activities where air is used. Let us see how many you got right together.

(Let the students finish the activity. And discuss the correct answer.)

Teacher: Brilliant effort, class. Let us keep this energy going.

Differentiated Activities

110 km/hr

Why is air important for living things? Write three reasons.

80 km/hr

Name two things that need air to work or move.

40 km/hr

What do we breathe in to stay alive?

Home Task:

Draw and colour two more objects, apart from what we discussed today, that can be filled with air.

Period 2

MUST DO

10 MIN.

Interacting better

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

Teacher: Great. Let us do an interactive activity. Air is all around us and it has many uses. Can anyone tell how plants use air?

Teacher: Very good. Plants take in carbon dioxide from the air to make food. Now, discuss with your partner how this process happens. Try to explain it in your own words.

(Let the students discuss.)

Teacher: Wonderful. I can see many of you interacting in very thoughtful ways. You all are doing great work. Keep going.

Teacher: Everyone, please open your books and look at the picture story given on page 75 of your Main Course Book. Observe what each character is saying and doing.

MUST DO
30 MIN.

(Let the students read the story.)

Teacher: Let us begin our discussion. What were the children trying to decide?

Teacher: Wonderful. They were trying to decide which game to play during their free time.

Teacher: How did they try to solve the problem when they did not agree?

Teacher: Good thinking. They discussed the situation instead of arguing and looked for a solution that suited all.

Teacher: What did one of the children suggest to make it fair for everyone?

Teacher: Excellent. One of them suggested voting. That way, everyone could share their opinion equally.

Teacher: What does this tell us about how decisions are made in a democracy?

Teacher: Well said. In a democracy, people solve disagreements by listening to each other and choosing the best option through voting.

Teacher: Why do you think it was a good idea to vote?

Teacher: You are right. Voting helps make decisions in a fair and respectful way. No one feels left out.

Teacher: Did everyone get a chance to share their opinion?

Teacher: Yes, they did. That is an important part of democracy – giving equal voice to all.

Teacher: What do you learn from this story about working together?

Teacher: I loved your answers. This story teaches us that when we work together and listen to one another, we can make better decisions and enjoy more as a group.

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

Differentiated Activities

110 km/hr

How does voting help make group decisions fair?

80 km/hr

Why do plants need air?

40 km/hr

What helps a kite fly in the sky?

Home Task

Describe in five sentences when you and your friends made a group decision by voting.

Period 3

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: What gas do we breathe in to stay alive? (Oxygen)

Teacher: What helps kites fly in the sky? (Air)

Teacher: What is one way people can make a group decision in a fair manner? (Voting)

Teacher: In a democracy, what do we do to share our opinions? (We vote)

Teacher: Why is it good to listen to others in a group? (To make fair decisions)

Teacher: Excellent answers. Let us now start today's class. (The teacher will read the first and second paragraphs of page 76 aloud and provide explanations to ensure that the students understand the content.)

We know that all living things need air to live. We also know about the different types of weather – hot, cold, windy and rainy. Let us learn more about air and weather. 76

Teacher: Can you tell me why living things need air to live?

MUST DO
10 MIN.

Teacher: Well done. All living beings need air because it contains gases like oxygen, which is essential for breathing and staying alive.

Teacher: Now, what are the different types of weather?

Teacher: Excellent. The different types of weather we experience are hot, cold, windy and rainy. These weather types affect our daily lives in many ways.

Teacher: Great. Let us now move on to the next part.

COMPONENTS OF AIR

Air is a mixture of different gases, water vapour and dust particles.

Nitrogen – It helps plants grow and stops fire from getting bigger.

Oxygen – We need oxygen for our survival. It is also essential for lighting fire.

Carbon dioxide – Plants use it for photosynthesis. It also helps in putting out fire and thus, is used as a fire extinguisher. 76

Argon – Light bulbs and tube lights have argon in them.

Teacher: Now, let us discuss the components of air.

MUST DO
15 MIN.

Teacher: Air is made up of different gases, along with water vapour and dust particles. Can anyone tell me what nitrogen does?

Teacher: Well done. Nitrogen is the most abundant gas in the air. It helps plants grow and also prevents fire from spreading quickly.

Teacher: What about oxygen? What do we use it for?

Teacher: Excellent. Oxygen is very important for our survival. It is the gas we breathe in to stay alive. Our body needs oxygen to produce energy and keep all organs

working. Oxygen is also essential for burning. Without it, fire cannot burn. That is why it is used in activities like cooking and even in industries where burning is required.

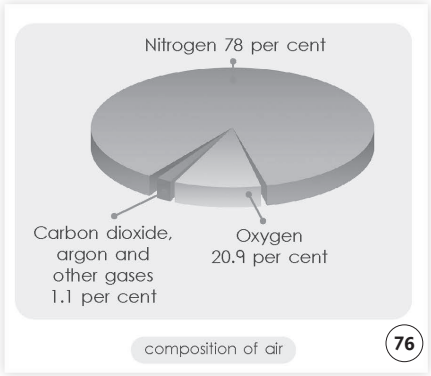
Teacher: Let us now look at carbon dioxide. What is it used for?

Teacher: Very good. Plants use carbon dioxide during photosynthesis to make their food. It also helps in putting out fire, so it is used in fire extinguishers.

Teacher: Lastly, what do you know about argon?

Teacher: Great response. Argon is a gas used in light bulbs and tube lights to make them glow properly.

Teacher: You all are doing brilliant work. Keep up this focus as we move to the next part.



Teacher: Now, let us look at the pie chart given on page 76 of your Main Coursebook. It shows the composition of air.

MUST DO
10 MIN.

Teacher: Can you tell me which gas is present in the largest amount?

Teacher: That is right. Nitrogen makes up 78 per cent of the air.

Teacher: Which gas comes next?

Teacher: Correct. Oxygen makes up 20.9 per cent of the air.

Teacher: What is the smallest portion made up of?

Teacher: Yes, carbon dioxide, argon and other gases make up the remaining 1.1 per cent.

Teacher: Well done. You understood the chart very well. Keep it up.

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

Differentiated Activities

110 km/hr

Which gas in the air helps plants grow?

80 km/hr

Which gas helps in lighting a fire?

40 km/hr

Name the gas plants used to make food.

Home Task

Write the names of the four main components of air. Then, write one use of each component.

Period 4

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: What is the total percentage of nitrogen present in the air? (78 per cent)

Teacher: Which gas do we need for survival? (Oxygen)

Teacher: Which gas do plants use to make food? (Carbon dioxide)

Teacher: Which gas is used in light bulbs? (Argon)

Teacher: What is the total percentage of oxygen in the air? (20.9 per cent)

Teacher: Brilliant. You remembered everything from the last class. Let us begin our new learning now.

(The teacher will read the third and fourth paragraphs of page 76 aloud and provide explanations to ensure that the students understand the content.)

PROPERTIES OF AIR

Air has some special properties. Some of them are given below.

1. Air occupies space.
2. Air has weight.
3. Air exerts pressure.

76

Teacher: Let us now discuss the properties of air. There are three main properties. Let us go through them one by one.

MUST DO
10 MIN.

Teacher: First, can anyone tell me what happens when we blow air into a balloon?

Teacher: Very good. This shows that air occupies space. When we fill the balloon, air takes up space inside it and the balloon expands.

Teacher: Now, tell me, why does a football feel heavier when filled with air?

Teacher: Excellent. This proves that air has weight. It becomes heavier because the air inside adds weight.

Teacher: Lastly, what do you feel when you press your hand against an inflated balloon?

Teacher: Well done. The pressure you feel shows that air exerts pressure. It pushes back when we apply force.

Teacher: These are the special properties that make air very useful in many ways.

ATMOSPHERE

The blanket of air surrounding the Earth is called the atmosphere. It is divided into five layers. These are troposphere, stratosphere, mesosphere, thermosphere and the exosphere. 76

Teacher: Now, let us discuss the section on the Atmosphere. What is the blanket of air around the Earth called?

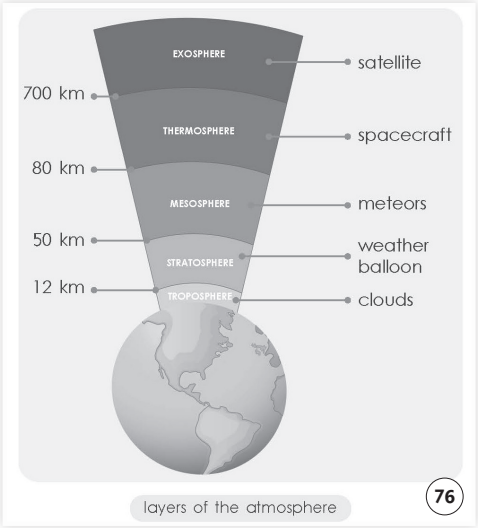
MUST DO
10 MIN.

Teacher: Brilliant. It is called the atmosphere. It covers the Earth and keeps everything protected.

Teacher: Can anyone tell me how many layers the atmosphere is divided into?

Teacher: Yes, there are five layers – troposphere, stratosphere, mesosphere, thermosphere and exosphere.

Teacher: Each of these layers plays an important role. We will now look at them in detail using a diagram.



layers of the atmosphere 76

Teacher: Let us now discuss the diagram given on page 76 of the Main Coursebook showing the layers of the atmosphere.

MUST DO
15 MIN.

Teacher: Can you tell me which layer is closest to the Earth?

Teacher: Very good. The troposphere is the first layer. It reaches up to 12 kilometres. This is where we find clouds and weather balloons.

Teacher: What comes after the troposphere?

Teacher: Well done. The stratosphere comes next. It extends from 12 to 50 kilometres. Weather balloons rise through this layer.

Teacher: Which layer contains meteors?

Teacher: Correct. The mesosphere is the third layer. It is found between 50 and 80 kilometres above the Earth. This is where meteors burn up.

Teacher: What is found in the thermosphere?

Teacher: Excellent. The thermosphere lies between 80 and 700 kilometres. Spacecraft fly through this layer.

Teacher: Finally, which is the topmost layer of the atmosphere?

Teacher: Wonderful. The exosphere is the outermost layer. It begins around 700 kilometres and beyond. This is where satellites orbit the Earth.

Teacher: Well done. You all have understood the layers really well.

Differentiated Activities

110 km/hr

Name the layer of the atmosphere where satellites are found.

80 km/hr

What is the blanket of air around the Earth called?

40 km/hr

Which property of air makes a balloon expand when we blow into it?

Home Task

Write the three properties of air and explain each in one line. Then, list the five layers of the atmosphere in order.

Period 5

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: What do we call the air that surrounds the Earth? (Atmosphere)

Teacher: Which layer of the atmosphere contains clouds? (Troposphere)

Teacher: Which layer contains meteors? (Mesosphere)

Teacher: Name one property of air. (Air has weight)

Teacher: What is the topmost layer of the atmosphere? (Exosphere)

Teacher: Wonderful. You have remembered everything so well. Let us now begin our new topic.

(The teacher will read the last paragraph of page 76 and the first paragraph of page 77 aloud and provide explanations to ensure that the students understand the content.)

WEATHER

Weather is the condition of a place, such as the temperature, presence or absence of rain and winds, atmospheric pressure and moisture at a given time. Weather can be hot, cold, humid, dry or windy. The weather of a place does not remain the same for long periods of time and changes continuously.

The heat of the Sun affects the movement of the air as well as water, and thus, the weather of any place keep changing. 76

Teacher: Let us begin by understanding what weather means. Who can tell me what the weather is?

Teacher: Well done. Weather is the condition of a place at a particular time. It tells us how hot or cold it is, whether it is raining or not, whether the wind is blowing and how much moisture is in the air. All these things together describe the weather of a place.

MUST DO
20 MIN.

Teacher: Now, think and tell me: What are the different types of weather we see?

Teacher: Excellent. Sometimes the weather is hot and we sweat a lot. At other times, it is cold and we need warm clothes. It can also be humid when there is a lot of moisture in the air. Sometimes, it becomes very dry or windy. These are all different types of weather.

Teacher: Do you think the weather stays the same all the time?

Teacher: Very good. The weather does not remain the same. It keeps changing from morning to evening and from day to day. It can be sunny in the morning and rainy in the evening.

Teacher: Now, tell me, why do you think the weather keeps changing?

Teacher: That is a thoughtful answer. The main reason the weather changes is the heat of the Sun. The Sun does not heat the whole Earth evenly. Some places become hotter while others remain cooler.

Teacher: Because of this uneven heating, the air moves. This moving air is called wind. The heat of the Sun also makes water evaporate and rise. The water vapour forms clouds and may fall as rain. So, the movement of air and water together causes changes in the weather.

Teacher: These changes happen all the time. That is why the weather of a place keeps changing continuously. It never remains the same for long periods.

Teacher: You all have understood the concept beautifully. Keep up the good thinking. Let us now move to the next part.

FACTORS AFFECTING THE WEATHER

Wind

The moving air is called wind. It carries heat and moisture from one place to another, thereby affecting the weather. 77

Teacher: Let us now look at what affects the weather. What is moving air called?

MUST DO
5 MIN.

Teacher: Very good. Moving air is called wind.

Teacher: How does wind affect the weather?

Teacher: That is correct. Wind carries heat and moisture from one place to another. This movement changes the weather.

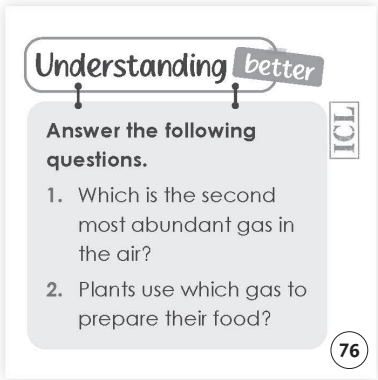
Teacher: Wonderful work. You are learning the concepts well.

Understanding better

MUST DO
10 MIN.

Teacher: Now, let us do the 'Understanding better' section.

Teacher: Which is the second most abundant gas in the air?


Understanding better

ICL

Answer the following questions.

1. Which is the second most abundant gas in the air?
2. Plants use which gas to prepare their food?

76

Teacher: Excellent. The second most abundant gas in the air is oxygen.

Teacher: Now, think carefully. Which gas do plants use to prepare their food?

Teacher: Well done. Plants use carbon dioxide to prepare their food.

Teacher: You have all shown great focus.

Differentiated Activities

110 km/hr


Which factor causes weather to keep changing?

80 km/hr


What is moving air called?

40 km/hr


Write any one type of weather.

Home Task

Write three things that describe the weather of a place. Then, name the gas that plants use to make their food.

Period 6

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: What is the condition of a place at a given time called? (Weather)

Teacher: Which gas do plants use to prepare food? (Carbon dioxide)

Teacher: What do we call moving air? (Wind)

Teacher: What carries heat and moisture from one place to another? (Wind)

Teacher: Name any one type of weather. (Hot / Cold / Windy / Rainy / Humid)

Teacher: Excellent recall, everyone. Let us now begin our next topic.

(The teacher will read the second, third and fourth paragraphs of page 77 aloud and provide explanations to ensure that the students understand the content.)

Land breeze and sea breeze

During the day time, the land gets heated faster than the sea. As the air above the land gets heated, it rises higher. The cool air from the nearby sea rushes in to take its place. Thus, we have sea breeze that blows from the sea towards the land during the day time.

land breeze sea breeze

At night, the land cools down faster than water. The air above the land is cooler as compared to the air above the sea. The hot air above the sea rises and the cool air from the land moves towards the sea to take its place. Thus, at night, a land breeze blows, from the land to the sea.

77

Teacher: Let us now discuss land breeze and sea breeze. During the day, what happens to the land when the Sun shines on it?

MUST DO 20 MIN.

Teacher: Well done. The land gets heated faster than the sea.

Teacher: When the land heats up, what happens to the air above it?

Teacher: That is correct. The air above the land becomes hot and rises.

Teacher: Now, what does the cool air from the sea do?

Teacher: Excellent. The cool air from the sea moves in to take the place of the hot rising air. This movement of air from sea to land during the day is called a sea breeze.

Teacher: Look at the diagram. Which direction is the sea breeze moving?

Teacher: Good observation. The breeze is moving from the sea towards the land.

Teacher: Now, let us think about nighttime. What happens to the land after the Sun sets?

Teacher: Yes, the land cools down faster than the sea.

Teacher: So what happens to the air above the land and above the sea at night?

Teacher: Excellent. The air above the land becomes cooler, while the air above the sea is still warm.

Teacher: In this case, where does the cooler air move?

Teacher: That is right. The cool air from the land moves towards the sea to take the place of the warm air rising above the sea. This is called a land breeze.

Teacher: Which direction is the land breeze moving in the diagram?

Teacher: Wonderful. The land breeze blows from land to sea during the night.

Teacher: You have all understood this clearly. Let us now move to the next part.

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

Humidity

Humidity is the amount of water vapour present in the air at any particular time and place. When the Sun is bright, more water evaporates from the water bodies. This results in increased amount of water vapour in the air, which in turn increases the humidity. When humidity is high, the air has greater moisture content.

77

Teacher: Let us now discuss humidity. What is humidity?

Teacher: Very good. Humidity is the amount of water vapour present in the air at a particular time and place.

MUST DO 10 MIN.

Teacher: When do you think more water evaporates from water bodies?

Teacher: That is correct. When the Sun is bright, more water turns into vapour and mixes with the air.

Teacher: So, what happens when there is more water vapour in the air?

Teacher: Well said. The humidity increases. More vapour means more moisture in the air.

Teacher: And how does it feel when the humidity is high?

Teacher: Excellent thinking. When humidity is high, the air feels more moist and heavy.

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

Understanding better

Teacher: Now let us answer a few quick questions from the 'Understanding better' section.

MUST DO 5 MIN.

Understanding better

Say true or false.

1. Sea breeze blows during the day.
2. Greater moisture content in the air results in high humidity.

ICL

77

Teacher: Does the sea breeze blow during the day or night?

Teacher: Well done. The sea breeze blows during the day.

Teacher: Does more water vapour in the air increase or decrease humidity?

Teacher: That is correct. It increases the humidity.

Teacher: You have answered the questions well.

Differentiated Activities

110 km/hr

Which breeze blows from land to sea?

80 km/hr

What is the name of the moisture in the air?

40 km/hr

When does the sea breeze blow?

Home Task

Draw a neat diagram of sea breeze and land breeze. Then, write two lines to explain what causes each of them.

Period 7

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: What do we call the air that moves from sea to land during the day? (Sea breeze)

Teacher: What do we call the air that moves from land to sea at night? (Land breeze)

Teacher: What happens to land during the day? (It heats up faster)

Teacher: What happens to the air above warm land? (It rises)

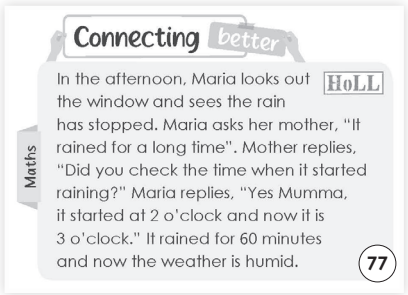
Teacher: What increases when more water vapour enters the air? (Humidity)

Teacher: Very good. Let us now begin our next topic.

Connecting better

Teacher: Let us do the connecting better activity. Read the dialogues between Maria and her mother. And see how we can use Mathematics in daily life. Maria saw that it had stopped raining. She said it rained for a long time. Can you tell me when it started raining?

MUST DO
10 MIN.



Teacher: Right. She said it started at 2 o'clock and now it is 3 o'clock. How much time has passed?

Teacher: Well done. From 2 o'clock to 3 o'clock is 60 minutes. That means the rain lasted for one hour.

Teacher: So, how did Maria use Maths here?

Teacher: Excellent. She subtracted 2 from 3 and calculated the time using hours and minutes. This helped her understand how long the rain lasted.

Teacher: After 60 minutes of rainfall, what is the weather like?

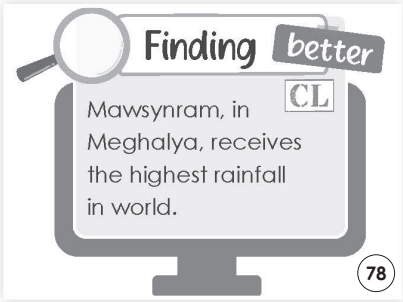
Teacher: Very good. The weather becomes humid. That is how we use time and weather together in real life.

Teacher: You connected Maths with your everyday experience perfectly. You understood this everyday situation very well. Let us continue.

Finding better

Teacher: Now, let us learn something interesting. Do you know which place in India receives the highest rainfall in the world?

MUST DO
5 MIN.



Teacher: Wonderful. The place is Mawsynram, located in Meghalaya. It receives heavy rainfall almost throughout the year because of its location near the hills and moisture-laden winds.

Giving better

Teacher: Let us now read how green plants help us. What do green plants do for the air?

MUST DO
10 MIN.

Teacher: Well said. Green plants help clean the air we breathe.

Teacher: What should we do to take care of plants?

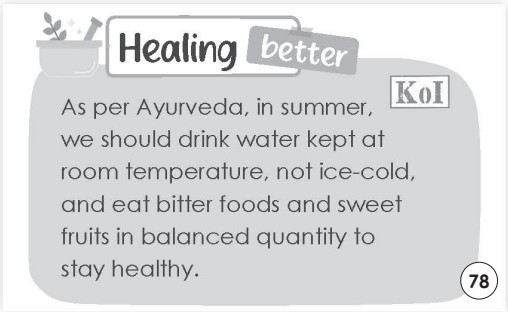
Teacher: Correct. We must take care of the plants in our house and neighbourhood and water them regularly.

Teacher: You are doing great. Let us move to the next part.

Healing better

Teacher: Now, let us look at what Ayurveda says about summer. What kind of water should we drink in summer?

MUST DO
10 MIN.



Teacher: Excellent. We should drink water at room temperature, not ice-cold.

Teacher: What kind of foods should we eat to stay healthy?

Teacher: That is right. We should eat bitter foods and sweet fruits in balanced quantities.

Teacher: You are all learning well. Keep it up.

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

Differentiated Activities

110 km/hr

Name the place in India with the highest rainfall.

80 km/hr

How long did it rain in Maria's story?

40 km/hr

What helps clean the air we breathe?

Home Task

Complete the 'Trying better' activity given on page 77 of the Main Course Book.

Period 8

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: Which gas in the air helps plants grow? (Nitrogen)

Teacher: Which gas in the air is used in fire extinguishers? (Carbon dioxide)

Teacher: In which layer of the atmosphere do meteors burn up? (Mesosphere)

Teacher: What do we call the amount of water vapour present in the air? (Humidity)

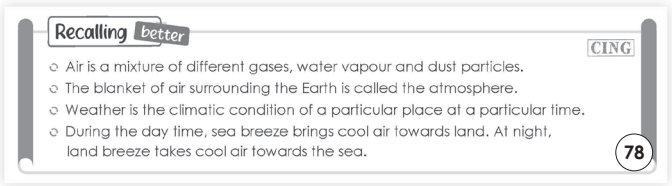
Teacher: Why does wind blow from sea to land during the day? (Because land heats up faster)

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

Recalling better

Teacher: Now, look at the 'Recalling better' section. Let us recall what we have learnt so far.

MUST DO
15 MIN.



Teacher: Can anyone tell me what air is made up of? Take a moment to think.

Teacher: Excellent. Air is a mixture of different gases, water vapour and dust particles.

Teacher: What does this tell us about the air we breathe in?

Teacher: Very good. It tells us that air is not just one thing but many substances mixed together.

Teacher: Now, let us move to the next point. What do we call the blanket of air that surrounds our Earth?

Teacher: Yes, it is called the atmosphere.

Teacher: Why do you think this atmosphere is important for us?

Teacher: Well said. It protects life on Earth, gives us air to breathe and helps keep the Earth warm.

Teacher: Let us now think about the term 'weather'. Who would like to explain what weather means?

Teacher: Correct. Weather is the climatic condition of a particular place at a particular time.

Teacher: Can the weather stay the same every day?

Teacher: That is right. Weather keeps changing due to various reasons like sunlight, wind and moisture.

Teacher: Now, let us talk about sea breeze. What happens during the day when the Sun shines on land and sea?

Teacher: Very good. The land heats up faster than the sea, so the air above the land becomes hot and rises.

Teacher: What does the cool air from the sea do then?

Teacher: Excellent. It moves towards the land to take the place of the warm rising air. This is called a sea breeze.

Teacher: What about during the night? What cools faster – land or sea?

Teacher: That is correct. Land cools faster, so the air above the land becomes cooler than the air above the sea.

Teacher: Then what happens?

Teacher: Yes, the cool air from the land moves towards the sea. This is called a land breeze.

Teacher: So, what are the two kinds of breezes we learnt about?

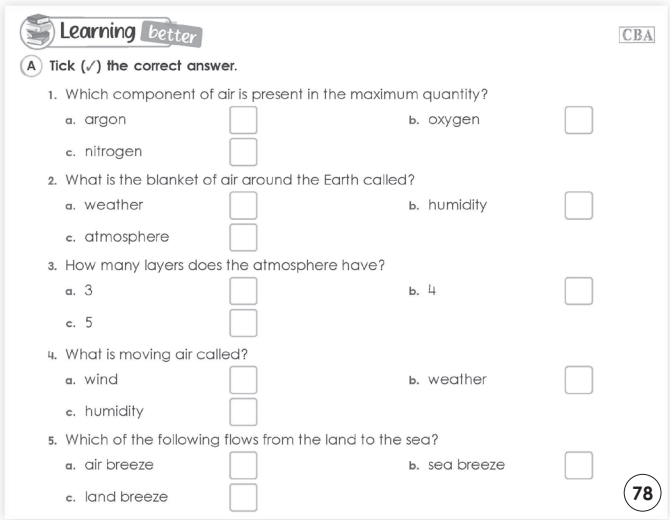
Teacher: Wonderful. Sea breeze during the day and land breeze at night.

Teacher: You all have done brilliant work. This shows how well you have understood the concepts.

Learning better

Teacher: Everyone, please open page 78 of your Main Course Book. In Exercise 'A' of 'Learning better' you have to tick the correct answer. Are you ready to get started?

MUST DO
10 MIN.



Learning better CBA

A Tick (✓) the correct answer.

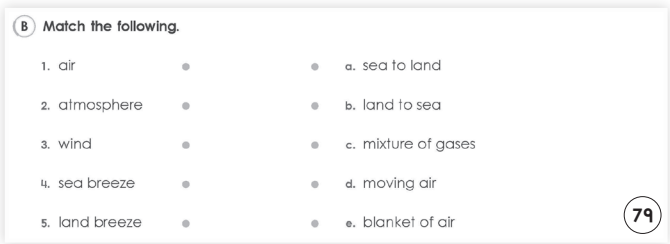
1. Which component of air is present in the maximum quantity?
   a. argon ☐ b. oxygen ☐
   c. nitrogen ☐
2. What is the blanket of air around the Earth called?
   a. weather ☐ b. humidity ☐
   c. atmosphere ☐
3. How many layers does the atmosphere have?
   a. 3 ☐ b. 4 ☐
   c. 5 ☐
4. What is moving air called?
   a. wind ☐ b. weather ☐
   c. humidity ☐
5. Which of the following flows from the land to the sea?
   a. air breeze ☐ b. sea breeze ☐
   c. land breeze ☐

78

Teacher: Great. Let us begin with the first question. Which component of air is present in the maximum quantity?

Teacher: The correct answer is nitrogen. Well done.

(Similarly, complete all five questions. And discuss the correct answers.)



B Match the following.

1. air		a. sea to land
2. atmosphere		b. land to sea
3. wind		c. mixture of gases
4. sea breeze		d. moving air
5. land breeze		e. blanket of air

79

Teacher: Let us start Exercise 'B' of the 'Learning better' section. You have to match the items of the left column with the items of the right column. Are you ready to get started?

MUST DO
10 MIN.

Teacher: Great. Let us begin with the first item - air. What is the correct match?

Teacher: Yes. The correct match is 'mixture of gases'.

(Similarly, complete all five matches and discuss the correct options.)

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

Differentiated Activities

110 km/hr

What causes the air above land to rise during the daytime?

80 km/hr

Name the two types of breezes we have discussed.

40 km/hr

What do we call the blanket of air that surrounds the Earth?

Home Task

Write the names of the five layers of the atmosphere in the correct order. Then, explain in five lines why the atmosphere is important for life on Earth.

Period 9

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: What is the name of the gas used in light bulbs to make them glow? (Argon)

Teacher: Which gas helps in preventing the spread of fire? (Nitrogen)

Teacher: What is formed when water vapour cools down in the sky? (Clouds)

Teacher: Which breeze helps cool the land during the day? (Sea breeze)

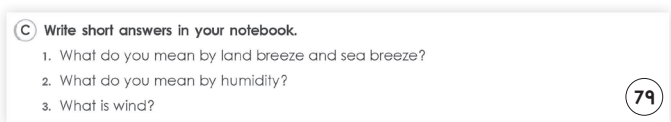
Teacher: Why is the air above the land hotter than the air above the sea during the daytime? (Land heats up faster)

Teacher: Excellent answers, everyone. Let us now begin today's lesson.

Learning better

Teacher: Everyone, please open page 79 of your Main Course Book. In Exercise 'C' of the 'Learning better' section, you have to write a short answer. Are you ready to get started?

MUST DO
15 MIN.



C Write short answers in your notebook.

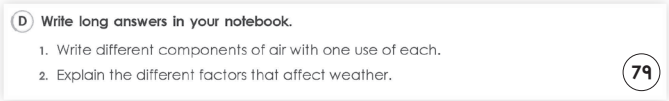
1. What do you mean by land breeze and sea breeze?
2. What do you mean by humidity?
3. What is wind?

79

Teacher: Great. Let us begin with the first question. What do you mean by land breeze and sea breeze?

(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 and discuss the correct answer with the class.)


D Write long answers in your notebook.
1. Write different components of air with one use of each.
2. Explain the different factors that affect weather.
79

Teacher: 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 different components of air with one use of each.

MUST DO
20 MIN.

(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.)

(Instruct the students to bring their Little Book in their next class.)

Differentiated Activities

110 km/hr

Why does the land cool down faster than the sea at night? Explain in one line.

80 km/hr

Which gas in the atmosphere helps fire to burn?

40 km/hr

Name any one gas that is part of the air.

Home Task

Complete the 'Creating better' (Make a kite) activity given on page 79 of your Main Course Book.

Period 10

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some questions and you have to answer them. Ready?

SHOULD DO
5 MIN.

Teacher: Which property of air is shown when it presses against the walls of a tire? (Air exerts pressure)

Teacher: What do we call the change of water into water vapour? (Evaporation)

Teacher: Which layer of the atmosphere do satellites orbit in? (Exosphere)

Teacher: What kind of weather do we usually have after high humidity and dark clouds? (Rainy weather)

Teacher: Which part of the day is usually the warmest? (Afternoon)

Teacher: Well done, everyone. You gave thoughtful answers. Let us now begin our lesson.

Thinking better


Thinking better
2L CS HOTS
Think and write the answer in your notebook.
How would life be different if there was no wind? What are some things we wouldn't be able to do?
80

Teacher: Let us begin with a question to make us think deeply. Imagine if there was no wind. What would happen? How would life be different? Think about the changes around us – in the weather, nature and daily life. Now, write 4 to 5 lines in your notebook explaining how life would change without wind.

MUST DO
10 MIN.

(Let the students think and write answers in their notebooks.)

Teacher: Great. Excellent ideas. If there was no wind, the air would not move and the weather would not change often. Clouds would not move, so there would be less rain. We would not be able to fly kites or sail boats. Windmills would not work and seeds would not spread in nature. Life would become still and uncomfortable.

Choosing better


Choosing better
LSV
Jimmy learned that air pollution was making the city's air dirty and hard to breathe. He wanted to find ways to help improve the environment.
How can he help reduce air pollution and protect the environment?
1. By planting trees and using public transportation.
2. By using cars for short trips.
80

Teacher: Look at the 'Choosing better' section. Jimmy found out that air pollution was making the air dirty and hard to breathe. He wants to help the environment. Read both the options carefully. Option 1 says to plant trees and use public transportation. Option 2 says to use cars for short trips. Which one do you think is better and why?

MUST DO
5 MIN.

(Let the students think and choose.)

Teacher: Well done. Option 1 is the better choice because planting trees and using public transport help reduce pollution and protect the environment.

Revising better


Revising better
DBL
Find out about the different seasons in India in detail. Write it down in your Little Book.
80

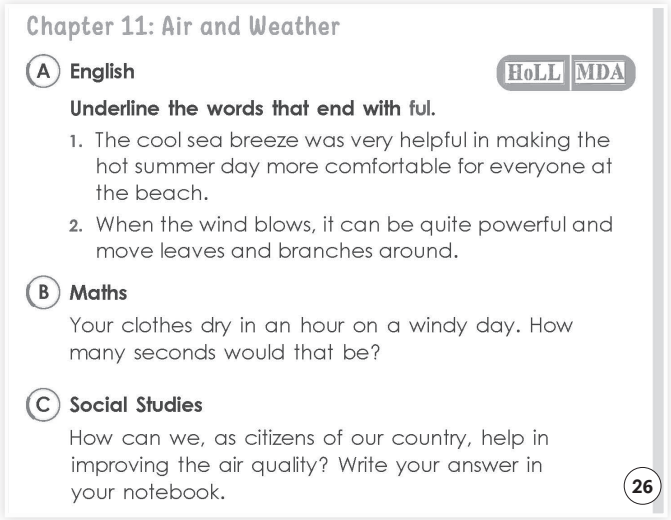
Teacher: Let us do the 'Revising better'. Think about the different seasons we experience in India. Write their names in your notebook and describe in one or two lines how each season feels and what changes we observe. How do these seasons affect our daily life, clothes and food habits?

MUST DO
10 MIN.

(Let the students write it in their little books. And discuss the different seasons.)

Teacher: Very thoughtful answers. You all have understood the seasons well.

Book of Holistic Teaching



Chapter 11: Air and Weather

(A) **English** HoLL MDA

Underline the words that end with ful.

1. The cool sea breeze was very helpful in making the hot summer day more comfortable for everyone at the beach.
2. When the wind blows, it can be quite powerful and move leaves and branches around.

(B) **Maths**

Your clothes dry in an hour on a windy day. How many seconds would that be?

(C) **Social Studies**

How can we, as citizens of our country, help in improving the air quality? Write your answer in your notebook.

26

COULD DO 10 MIN.

Refer to the Book of Holistic Teaching, page number 26 under the title 'Air and Weather.' 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.

(Instruct students to bring their workbooks in their next class.)

Differentiated Activities

110 km/hr

How do land breezes and sea breezes help in changing the weather near coastal areas?

80 km/hr

Write one use of each: nitrogen, oxygen, carbon dioxide and argon.

40 km/hr

Name any two components of air.

Home Task

The Project Idea, given in the book of Project Ideas, page 20 under the title 'Air and Weather.' This project should be assigned to the students as homework. Ensure that the students understand the project requirements and provide any necessary guidance or materials they might need.

Period 11

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

Teacher: Great. Let us begin today's lesson with a quick game. I will ask some new questions and you have to answer them. Ready?

SHOULD DO 5 MIN.

Teacher: What do we call the movement of air from high pressure to low pressure? (Wind)

Teacher: Which season is known for strong winds and rainfall in many parts of India? (Monsoon)

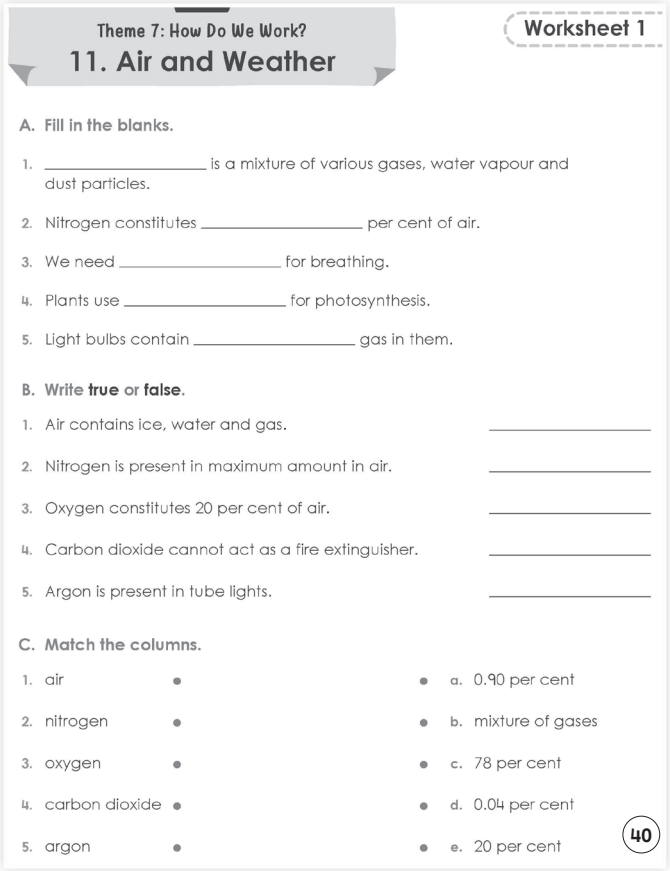
Teacher: What happens when warm air rises and cool air rushes in to take its place? (It creates wind)

Teacher: Which component of air supports burning? (Oxygen)

Teacher: What is one way to reduce air pollution caused by vehicles? (Use public transport)

Teacher: Excellent responses. Let us now begin our lesson.

Worksheet 1



Theme 7: How Do We Work?

Worksheet 1

11. Air and Weather

A. Fill in the blanks.

1. _____ is a mixture of various gases, water vapour and dust particles.
2. Nitrogen constitutes _____ per cent of air.
3. We need _____ for breathing.
4. Plants use _____ for photosynthesis.
5. Light bulbs contain _____ gas in them.

B. Write true or false.

1. Air contains ice, water and gas. _____
2. Nitrogen is present in maximum amount in air. _____
3. Oxygen constitutes 20 per cent of air. _____
4. Carbon dioxide cannot act as a fire extinguisher. _____
5. Argon is present in tube lights. _____

C. Match the columns.

1. air •	• a. 0.90 per cent
2. nitrogen •	• b. mixture of gases
3. oxygen •	• c. 78 per cent
4. carbon dioxide •	• d. 0.04 per cent
5. argon •	• e. 20 per cent

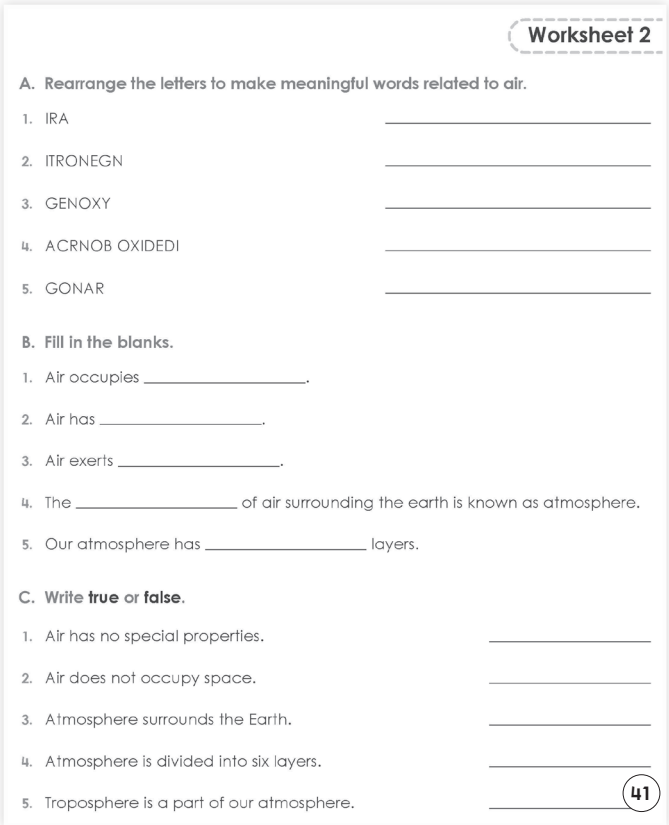
40

MUST DO 10 MIN.

Teacher: Let us do some activities from the workbook. Everybody, please open page 40 of your workbook and answer the questions given in worksheet 1.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

Worksheet 2



Worksheet 2

A. Rearrange the letters to make meaningful words related to air.

1. IRA _____
2. ITRONEGN _____
3. GENOXY _____
4. ACRNOB OXIDEDI _____
5. GONAR _____

B. Fill in the blanks.

1. Air occupies _____.
2. Air has _____.
3. Air exerts _____.
4. The _____ of air surrounding the earth is known as atmosphere.
5. Our atmosphere has _____ layers.

C. Write **true** or **false**.

1. Air has no special properties. _____
2. Air does not occupy space. _____
3. Atmosphere surrounds the Earth. _____
4. Atmosphere is divided into six layers. _____
5. Troposphere is a part of our atmosphere. _____

41

Teacher: Let us do some more activities from the worksheet. Everybody, please open page 41 of your workbook and answer the questions given in worksheet 2.

MUST DO
10 MIN.

(Let the students answer the questions on their own. Then discuss the answer by writing the correct answer on the blackboard.)

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

Book of Project Ideas

COULD DO
10 MIN.

Discuss the project assigned as the home task in the tenth period, focusing on helping students understand the objectives and addressing any challenges they face.

Teacher: Now, let us complete the 'KWL' activity.

Teacher: Take out your notebook and fill in the 'L' column. Write what you have learned in this chapter.

SHOULD DO
5 MIN.

(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 work, everyone. See you in the next class. Have a wonderful day ahead.

Home Task

Complete worksheets 3 and 4, which are given on pages 43 and 44 of your Workbook. Also, complete Activity 3 (Make a Fire Dragon.) given on page 81 of the Main Coursebook.

Learning Outcomes

The students will:

Domain	Learning Outcome
Physical Development	• develop fine motor skills and coordination by performing hands-on activities such as measuring temperature of sand and water and creating models like kites or fire dragons to explore air movement.
Socio-Emotional and Ethical Development	• show care and environmental responsibility by discussing the harmful effects of air pollution and suggesting practical ways to reduce it through group activities.
Cognitive Development	• identify the components and properties of air, describe layers of the atmosphere and explain how wind, humidity and sunlight affect weather using appropriate scientific reasoning.
Language and Literacy Development	• read, comprehend and write short and long answers using accurate vocabulary related to air and weather, such as 'humidity', 'atmosphere' and 'breeze', during individual and group tasks.
Aesthetic and Cultural Development	• create visual models like a kite or a fire dragon and explain how wind supports their movement, linking scientific knowledge with creative expression.
Positive Learning Habits	• consistently participate in observation-based tasks, record findings in the Little Book and revise seasonal weather patterns to build curiosity and responsible learning behaviour.

Starry Knights

Does weather affect your mood for teaching in class? If yes, how do you manage a bad mood? Share a few tips.

Reward yourself with a STAR.