TLO: Explains the relationships of self with other members of the family and depicts through drawings and written language.

SAMPLE ACTIVITY: Role play

Teacher keeps things and general objects used by family members on a table in the class room. Teacher keeps Flash cards with names and pictures of family members spread out in the classroom. Every child comes and picks up one object and keeps it near the picture of the family member and tells in one sentence who uses it. Later children are asked to Stick pictures of self and family members in their note book. Children are encouraged to learn the following
a) Their name and its spelling and how to write it.
   b) Names of their parents.
   c) Their Address in short.
   d) Their School’s name.
   e) Their Class and section.
   f) Name of their class teacher.

Colour the following pictures AND TELL identify the relations.

NOTE FOR TEACHER: Evaluation can be done simultaneously when children are putting things in boxes reasoning why they have choosen that particular box.
LAT 1: Colour the picture and describe it orally
Skill focused | Target Learning Outcome | Suggested strategies
---|---|---
*Observation Identification* | *Appreciates and reflects on her observations, work done by self and others* | *Group*

TLO: Observes and explores various occupations

**SAMPLE ACTIVITY: Role play**

Teacher asks the children “What they would like to be when they grow up”.

Then each child tells what things are used in these occupations?

Children are encouraged to make up a story involving these occupations and play act these stories.

They can involve their classmates in enacting these stories.

Draw or paste pictures of HELPERS in your notebook.
NAME THE WORKERS. HOW DO THEY HELP US. CAN YOU NAME ANY OTHER HELPERS?
SUBJECT : EVS
workshop

LEVEL: A1 (CLASS I)

LESSON3: Places of

Worksheet 3

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Respect for other people and values against discrimination based on religion.</td>
<td>Group</td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TLO: Respect for other people and values against discrimination based on religion

SAMPLE ACTIVITY: Field visit

Children are shown visuals of places of worship and how people of different religion pray.
A field trip is arranged where children visit a Mandir, a Mosque, a Church and a Gurudwara. At these places children behave as per the instructions of the Pandit, Maulvi, Priest. They observe how prayers are performed at these places.

They are encouraged to ask questions to develop higher order thinking and scientific temperament.

After coming back to school they are instructed to express their observation through drawing and they may speak a few sentences on their observations.

**SUBJECT :- EVS**

**LEVEL: A1 (CLASS I)**

**LESSON4: ANIMALS**

Worksheet 4

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested stratagies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation</strong></td>
<td>Observes and explores environmental objects animals in the immediate surroundings.</td>
<td>Group</td>
</tr>
<tr>
<td><strong>Identification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Classification</strong></td>
<td>E.g., “identifies names of, animals in their own language”</td>
<td></td>
</tr>
</tbody>
</table>

**TLO:** Observes and explores environmental objects animals in the immediate surroundings.
SAMPLE ACTIVITY: Drawing and classification

Teacher provides drawing and colouring materials to students.

Students draw pictures of animals. They may draw more than one animal, but use different sheets for each.

Teacher now keeps picture of one animal as per the following category in a box.

<table>
<thead>
<tr>
<th>PET ANIMALS</th>
<th>DOMESTIC ANIMALS</th>
<th>WILD ANIMALS</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="PET ANIMAL" /></td>
<td><img src="image2" alt="DOMESTIC ANIMAL" /></td>
<td><img src="image3" alt="WILD ANIMAL" /></td>
</tr>
</tbody>
</table>

Children also keep the pictures they have drawn in the boxes they feel the animal belongs to and speak one sentence why they think so.
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>bird</td>
<td>dog</td>
<td>elephant</td>
<td>fox</td>
</tr>
<tr>
<td>cat</td>
<td>bat</td>
<td>lion</td>
<td>goat</td>
</tr>
<tr>
<td>sheep</td>
<td>ostrich</td>
<td>yak</td>
<td>hyena</td>
</tr>
<tr>
<td>butterfly</td>
<td>pig</td>
<td>sheep</td>
<td>eel</td>
</tr>
<tr>
<td>finch</td>
<td>shark</td>
<td>ox</td>
<td>lion</td>
</tr>
<tr>
<td>fly</td>
<td>dolphin</td>
<td>turtle</td>
<td>lizard</td>
</tr>
<tr>
<td>elephant</td>
<td>octopus</td>
<td>alligator</td>
<td>duck</td>
</tr>
<tr>
<td>manatee</td>
<td>moth</td>
<td>cicada</td>
<td>newt</td>
</tr>
<tr>
<td>owl</td>
<td>bear</td>
<td>monkey</td>
<td>hamster</td>
</tr>
<tr>
<td>dove</td>
<td>groundhog</td>
<td>snake</td>
<td>ladybug</td>
</tr>
<tr>
<td>worm</td>
<td>chicken</td>
<td>bee</td>
<td>frog</td>
</tr>
</tbody>
</table>
TLO: Observes and explores plants in immediate environment

SAMPLE ACTIVITY: To grow a plant

Teacher provides small pots filled with soil, and different types of seeds.

They are shown how to sow the seeds.

Teacher tells them how, when and how much to water the pots.

The students follow and observe the stages growth of their plants.

Once the plants have grown for a month the children observe the changes in difference in heights, leaves, stems etc of various plants.

They may uproot a plant and observe the parts.

They share their experiences in the class.

Colour the given plant
Name__________________________

Parts of a Flower

_________ ________ ________ ________

stem petals leaf roots
TLO: Shares experiences through hands on activities on water
SAMPLE ACTIVITY: To show how water is used in their surroundings.

Parents have to be instructed to send an apron on the previous day

Teacher brings many things like a piece of cloth, detergent, face wash, toy vessels, Glasses, Pot, Bucket, a Plant, vegetables, fruits, water colours, wheat flour, toy cars, toy boat, small empty buckets etc and a bucket full of water.

Children are than asked to think of ways in which water is used around them and pick up things of their choice.

Children play house-house in groups.

They sit in groups and perform activities where water is used (other than bathing)

They may need flour, wash vessels, cars or clothes, Drink water using a glass.

NOTE FOR THE TEACHER: These activities would create a mess in the classroom, but children would enjoy learning uses of water hands on. Please Instruct parents accordingly.
Worksheet 7

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Identification</td>
<td>Observes and explores environmental objects FOOD eaten in the family</td>
<td>Group</td>
</tr>
<tr>
<td>Classification</td>
<td>Classifies fruits and vegetables</td>
<td></td>
</tr>
</tbody>
</table>

TLO: Observes and explores environmental objects FOOD eaten in the family
Classifies fruits and vegetables

SAMPLE ACTIVITY: Mask making

Teacher provides Thick card sheets and Colours to the children and asks them to make a mask of either a fruit or a vegetable they have eaten.

Every child wears his/her mask and stands in front of the class.

Other children identify its name.

They come and describe the fruit or vegetable based on its colour, taste, shape etc. and may tell its name in their mother tongue too.

Later they recite poems on fruits and vegetables.

The story of “THE ROLLING PUMPKIN” IS READ OUT by the teacher. (Revising animals)
There was an old lady whose daughter lived on the other side of the jungle. One day she missed her daughter and her son-in-law, and decided to visit them.

The way of the jungle was long, dangerous and full of animals. The next morning she put her stuff together and was on her way.

She hadn’t gone far yet that she was confronted by the wolf. The wolf said “wow what a great meal, a wonderful one.” The old lady was afraid but did not lose her cool. "Hi hi Mr. wolf. How are you feeling? You are nice and kind, clean and well spoken. Please step aside please let me get on my way.. I want to go to my daughter and son-in-law." The wolf said " no way I let you go, it’s been two days that I have had anything to each and haven’t given my kids any food"
The smart old lady said " I am small and tiny, see how weak I am. Let me go to my daughter’s, I will be eating all sort of different kind of food and I will gain a lot of weight. Then I’ll come and you can eat me."
The old lady went on her way until it was noon time. All of a sudden a big tiger jumped in front of her from a tree, and with a howl said: "wow what a great meal, a wonderful one"
The old lady was very scared but tried to keep her coo and said " hi my tiger my beautiful tiger. I know you are kind let me go to my party"
The tiger said "I am hungry old lady."
The old lady with a sigh said "I am no use for you, just skin and bone. Let me go to the party, you know the reason? I want to go and eat roasted chicken and all sort of food and get chubby."
The tiger was satisfied and told her to go but come back very soon.

The old lady continued her journey until sun down when a horrifying sound of a lion froze her on her spot. The old day with such a nice tong said "
Hay Mr.. Lion the king of the Jungle
The Lord of tiger and wolf
You are the king of all the animals
You are the Lord of Elephants and mouse
It is lat let me go, I have got lots to do.
The lion said " No way I let you go, the road is
closed you cannot go"
The old lady with her wisdom said "wow what a pleasure, but I am very tiny and weak. Let me go to the party, you know the reason? I want to eat roasted chicken and all sort of food. Then I'll be chubby and fat then I'll be back. You can eat me."
The lion said "I have given up eating you, I'll be here waiting for you"

At night the old lady arrived at her daughter's. They were very happy to see her and kissed and hugged her. They made her delicious food. The old lady told her the story. Few days passed and it was time to go back home.
The old lady told her daughter "my kind daughter, all your problems should be mine, do you have a very big pumpkin?"
When she brought her the huge pumpkin, they emptied inside of it.

The old lady said goodbye to her daughter and her husband and went inside of the pumpkin. Her daughter put the top on the pumpkin and pushed it.

The pumpkin rolled and rolled and rolled until it got to the lion.
The lion yelled "Hay rolling pumpkin have you seen an old lady on your way? An old lady that is fat and big?"
The old lady from inside of the pumpkin said with shaking voice" Swear the God I have not seen, I am not aware of an old lady. Push me, Roll me, Let me go." The lion was tricked pushed the pumpkin.
The pumpkin rolled and rolled until it got to the tiger. The tiger screamed "Hay rolling pumpkin have you seen an old chubby and fat lady?"

The old lady from inside of the pumpkin said with terrified voice "Swear the God I have not seen, I am not aware of an old lady. Push me, Roll me, Let me go."

The tiger was tricked and pushed the pumpkin.

The pumpkin rolled and rolled until it go to the wolf.

when the wolf asked the rolling pumpkin of the old lady, he recognized her voice, and said" you are the old lady, I'll catch you with both of my hands.

The wolf attacked the pumpkin.

The wise old lady that had thought of everything, jumped out from the other end of the pumpkin and when the wolf jumped inside the pumpkin she pushed it towards the edge of the rocky road and the wolf fell down the deep edge.

The old lady went to her house happily.
**TLO:** Observes and explores transport in immediate environment

**SAMPLE ACTIVITY:** Discussion/Field Trips

**NOTE:** This lesson idea that can be carried on through many sessions. The idea is to introduce and discuss different modes of transportation and in the end, create one or more transportation artefacts.

**Discussion/Field Trips:**

Discuss different modes of transportation on land, sea and in the air. Talk about how people get to where they are going (school bus, ferry boat, car etc.) Incorporate field trips wherever possible. Take a trip on a school bus, walk around the school parking lot to look at cars, visit the airport, bus station or train station. Watch videos that show different forms of transportation. Look at travel magazines. Ask if anyone has been on a plane ... a train ... a horse ... etc. Ask how students get to school every day. How do kids in other countries travel? Leave lots of time for discussion. Make sure to review safety rules (seatbelts in cars, obeying traffic signals, walk and don't walk signs). Don't forget to discuss how products are delivered ... couriers with trucks, airplanes etc. How does the mail travel?

**Activities:**

1. **BULLETIN BOARD ACTIVITY:** Students can collect images of different types of transportation and add them to a bulletin board that has been divided into Land, Sea and Air.
2. **TRANSPORTATION MURAL:** Students can work together to create a transportation mural (one for land, one for sea and one for air).
3. **SOUND PICTURES:** What sounds do the various modes of transportation make? (train whistle, truck horn, police car siren) How would these sounds appear if we were to draw them? Provide crayons and paper for students to experiment with the colours and shapes of transportation sounds.
4. **TOY CAR PRINTMAKING:** Using old toy cars and tempera paint, allow students to dip the cars into paint and "drive" them across paper to see what kinds of marks the tyre makes.
5. **LICENSE PLATE RUBBINGS:** Using old license plates (or plate on cars in the parking lot) allow students to do rubbings of the plates. Provide paper and crayons for the rubbings.
6. **SHAPE VEHICLES:** See how many types of transportation vehicles can be created using the basic geometric shapes (triangles, squares, circles, rectangles). Have students cut their shapes out of construction paper and arrange them to create vehicles.
7. **PAPER BOATS:** Make paper boats. Decorate them with bright crayon colours.
8. **PAPER AIRPLANES:** Make paper airplanes. Decorate them with bright crayon colours.
9. **TRANSPORTATION MOBILE:**

**What You Need:**
String or yarn; coat hangers; thick paper; paint; brushes; scissors; hole punch; markers or crayons

**What You Do:**
After discussing how people and products get from place to place, students can create drawings and paintings of various modes of transportation on thick paper. The pictures can be painted or decorated with markers or crayons. Once complete, the pictures can be cut out and put together in a mobile ... by punching holes in the pictures and hanging them from a coat hanger that has been wrapped with yarn or raffia. **Have your students write facts on the back of each of their modes of transportation. (ie trucks deliver newspapers; people travel on airplanes etc.)**

10. **TAKE A TRIP ON A ZEBRA:** Have students consider what life would be like without cars or trucks. What if we travelled by riding animals? Not just any animals: elephants, zebras, tigers, ducks etc. Students can draw or paint their ideas on paper.
SUBJECT :- EVS  LEVEL: A1 (CLASS I)  LESSON9: Shelter Worksheet9

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Observes and explores environmental objects (Houses) in the immediate surroundings.</td>
<td>Group</td>
</tr>
<tr>
<td>Identification</td>
<td>Questioning to develop curiosity and critical thinking.</td>
<td></td>
</tr>
<tr>
<td>Classification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TLO: Observes and explores environmental objects (Houses) in the immediate surroundings.

SAMPLE ACTIVITY: Hands on experience through learning by doing.

1. Teacher shows the Video of “The Three Pigs” (English textbook lesson.) Than teacher makes three groups named SONU, MONU, GONU.
2. Each Group list out the materials they required to make their house verbally.
3. Teacher provides them with the material.
4. Children than touch, smell and feel the materials provided.
5. Teacher asks following questions
   a) Texture: Rough/smooth
   b) Hard/soft
   c) Weak/strong.
6. Children than make their houses. (Teacher asks about why plastic blocks have been provided. Which material they replace.)
7. They analyze which house is weak and which house is strong.

NOTE: Colouring and sequencing pages given below are to be printed as landscape. (THEY CAN BE USED FOR LAT)