### Worksheet – 1

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation &amp; Recording</strong></td>
<td>• Knows the different categories of animal.</td>
<td>• Group activity_ Collection of different types of leaves and drying them.</td>
</tr>
<tr>
<td>1. Observe the nature.</td>
<td>• Know the animals that are found in a particular habitat (pond, sea, desert, etc)</td>
<td>• Group activity_ Make an album on animals of five different habitats</td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Classifies animals based on habits, food, size, movements.</td>
<td></td>
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</tr>
<tr>
<td>2. Classifies the animals into Insects, Birds, Reptiles and Mammals.</td>
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</tr>
<tr>
<td><strong>Discovery of Facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. They give reasons for given factual information.</td>
<td></td>
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</tr>
<tr>
<td>2. Explore the basic needs of living organisms.</td>
<td></td>
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</tr>
</tbody>
</table>

**TLO:** To know more about different habitat of different animals.

**Sample activity:** Story of Panchatantra
## Skill focused

**Observation & Recording**

1. Observers the plants around.

**Identification & Classification**

1. Classifies plants based on different sizes.
2. Identifies the leaves names of trees and need for growing plants.

**Discovery of Facts**

1. Dried leaves and plants are used for making compost, greeting cards, wall hangings etc

## Target learning Outcome

- Knows the different types of stem, leaves, size, colour and texture of leaves.
- To know the people who help in growing plants.
- Knows the trees in the school premises.

## Suggested strategies

- Group activity_ Nature walk and observing the plants keenly.
- Discussion on the uses and benefits of plants in the diet.

---

**TLO-Preparing picture cards using leaves.**

Sample activity- Different types of leaves used to prepare cards.

---

**Step 9: Adhere leaves to the card.**
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Identification &amp; Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of water.</td>
<td>1. Identifies sources of water, storage &amp; uses.</td>
</tr>
<tr>
<td></td>
<td>2. Global issue regarding water crisis.</td>
</tr>
</tbody>
</table>

### Target learning Outcome

| To know sources of water. |
| Uses of water.            |
| Forms of water.           |
| Properties of water.      |

### Suggested strategies

| Group activity to find the names of rivers in the vicinity. |
| Different sources of water. |

### TLO - Use of water at home.

**SAMPLE ACTIVITY** - Find any five activities that require water.
TEST YOUR SELF
(Lessons 1, 2 & 3)

Worksheet - 4

Q1 Draw, name & colour two objects that have patterns of flowers or leaves on them.

Q2 Arrange the following animals according to the place where they live-

Crow, lion, tiger, fish, parrot, crocodile, octopus, bees, sparrow, zebra, dog, tortoise

<table>
<thead>
<tr>
<th>LAND</th>
<th>WATER</th>
<th>AIR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Q3) Tick (✓) the correct answer.

1) The huge source of salty water.
   a) ocean
   b) lake
   c) river
   d) pond

2) Main source of water is-
   a) River
   b) Rain
   c) Sea
   d) Underground water

3) A plant that needs less water
   a) cactus
   b) rice
   c) sugarcane
   d) mint

4) An animal that lives only in water
   a) duck
   b) crocodile
   c) fish
   d) tortoise
### Skill focused

- **Observation & Recording**
  1. Family members & relations.

- **Identification & Classification**
  Families as Joint/Nuclear/Extended

- **Discovery of Facts**
  1. Family provides the basic needs of love, food, shelter, clothing, companionship, & protection.

### Target learning Outcome

1. The resemblances & differences among members of the family.
2. To know difference between a house & home.
3. To know customs and traditions followed by the family members.

### Suggested strategies

- Pair activity
- Individual activity.

---

TLO - Family members and their relation.

Sample activity - Ask to fill in the names of their family members and their relationships in the family tree.
Skill focused | Target learning Outcome | Suggested strategies
---|---|---
**Observation & Recording**
1. Observes his or her own home to those of others
2. Value of having a home in a community.
**Identification & Classification**
Types of houses and different parts of houses.
**Discovery of Facts**
1. Shelter is a need rather than a want.
1. Cleanliness of a house
2. Basic need of house.
3. Decoration of house.
4. Disposal of garbage.
5. Uninvited animals in the house (spider, lizard)
- Pair activity
- Individual activity.

TLO- To know uninvited animals in the house.
Sample activity-Knows about spider, lizard, house fly etc.
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| 1. Observes the food items eaten for breakfast, lunch and dinner.  
2. Observes the food items eaten for breakfast, lunch and dinner. | • Knowing the different part of food we eat.  
• Food eaten by infants young and old.  
• Staple food of states.  
• Different types of food items made from different cereals. | • Collection of cereals and pulses.  
• Identifying the fruits and vegetables with blindfold and touch. |
| Identification & Classification | | |
| 1. Staple food of different states.  
2. Vegetables and fruits | | |
| Discovery of Facts | | |
| 1. People living in different parts of India eat different types of food. | | |

**TLO – To know different types of food items.**

Sample activity - To know healthy food items.
TEST YOUR SELF
(Lessons 4, 5 & 6)

Worksheet – 9

Q1 Draw a family tree & write the names of your family members.

Q2 Name five things with which you decorate your house.

Q3 Draw a fruit basket & colour it.
## Skill focused

### Observation & Recording
1. They observe differently abled people.
2. Observes different expressions of people and animals

### Identification & Classification
1. Identifies the sense organs and their functions.

### Discovery of Facts
1. They observe that differently abled people use different actions and expressions to communicate.

## Target learning Outcome

- Knowing about their sense organs and the functions.
- Care of the disables.
- Facial expressions.

## Suggested strategies

- Make a chart of dance mudras and their meanings
- Collect the pictures of sign language.

---

**TLO – To know different expressions used by disabled people.**

Sample activity- Draw different smilies having different expressions.

---

#### Sample Activity
- Draw different smilies having different expressions.
- Collect the pictures of sign language.
### Skill focused

#### Observation & Recording
1. Exploring the immediate surrounding to note various birds.

#### Identification & Classification
1. Birds and their habitat as water, trees, ground etc.

#### Discovery of Facts
1. Types of beaks and food habits are correlated.

### Target learning Outcome

- Names of different birds.
- Habitat.
- Food they eat.

### Suggested strategies

- Group activity - Collecting different types of feathers
- Individual activity - Prepare a scrap book on types of birds.

### TLO – To know flying animals.

Sample activity - The children will collect information/pictures of animals which can fly other than birds.
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>1. Observing different seasons.</td>
<td>• Group activity-</td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td>1. Changes in the surrounding as per the season.</td>
<td>1. Reciting poems on water and rain.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Playing games-</td>
</tr>
<tr>
<td></td>
<td></td>
<td>बोल मेरी मछली कितना पानी</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Class discussion</td>
</tr>
<tr>
<td>Discovery of Facts</td>
<td>2. Water is life.</td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

**TLO – Rainbow in the sky.**
Sample activity- Observing a rainbow during rainy season.
TEST YOUR SELF
(Lessons 7, 8 & 9)

Worksheet – 13

Q1 Draw the faces showing

- SAD
- HAPPY
- AFRAID
- ANGRY

Q2 Draw and colour your favourite Bird

Q3 Draw the picture of clouds and rainbow. Write colours of rainbow.
# L –10. What is cooking?

**Worksheet – 14**

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation &amp; Recording</strong>&lt;br&gt;1. Different types of utensils used in cooking.&lt;br&gt;2. Different fuels used for cooking.</td>
<td>• To know the materials used to make utensils&lt;br&gt;• Method of cooking like roasting, boiling, frying etc.&lt;br&gt;• Learning to make some simple dishes.</td>
<td>• Group activity-&lt;br&gt;1. Community lunch to be arranged in the class (CMP).&lt;br&gt;2. Preparation of simple dish.</td>
</tr>
<tr>
<td><strong>Identification &amp; Classification</strong>&lt;br&gt;1. Methods of cooking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discovery of Facts</strong>&lt;br&gt;1. To discover food value</td>
<td></td>
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</tr>
</tbody>
</table>

**TLO – Cooking without fire.**

Sample activity- To prepare fruit chat (learns food value).
Worksheet – 15

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>- To know the different modes of transports according to distance.</td>
<td>- Group activity-&lt;br&gt;1. Classify the given pictures of vehicles according to their types.</td>
</tr>
<tr>
<td>1. Different types of vehicles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td>- Mode of transport in earlier days and in future.</td>
<td></td>
</tr>
<tr>
<td>1. Types of vehicles used in air, water, land.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Classifying the vehicles as per number of wheels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery of Facts</td>
<td>- To know about the vehicles used in emergency services.</td>
<td></td>
</tr>
<tr>
<td>1. Vehicles used for different purpose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO – Fantasizing future vehicles.**

Sample activity- The learner will imagine and try to draw vehicles those used in future.
### Worksheet – 16

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>• Learn about different helpers</td>
<td>• Design their daily time table ( specifying the work time, free time , study time)</td>
</tr>
<tr>
<td>1. To observe different people around us.</td>
<td>• Learn about sharing of work at home.</td>
<td>• Group Activity: Observe the picture and write about that helper and its nature of work.</td>
</tr>
<tr>
<td>2. To observe different places of work.</td>
<td>• Learn about people and their place of work.</td>
<td></td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td>• Idea of working time and leisure time of different people.</td>
<td></td>
</tr>
<tr>
<td>1. To differentiate school going children and children at work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To classify the work done by different family members.</td>
<td></td>
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<tr>
<td>Discovery of Facts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will know how different people help us in our daily life.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO:** To learn about different occupations of people.

**Sample activity:** Enacting as different helpers.
TEST YOUR SELF
(Lessons 10, 11 & 12)

Worksheet – 17

Q 1) Name 4 foods items. Which you eat without cooking.

__________________
__________________
__________________
__________________

Q 2) Name means of transport used for carrying goods.

Q 3) What work you do in your family. Write any two.
### Skill focused

**Observation & Recording**
1. Observe the problems faced by people in old age.
2. To know about the physically challenged people and their life

**Identification & Classification**
1. To identify different types of disability.
2. To understand the kind of problems differs from one person to another.

**Discovery of Facts**
Learn to be sensitive to physically challenged people.

### Target learning Outcome

- Qualities possessed by physically challenged people.
- Disabilities of people, their special place of reading, writing and moving from one place to another.
- Learn about Braille script.

### Suggested strategies

- Organize a visit to an institution meant for physically challenged and writes report.
- Types of disability
- Difficulties faced
- Help rendered
- Equipments and materials used.

### TLO: To learn about different occupations of people.

**Sample activity:** To tell them about Paralympics.
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>• Different roles played by family members in buying cooking and serving food.</td>
<td>• Group Activity:</td>
</tr>
<tr>
<td>1. To observe different types of</td>
<td>• Differentiate between animal and plant products.</td>
<td>1. Community lunch.</td>
</tr>
<tr>
<td>food eating practices followed in</td>
<td>• Uses of different parts of plants for different purposes.</td>
<td>2. Discussion on healthy food habits</td>
</tr>
<tr>
<td>the family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To observe different sources</td>
<td></td>
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</tr>
<tr>
<td>of food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To differentiate about food</td>
<td></td>
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<tr>
<td>on the basis of source of food.</td>
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<tr>
<td>2. To learn about the medicinal</td>
<td></td>
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<tr>
<td>value of plants</td>
<td></td>
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<tr>
<td>Discovery of Facts</td>
<td></td>
<td></td>
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<tr>
<td>To learn about different parts</td>
<td></td>
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<tr>
<td>of plants eaten as food</td>
<td></td>
<td></td>
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<tr>
<td>and use of plants for various</td>
<td></td>
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<tr>
<td>purposes.</td>
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</tbody>
</table>

**TLO**: To learn about different types of food and its sources

**Sample activity**: Recipe of any food item and paste picture.
**Worksheet – 20**

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To observe different types of clay pots in their surroundings.</td>
<td>• Learn about the qualities of earthen pot.</td>
<td>• Group Activity: Make pots of various shapes/draw pots and exhibit in class.</td>
</tr>
<tr>
<td>2. To observe material used in making clay pots.</td>
<td>• Learn the process of making a earthen pot.</td>
<td>• Draw a potter’s wheel</td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To identify between different types of pots</td>
<td>• Uses of the earthen pots</td>
<td></td>
</tr>
<tr>
<td>2. To learn different types of soils.</td>
<td></td>
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</tr>
<tr>
<td>Discovery of Facts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about the uses of pots.</td>
<td></td>
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</tr>
</tbody>
</table>

**TLO:** To learn about different types of pots and soil.

**Sample activity:** Complete the steps for making a pot.
TEST YOUR SELF
(Lessons 13, 14 & 15)

Worksheet – 21

Q 1) Find out how alphabets are written in Braille script.

A   B   C   D   E

Q 2) Find out from your grandparents how Neem and Tulsi leaves are used for various purposes.

Q 3) Complete the steps for making a pot.

Digging clay from the clay pit → Drying and sieving the clay → 
..............................................................→..............................................................→ Drying the pot in the sun→ ............................................→Decorating pot with colours → Pot is ready to used
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| 1. To observe different types of games.  
2. To observe rules of different games. | • Learn about the indoor and outdoor games.  
• develop awareness in field of sports and games  
• Identification of sport personalities.  
• Benefits of playing games .  
• learn about team spirit and sportsmanship. | • Group Activity:  
Indoor game  
Outdoor game  
Paste pictures of players. |
| Identification & Classification | 1. To identify between indoor and outdoor games.  
2. Learn about national and international games. | |
| Discovery of Facts | 1. Learn about the health benefits of playing games. | |

### TLO: To learn about different types of games and their health benefits.

### Sample activity: In leisure time, what they do write a paragraph on it.
### Skill focused

<table>
<thead>
<tr>
<th>Observation &amp; Recording</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Observe various modes of communication around.</td>
<td>- Letter as a means of communication, work and people associated with post office; different means of communication, changes with time.</td>
<td>- Group Activity: Collect stories/pictures of the means of communication used in the past and changes that has taken place over the years.</td>
</tr>
</tbody>
</table>

**Identification & Classification**

1. Learn about oldest and latest means of communication.
2. Learn about different types of stamps.

**Discovery of Facts**

1. Learn about oldest and cheapest means of communication.
2. Learn about latest and fastest means of communication.

- Group Activity: Collect stories/pictures of the means of communication used in the past and changes that has taken place over the years.
- A trip to the post office.
- Collection of used stamps and paste it.

---

**TLO:** To learn about different types of games and their health benefits.

**Sample activity:** Write a letter on a post card with the correct addresses of sender and recipient.
Skill focused | Target learning Outcome | Suggested strategies
--- | --- | ---
**Observation & Recording**
- To observe different types of houses.
- To observe material required to build various types of houses.
**Identification & Classification**
1. Learn about different types of houses according to climatic condition.
2. 
**Discovery of Facts.**
Learn about the need of house.
- Learn about the diversity in houses.
- Learn about the need of a house.
- Learn about climatic condition in which these houses are built.
- Problems faced by homeless people.
- Create sensitivity towards homeless people.
- Group Activity: Visuals showing different types of houses according to the different climatic conditions, their need, materials required to build them, their durability.
Paste pictures of different types of houses. Debate and discussion on homeless people and problems faced by them

**TLO:** To learn about different types of houses

**Sample activity:** Collect samples or pictures of things that are used for making houses and paste them.
TEST YOUR SELF
(Lessons 16, 17 & 18)

Worksheet – 25

Q 1) Name any 2 games in which nothing is needed besides players

Q 2) Tick (✓) the things you find in a post office.

Postcard
Charger
Stamps
Admission forms
Inland letter

Envelope
Sandwich
Police van
Money order form
Telegram

Q 3) Draw an igloo and a house boat

A2 III ---- 25
### Observation & Recording
1. To observe different types of animals in their surroundings.
2. To observe interdependence of living things in the environment.

### Identification & Classification
1. To identify the animals and birds, the food they eat and their shelters.
2. Food items we get from animals.

### Discovery of Facts
Learn about pet animals and their care and uses.

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| Observation & Recording | - Learn about animals and their needs.  
- Learn about behavior of the animals.  
- Learn about harmful animals.  
- Learn about the animals used to carry load.  
- Learn about bird bath. | - Group Activity: Debate and discussion on animals.  
Paste pictures of pet and wild animals.  
Individual activity Make a bird bath |
| Identification & Classification | - To identify the animals and birds, the food they eat and their shelters.  
- Food items we get from animals. | |
| Discovery of Facts | - Learn about pet animals and their care and uses. | |

### TLO: To learn about different types of animals and their uses and their behavior.

### Sample activity: Write a paragraph on any animal.
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation &amp; Recording</strong></td>
<td>- learn about the value of water&lt;br&gt;- ways to prevent wastage of water.&lt;br&gt;- rain water harvesting.&lt;br&gt;- features and life in desert.</td>
<td>- Group Activity: Slogans on saving water.&lt;br&gt;- Individual Activity: Debate and discussion on how to save and reuse the water.&lt;br&gt;- Mapping: locate the states with less rainfall.</td>
</tr>
<tr>
<td>1. To observe use and wastage of water in their surroundings. 2. Observe scarcity of water in summers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Identification &amp; Classification</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. To learn how to reuse the used water. 2. To identify various states where there is a scarcity of water.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discovery of Facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about methods to save water and avoid wastage of water.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO:** To learn about importance of saving water

**Sample activity:** Make a model of rain water harvesting.
**SUB :- EVS  LEVEL – A 2  Class –III  L –21  Families can be different**  
**Worksheet – 28**

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation &amp; Recording</strong></td>
<td>- Learn about joint and nuclear family</td>
<td>- Group Activity: Discussion and debate on types of families</td>
</tr>
<tr>
<td>1. Observing different types of families in their surroundings.</td>
<td>- Learn about the similarity and difference in traits.</td>
<td>Individual Activity</td>
</tr>
<tr>
<td>2. Observing different relations in a family.</td>
<td>- Identifies the Similarities among identical twins.</td>
<td>Make a family tree</td>
</tr>
<tr>
<td><strong>Identification &amp; Classification</strong></td>
<td>- Learn about sharing of work at home.</td>
<td></td>
</tr>
<tr>
<td>1. Learn importance of family</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identification of similarity and differences among the siblings/twins and among the family members in terms of physical traits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discovery of Facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about the importance of family and child adoption.</td>
<td></td>
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</tr>
</tbody>
</table>

**TLO :** To learn about types of families and their relations.

**Sample activity:** Write merits and demerits of different types of families.  

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**A2 III ---- 28**
<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>• Learn about the various directions.</td>
<td>• Group Activity: prepare a cart on sign</td>
</tr>
<tr>
<td>1. Observing different sign boards in their</td>
<td>• learn to locate a place using symbols and landmarks.</td>
<td>board and write what they indicate</td>
</tr>
<tr>
<td>surroundings.</td>
<td>• importance of landmarks to locate a place.</td>
<td>• Poem and songs on directions</td>
</tr>
<tr>
<td>2. Observing different things in your classroom</td>
<td>• learn about direction in which sun rises and sets.</td>
<td>• March past.</td>
</tr>
<tr>
<td>Identification &amp; Classification</td>
<td></td>
<td>Mapping: Draw the way from your home to school with all proper landmarks.</td>
</tr>
<tr>
<td>1. Identifies the location of various places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using landmarks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identifies the location of various places</td>
<td></td>
<td></td>
</tr>
<tr>
<td>using simple route maps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discovery of Facts.</td>
<td></td>
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<tr>
<td>Learn about the various directions.</td>
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<tr>
<td>,right.</td>
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</tr>
</tbody>
</table>

**TLO:** To learn about the various directions.

**Sample activity:** Write the thing which they see in their right and left side of the classroom.
### Skill focused

**Observation & Recording**
- 1. Observe types of clothes worn by men and women.
- 2. Observe the dress worn according to seasons.

**Identification & Classification**
- 1. Identifies the diversity in types of clothing.
- 2. Identify the change in clothing due to seasons.

**Discovery of Facts.**
Learn about the various step involved in making clothes.

### Target learning Outcome

- Learn about the types of clothes
- Learn about the need of clothes.
- Learn about the stitched and unstitched clothes.
- Learn about material of the clothes.
- Sources of raw material of clothes.

### Suggested strategies

- **Group Activity:**
  - Encourage the children to dye/colour the cloth using some of the vegetable dyes (Turmeric, beet root, kumkum, extract from leaves and flowers etc.)
  - Vegetable printing.
  - Finger printing

- **Individual activity**
  - Paper weaving

---

**TLO:** To learn about making of clothes.

**Sample activity:** Make a handkerchief with vegetable printing or embroidery.
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<tr>
<td><strong>Observation &amp; Recording</strong></td>
<td>Learn about the various types of food the animals eat.</td>
<td>Group Activity: Draw a web of things you need to live</td>
</tr>
<tr>
<td>1. Observes the food habits of animals.</td>
<td>• Classify the animals based on the food they eat.</td>
<td>Paste pictures of web of life. Individual activity Collect pictures of plant eating and flesh eating animals and paste them in the scrapbook.</td>
</tr>
<tr>
<td>2. Observe the interdependence of things in environment.</td>
<td>• Learn about the dependence of organisms on each other.</td>
<td></td>
</tr>
<tr>
<td><strong>Identification &amp; Classification</strong></td>
<td>• Learn about the needs of the organisms.</td>
<td></td>
</tr>
<tr>
<td>1. Identifies the diversity and interdependence of things in nature.</td>
<td>• Learn about food chain and food web.</td>
<td></td>
</tr>
<tr>
<td>2. Differentiate animals on the basis of food they eat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Discovery of Facts</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn about the need to protect nature</td>
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**TLO:** To learn about the importance of things and their interdependence in nature.

**Sample activity:** Draw a food web

![Food Web Diagram](image-url)
TEST YOUR SELF
(Lessons 19, 20 & 22)

Worksheet – 32

Q 1) Name any 2 animals

1) You have touched --  __________________  __________________

2) You can touch --  __________________  __________________

3) You cannot touch --  __________________  __________________

Q 2) Suggest two ways of saving water.

Q 3) Name at list 5 landmarks that you see in your way from home to school.

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________