

# Multidisciplinary

## Teaching-Learning Plans



स्वाध्यायान्ता प्रमदः

State Council of Educational Research & Training  
Varun Marg, Defence Colony, New Delhi - 110024



## Multidisciplinary Teaching-Learning Plans, Class-3



ISBN: 978-93-93667-72-4

State Council of Educational Research & Training, Delhi

500 Copies



### **Published by:**

State Council of Educational Research & Training, Delhi

### **Printed by:**

Raj Printers

A-9, Sector B-2, Tronica City, Ghaziabad





**Rajanish Singh**  
Director



**State Council of Educational  
Research and Training**

(An autonomous Organisation of GNCT of Delhi)  
Varun Marg, Defence Colony, New Delhi-110024  
Tel.: +91-11-24331356, Fax : +91-11-24332426  
E-mail : dir12scert@gmail.com

Date : 14/3/2022

D.O. No. : F.101/2021/SCERT/412

**Message**

The modules on Multidisciplinary Teaching-Learning Plans for Holistic Education at preparatory stage (class III to V) have been developed as per the recommendations of the National Education Policy (NEP) 2020. The guiding principles of NEP 2020 highlight the significance of multidisciplinary and holistic education. There are three modules for class III to V.

Modules:-

- I Multidisciplinary teaching-learning plans for class III
- II Multidisciplinary teaching-learning plans for class IV
- III Multidisciplinary teaching-learning plans for class V

These modules for primary teachers at the preparatory stage have been developed keeping in mind the needs and demands of learners and teachers. Each module presents 25 multidisciplinary teaching-learning plans reflecting the integration of various subjects i.e., Hindi, English, Math, EVS, Sports and Arts in a holistic manner. NEP 2020 advocates experiential learning which includes hands-on- learning, sports integrated pedagogy, story-telling based pedagogy and art integrated pedagogy. These aspects have been taken care of while developing these teaching-learning plans. These modules will be helpful to teachers to develop their understanding on multidisciplinary and holistic education and practice these in their classrooms as well as beyond their classrooms i.e., playground, morning assembly, library, room to read, field trips and so on. These modules reflect the concerted and sincere efforts of SCERT faculty along with subject experts, teachers and teacher educators.

I am very hopeful that these modules will cater to all the domains of the development, intellectual, aesthetic, social, physical, emotional and moral in integrated manner and ultimately lead to holistic development of the children at preparatory stage. I am sure that these modules will not only envision the teachers about multidisciplinary education but also facilitate them to develop such teaching-learning plans as per their classroom contexts and promote experiential and joyful learning in their classrooms.

  
(RAJANISH SINGH)





**Dr. Nahar Singh**  
Joint Director (Academic)

## State Council of Educational Research and Training

(An autonomous Organisation of GNCT of Delhi)

Tel. : +91-11-24336818, 24331355, Fax : +91-11-24332426

Tel.: +91-11-24331355, Fax : +91-11-24332426

E-mail : jdsccertdelhi@gmail.com

Date : 14/3/22

D.O. No. : JDB/2025

### Message

The preparatory stage of a child's life is crucial for ensuring holistic development. National Education Policy 2020 emphasizes on play, discovery and activity based pedagogical and curricular style in the three years of education at preparatory stage (class 3 to 5) and places a strong focus on multidisciplinary and holistic education. NEP 2020 aims at holistic development of children equipped with the key 21<sup>st</sup> century skills. The fundamental principles of NEP highlight the importance of multidisciplinary and holistic education.

To realize these objectives, it was imperative to understand how multidisciplinary teaching-learning process can be facilitated by teachers. Against this backdrop, it was pertinent to understand how art integrated, sports integrated and story-telling-based pedagogy can be made an integral part of teaching-learning process, how experiential learning can be ensured in the classrooms, how interlinkages and connections across subjects can be established. The modules on multidisciplinary teaching-learning plans will guide the primary teachers in this regard.

These multidisciplinary teaching- learning plans will enable teachers to ensure discovery based, inquiry- based, discussion- based and analysis based learning in their classrooms at preparatory stage. There are total six modules for multidisciplinary teaching- learning plans, for class 3 to 5 in Hindi and English medium. Each module presents 25 multidisciplinary teaching- learning plans. These modules are based on integration of subjects and activities to facilitate joyful and active learning in the classrooms.

I am sure that these teaching-learning plans will be very beneficial to primary teachers and enable them to realize the vision of multidisciplinary and holistic education in true spirit. These plans will be extremely helpful in ensuring experiential and multidisciplinary learning in their teaching- learning process. These plans will also prove to be reference and support material for teachers to develop their own multidisciplinary teaching- learning plans as per the diversity inside the classrooms and developmental needs of the learners.

  
(Dr. NAHAR SINGH)



## Preface

The impetus for these modules emerged from the recommendations and guiding principles put forth by the NEP 2020. The National Education Policy (NEP) 2020 emphasises upon the significance of holistic and multidisciplinary education. It also states that holistic and multidisciplinary education aims at developing all capacities of human beings— intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Introducing the multidisciplinary education at the school level is a significant step taken by the government of India that will benefit the students a lot. A multidisciplinary curriculum is one in which the same topic is studied from the viewpoint of more than one discipline. A curriculum based on the multidisciplinary approach will include materials for the teachers to organise their teaching-learning activities in such a way that students are encouraged to integrate, learn and explore various disciplines. Teachers will try to establish a connection across all the subjects (English, Mathematics, Science, Social Studies, etc.) and let the students resolve real-life issues or problems by thinking critically and across the subject boundaries using a collaborative approach.

This unique approach of adopting a multidisciplinary curriculum will allow the students to learn and explore distinct subjects from various disciplines and will give them an opportunity to study different subjects at the same time without any restrictions they faced earlier. NEP 2020 recommends multidisciplinary education at all levels of school education. For instance, integration of art would help students to express themselves creatively. It will also provide opportunities to imagine, create, think independently and creatively, solve real-life problems, etc. By studying a wide range of subjects, students will develop deeper skills of evaluation i.e. they will learn a number of different logical and methodical approaches which they will use to solve their real-life problems. The students will also develop an ability to adapt to different environments and this would become possible only from the multidisciplinary learning as they will study different subjects in collaboration.

These modules are primarily aimed at highlighting the importance of multidisciplinary education in the present scenario. They will be valuable for the primary teachers and will develop their understanding of the complexities involved in multidisciplinary teaching-learning. These modules would help teach different subjects in a comprehensive manner.

These modules cover many issues and concepts of how a multidisciplinary approach can be adopted in the teaching-learning process at preparatory stage. These will work as a framework in order to promote multidisciplinary learning at the school level in India, with particular reference to the NEP. It seeks to support teachers and administrators and other agencies involved in the design of syllabi and textbooks and examinations for multidisciplinary education at the school level. It will also enable them to develop and implement innovative and multidisciplinary learning programmes.

The current curriculum follows strict subject-specific content, leaving little or no room for multidisciplinary innovation. Multidisciplinary approach based teaching is a wonderful way to make the students understand the topic from the viewpoint of more than one discipline and enhance their scope and depth of learning.



Teachers can achieve the common learning goals in different classes by following these multidisciplinary lesson plans.



Through this book, teachers will be able to go beyond the conventional way of teaching and will develop the ability to plan more meaningful activities. They will gain a deeper understanding of the multidisciplinary teaching-learning process.

Collaboration of educators is seen as one of the major barriers in promoting true multidisciplinary learning in education environments. This can be difficult to achieve, but not impossible. The multidisciplinary teaching-learning process is enhanced when educators from different streams work together to achieve the goal and to help students make the connections between different disciplines or subject areas. These lesson plans are an example of such collaborative efforts of the educators from the different streams.



These lesson plans will make the students learn to make connections between ideas and concepts across different disciplines. Real-world situations are complex and require knowledge of several different subjects. Students will be able to apply the knowledge gained in one discipline to another different discipline which will deepen their learning experience. These plans would act as a framework for how the students should be encouraged to apply their existing and newly-acquired knowledge to solve these issues using a collaborative approach. They would be able to make meaningful connections between classroom content and life experiences leading to their holistic development.



These plans would help the teachers to deliver the content in a clear and coherent manner so that the students understand the connections between the subjects. The activities given in the lesson plans have been formulated keeping in view the ever-changing needs of today's time. Students would take interest and their performance would be evaluated by the teachers using the best assessment practices mentioned in the lesson plans.



**Dr. Rekha Rani Kapoor**

Assistant Professor, Hindi,

Curriculum and Pedogogy Department SCERT, Delhi





## Significance of Multidisciplinary Lesson Plans

Education is fundamental for the development of any society. We as a developing nation need an educated society for the development of our nation in all sectors. Today we are living in a very dynamic world that is changing every hour or we can even say every minute. Only education can help us cope with this ever-changing world. But this can only be made possible if we have an education system which understands the needs of the times. The gap between the current state of learning outcomes and what is required can only be filled with major reforms in the education sector. National Education Policy 2020 is the first policy of the 21st century that addresses these reforms so that we can achieve our current learning goals and be future ready.

One of the reforms suggested in NEP 2020 is a adopting multidisciplinary and holistic approach to education. A multidisciplinary approach to education is the need of the hour for our education system so that we can achieved our 21st-century goals. Education is the only sector that provides a country with educated and skilled citizens which further ensures the overall development of a country.

Multidisciplinary Teaching-Learning Plans comprise specific topics and guiding lessons for the students. The lesson plans focus more on critical thinking, creativity and communication. The interactive classroom will be their main focus in this plan. These plans will encourage the students to share knowledge and recognise their abilities through various activities. Lesson plans are made keeping in view the latest technology to make students understand the concept in a more better way. Teachers will include activities that will make the growth of students more impactful during this covid crisis. It will also focus on objective, activity and assessment for students to check their understanding. According to the New Education Policy, learning of a student is based more on understanding and enjoyable mode. Learning is based on blended mode of learning, online assessment and examination and laying down standards. Lesson will serve and guide the students to attain knowledge with the help of learning tools. The multidisciplinary lesson plans are planned according to the learning capability of the students.

Multidisciplinary lesson plans help in achieving the goals set by multidisciplinary education approach. Multidisciplinary lesson plans provide the teachers of different disciplines an opportunity to work in collaboration and thus provide a holistic work environment in schools. It offers students opportunities to learn a subject or topic from different point of views at the same time and therefore have a better and holistic understanding of the topic they are studying.

Multidisciplinary Teaching-Learning Plans also give equal emphasis to all the subjects and thus help in removing biases towards different subjects. It makes teaching-learning process more experiential, providing guidance to students so that they will be able to learn according to the best of their abilities and interest through experiencing different stimulus at the same time. It will give them a better experience and thus facilitate their learning process. Students have a better view and understanding of the topic they are learning and will therefore have clearer goals and understanding of their capabilities, which will further help them in holistic development.



## Pedagogy at Preparatory Level

Pedagogy at the preparatory level is based on enjoyable, flexible, discussion-based and learner-centered. Pedagogy is a teaching-learning process using various strategies and approaches by teachers to ensure the fulfilment of the objective. It will help the students to understand the different learning styles to make them understand the topic. 'A thoughtful pedagogy improves the quality of teaching.'

According to the New Education Policy 2020, the preparatory level age group is more based on building activity based learning. In this level of learning, all the subjects need to focus on concepts, ideas and critical thinking and problem-solving.

Preparatory level of pedagogy focuses more on students' potential to learn and on their holistic development. It creates an environment more fun, and creative and reflects on finding and communication in various forms. The major focus of pedagogy at preparatory level is on relevant and valuable learning. The development and needs of the learner are considered as a top priority under the New Education Policy. They have set the criteria according to two language formula which includes the mother tongue and English so that students can think and speak properly and communication becomes easier for them. Pedagogy at preparatory level creates an interactive classroom and lighter textbook so that students are more focused on the ground knowledge of every subject. The implementation of this policy in the preparatory stage is just to create a better space of learning for the students of class 3 to 5 with a guided design of 5+3+3+4.

NEP states that the preparatory stage will transition gradually from play-based learning to more formal but interactive classroom learning, with the introduction of some (light) textbooks, in order to lay a solid groundwork across subjects, including reading, writing, speaking, physical education, art, languages, science, and mathematics.

This book suggests that a holistic approach must be followed while planning the pedagogical practices at the preparatory level. The purpose of education is to educate the whole personality of a learner including social, cognitive and moral domains. With the holistic approach, lifelong learning of the students could take place. A teacher must choose the pedagogies that will cater to the needs of the learners and will contribute to their overall development. Learner's abilities, prior knowledge, gender and expectations must be kept in mind while selecting the pedagogies.

This book will address the current pedagogical challenges faced by the teachers while teaching the curriculum in the preparatory classes. Due to the rigid timetable and fixed curriculum, it becomes difficult for the teacher to demonstrate and practice freedom and democracy. The practices shared in this book will help the teachers to impart the education in meaningful ways. This book also reveals how one can promote preparatory students' development in critical thinking, creativity, communication, collaboration, and citizenship, also known as the 5 Cs. This book supports the implementation of child-centric pedagogies at the preparatory level and promotes increased student engagement and achievement.





The main aim of the learners at the preparatory stage is to acquire basic knowledge of all the sciences, to understand the essential relationships in the universe and to find their place in the world, to learn the skill of cooperation and to share their insights and knowledge with their friends and family. At this age, learners feel the urge to discover the world. Their powerful imagination is stimulated by the illustrations and pictures which must become an integral part of the learning pedagogies. They develop a growing sense for complex interrelations and abstract concepts, which allows them to make new discoveries, for instance, in the fields of mathematics, geometry or languages. During the preparatory years, the learners develop a sense of time. They start planning their work and then put their plans into practice. Working independently and assuming responsibility for their learning progress leads to learners understanding difficulties as challenges to be tackled and solved individually or as a group.

To make the young learners, effective participants in a democratic society, social studies must be an integral part of the curriculum throughout the preparatory years. In a world that demands independent and cooperative problem solving to address complex social, economic, and personal concerns, all the four core social studies disciplines: civics, economics, geography and history must be taught in some way or the other. To make social studies instruction to be meaningful, teachers must understand and meet the diversified needs of the learners.

Learners must be taught morals and values at this stage either through storytelling or by organising a role-play in the class. You can also organise them into groups and ask them to discuss, debate or collaboratively reach decisions. This way they will learn how to act responsibly and work in groups. They will develop better communication skills and have greater confidence. They show more care, concern and compassion for the people around them.

## Book Development Committee

### ADVISORS

Sh. H. Rajesh Prasad	:	Principal Secretary Education, Govt. of NCT of Delhi
Sh. Rajanish Singh	:	Director, SCERT, Delhi
Dr. Nahar Singh	:	Joint Director, Academic, SCERT, Delhi

### COORDINATORS

Dr. Nahar Singh	:	Joint Director, Academic, SCERT, Delhi
Dr. Rekha Rani Kapoor	:	Assistant Professor (Hindi), SCERT, Delhi

### EXPERTS

Dr. Ram Niwas	:	Assistant Professor, Central Institute of Education, Delhi University
Dr. Kusum Sharma	:	Retired Principal, DIET Keshav Puram
Dr. Meena Sehrawat	:	Assistant Professor, DIET Ghumanhera
Dr. Ritika Dabas	:	Senior Lecturer, SCERT, Delhi

### EDITORS

Dr. Rekha Rani Kapoor	:	Assistant Professor (Hindi), SCERT, Delhi
Ms. Tanvi Maheshwari	:	Resource Person, SCERT, Delhi
Ms. Kritika Singh	:	Resource Person, SCERT, Delhi

### CONTRIBUTORS

Dr. Rekha Rani Kapoor	:	Assistant Professor (Hindi), SCERT, Delhi
Ms. Rajni	:	Primary Teacher, MCD, Delhi
Sh. Kapil Gahlot	:	Primary Teacher, MCD, Delhi
Ms. Madhu	:	Primary Teacher, MCD, Delhi

### PUBLICATION OFFICER

Dr. Mukesh Yadav	:	SCERT, Delhi
------------------	---	--------------

### PUBLICATION TEAM

Shri Navin Kumar	:	SCERT, Delhi
Ms. Radha	:	SCERT, Delhi
Ms. Neha Rizwana	:	Resource Person, SCERT, Delhi
Ms. Fouzia	:	Resource Person, SCERT, Delhi



## Contents

S. No.	Theme	Page No.
1.	Animals	1
2.	Family and Relationships	8
3.	A Little Fish Story	15
4.	Games	20
5.	Germination	30
6.	What's in the Mailbox?	37
7.	Mind	42
8.	Pattern	50
9.	Rain	56
10.	Rural Life	61
11.	The Ship of the Desert	68
12.	Sky	74
13.	Story Formation	80
14.	Time	87
15.	Tour	92
16.	Addition	100
17.	Birds	111
18.	Food	123

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

xii

H

I

J

K

L

M

S. No.	Theme	Page No.
19.	Good Morning	135
20.	Helpers	143
21.	Means of Communication	154
22.	Means of Transport	163
23.	Saying Without Speaking	173
24.	Let's Learn Plants	182
25.	Distribution and Fractions	191



## Multidisciplinary Teaching-Learning Plan : 1

### Theme - Animals

**Integrated Subjects:** EVS (Our Friends Animals, Children's Delhi), Mathematics (Jumping Animals)

**Duration:** Minimum 8 hours

**Specific Objectives:** Students will be able to :

- show generosity towards animals
- formulate an understanding of the relationship between humans and animals
- help the animals in need
- apply the knowledge and experiences gained in the discussion in their daily life
- perform multiplication of 2, 3 and 5 in daily life situations
- use ICT for educational purpose

**Teaching-Learning Resources:** Pictures, flash cards, audio/video, etc.

**Prerequisite Knowledge:** Students are already familiar with the concept of animals. The students have seen many animals around them.

**Presentation:**



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Our Friends Animals (Video overview)	Video link <a href="https://youtu.be/YuUGH9bZS6s">https://youtu.be/YuUGH9bZS6s</a>	The teacher will show the video to the students. Based on the video, students will be prompted to frame any two questions of their choice.	Students will be able to know about the thoughts of jackals and the donkeys.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>All the students will create questions as per their level of understanding.</p> <p>Questions-</p> <ul style="list-style-type: none"> <li>Which animals are visible in the video?</li> <li>Which field did the jackal and the donkey see while walking?</li> <li>What have you understood about animals after watching the video?</li> </ul> <p>Expected Answer- Animals also feel hungry. Sometimes they also like to sing.</p>	<p>Students will be able to develop their critical thinking skills.</p> <p>Students will become aware of the fact that animals also have interests like us.</p>
What will you do if? (Thinking activity)	Flash cards	<p>Flash cards will be placed in a box. Each student will pick up a flashcard taking turns.</p> <ul style="list-style-type: none"> <li>If the dog in your street is shivering in the winter season then-</li> </ul> <p>Expected Answer- We will give him a sack.</p> <ul style="list-style-type: none"> <li>You go for a walk in the park early in the morning and see an injured bird then-</li> </ul>	<p>Students will be able to help the animals according to their needs.</p> <p>Students will also be able to take decisions on their own.</p>




Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Expected Answer- We will keep it in a grassy area and give water from a bowl or lid.</p> <ul style="list-style-type: none"> <li>If a hungry cow comes at your door then -</li> </ul> <p>Expected Answer – We will give her chapati to eat.</p> <ul style="list-style-type: none"> <li>If a cat has given birth to four kittens in a field near your house then-</li> </ul> <p>Expected Answer- We will take care of the kittens. We will arrange for their stay by asking our parents.</p>	<p>Students will learn to take care of animals.</p> <p>Students will develop an understanding towards the needs of animals according to the season.</p>
Children's Delhi (Poem reading activity)	Video link <a href="https://youtu.be/trmXJBQBYek">https://youtu.be/trmXJBQBYek</a>	<p>Teacher will show the video to the students and discuss.</p> <p>Teacher will ask the students to find out about the animals around their house, name them and take care of them.</p> <p>Students, how do you feel when you listen to the poem?</p> <p>Expected Answer – A feeling of 'attachment towards animals' is arising. Their needs are similar to ours.</p>	Students will be able to understand the meaning of the poem.





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Animals have emotions.	Pictures of animals	<p>The teacher will show the pictures to the students and discuss with them.</p>  <ul style="list-style-type: none"> <li>What is lion doing in this picture?</li> </ul> <p>Expected Answer – The lion is hiding himself behind the rock. Maybe he is scared.</p>  <ul style="list-style-type: none"> <li>How do you feel when you look at this picture?</li> </ul> <p>Expected Answer - Lion is looking aggressive in this picture.</p>	<p>Students will be able to feel the expressions of animals.</p> <p>Students will be able to understand that animals do not cause harm until they are teased by someone.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		After observing both the pictures, we can conclude that lions also feel fearful and roar only when someone disturbs them.	
Jumping Animals	Pictures of animals jumping, videos	<p>Teachers will provide students with the opportunities to find out about the jumps of different animals by showing them pictures of animals.</p>  <ol style="list-style-type: none"> <li>1. If a frog jumps two steps at a time, it will jump ____ steps in three times.</li> <li>2. It jump _____ steps in five times.</li> <li>3. The frog will reach on twenty by jumping _____.</li> </ol>	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <ol style="list-style-type: none"> <li>1. A squirrel jumps three steps at a time.</li> <li>2. It will jump ____ steps in five times.</li> <li>3. It will take ____ jumps to reach on eighteen.</li> </ol>  <ol style="list-style-type: none"> <li>1. A kangaroo jumps eight steps at a time.</li> <li>2. It will jump ____ steps in five times.</li> <li>3. It will take ____ jumps to reach on ten.</li> </ol> <p>In this way, the students will learn to count the jumps of the animals and build their own understanding of calculations.</p>	Students will learn that all animals have a different jumping speed.



8

9

0

1

2

3

4

**Suggestion for Teachers:** Discussion can be done with the students about Chidiya Ghar in Delhi. Information about animals can also be obtained through the lesson of Hindi subject 'मीरा बहन और बाघ'.

**Extention of Learning:** Make and take care of bird's water arrangements around your house or on the terrace.

N

O

P

Q

R

S

T

7

U

V

W

X

Y

Z

## Multidisciplinary Teaching-Learning Plan : 2

### Theme - Family and Relationships

**Integrated Subjects:** EVS (Different Families), हिंदी (हमसे सब कहते हैं), Mathematics (How Big We Are)

**Duration:** Minimum 8 hours

**Specific Objective:** Students will be able to :

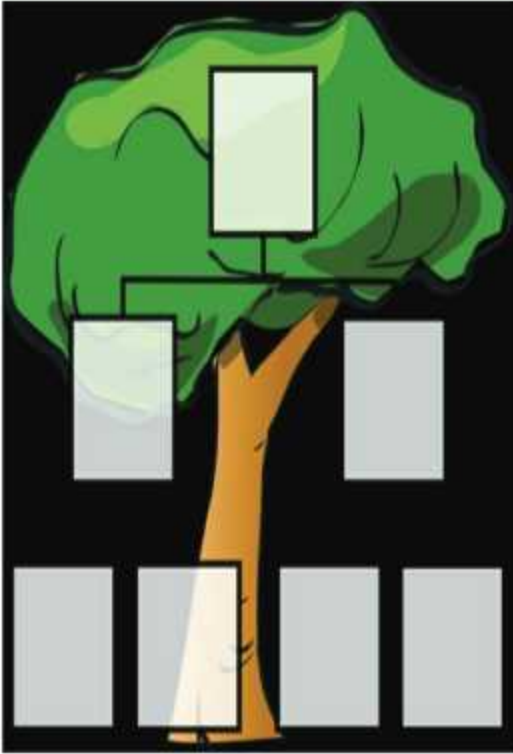
- become familiar with the concept of small family and big family and will be able to differentiate between different types of families
- develop an understanding and emotional bonding with family members
- develop respect for emotions
- establish relationship with family and society
- express their experiences and feelings
- enhance their vocabulary
- perform basic math calculations
- use ICT for educational purpose

**Teaching-Learning Resources:** Audio, flash cards, charts, etc.

**Prerequisite Knowledge:** Students know about their parents, siblings, grandparents, maternal grandparents, maternal uncles and aunts.



**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Different types of families	Chart	 <p>Teacher will ask the students to complete their family tree. Students will also write about their family members.</p>	<p>Students will be able to learn about their family members and personal relations.</p> <p>Social values such as respect for elders will be inculcated.</p> <p>Students will become familiar with the concept of large and small families.</p> <p>Students will be able to make a family tree of their family.</p>
Discussion about growing family	Flash cards	<p>Shakeel's family -</p> <p>Mom, Dad, Sister and Me</p> <p>Shakeel's family members – 4</p>	

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

10

H



I

J

K

L


M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Gudiya's family</p>  <p>Grandfather, Grandmother, Mother, Father, Granny, Uncle, Aunt, Neeti, Deepak, Mona and Gudiya herself</p>	<p>Students will be able to develop an understanding of relationships.</p> <p>Students will be able to understand the concept of gender.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Gudiya's family members –11 Whose family is bigger? Answer – Gudiya' family Gudiya's brother Deepak is married. Her new sister-in-law has also come to her house.</p> <p>Now, there are 12 members in Gudiya's house.</p> <p>Today, all the members of Gudiya's family are celebrating an event. Her aunt is blessed with a baby girl.</p> <p>Now, Gudiya's house has 13 members. Papa and tauji have sold new crop in the market today. Now, they are feeling more joyful. Today, grandmother will offer sweets to all the children and has also made delicious halwa for everyone.</p>	<p>Students will be able to establish the relationship with family and society.</p> <p>Students will learn to respect the feelings of their family members, and will be inspired to live with each other.</p>
हम से सब कहते		<p>बच्चों, कुछ परिवार छोटे होते हैं जिसमें 4-5 सदस्य होते हैं। कुछ परिवार बड़े होते हैं जिसमें 10-15 सदस्य होते हैं।</p> <p>गुड़िया का परिवार— दादा-दादी, नाना-नानी ताऊजी-ताईजी, मामाजी-मामीजी चाचाजी-चाचीजी, मौसाजी-मौसीजी बुआजी-फूफाजी पापा-माँ</p>	<p>विद्यार्थी परिवार विषय पर कविता लिख पाएँगे।</p> <p>विद्यार्थी बड़ों की डाँट-फटकार के कारण को समझ पाएँगे।</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
परिवार के रिश्तों के बारे में चर्चा		<p>शिक्षक और विद्यार्थी रिश्तों के बारे में अपने अनुभव साझा करते हैं—</p>  <p>माँ की माँ को ..... कहते,  माँ के पिता को नानाजी।  माँ की बहन को ..... कहते,  माँ के भाई को मामाजी।  पापा की माँ को ..... कहते,  पापा के पापा को दादाजी।  पापा के बड़े भाई को ..... कहते,  पापा के छोटे भाई को चाचा जी।  पापा की बहन को ..... कहते,  पापा की बहन के पति को फूफाजी।</p>	<p>विद्यार्थी परिवार के सदस्यों के साथ-साथ अपने परिवेश में रहने वाले अन्य लोगों के साथ भी सम्मानपूर्वक व्यवहार कर पाएँगे।</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
सुनो सुनाओ और बताओ		<p>शिक्षक विद्यार्थियों को ऑडियो/वीडियो दिखाकर चर्चा करते हैं—</p> <p>कविता में कौन-कौन से रिश्ते आए हैं?</p> <p>उत्तर—भैया, अम्मा, पापा</p> <p>1. अम्मा ..... फैलाने को मना करती है।</p> <p>2. पापा ..... आने से खबरदार करते हैं।</p> <p>3. भैया कहते हैं यहाँ न आओ, ..... जाओ।</p>	
सोचो और बताओ	Flash Card	<p>दिए गए फ्लैश कार्ड के अनुसार अपने अनुभव लिखिए —</p> <p>पापा का प्यार—</p> <p>भैया की लड़ाई—</p> <p>बहन का दुलार—</p>	Students will be able to express their emotions through writing.
How Big We Are?		<p>I am 8 years old today.</p> <p>My mother is 24 years older than me, so my mother's age will be: <math>8 + 24 = 32</math> years</p> <p>My Nani's age is twice the age of my mother. Nani's age will be: <math>32 \times 2 = 64</math> years</p> <p>If my father is 25 years older than me, then his age will be: <math>8 + 25 = 33</math> years</p> <p>My grandfather's age is twice the age of my father. Grandfather's age will be: <math>33 \times 2 = 66</math> years</p>	Students will learn to calculate the age of their family members.

1

2

3

4

5

6

7



**Suggestions for Teachers:** "He is My Brother," can also be integrated with the chapter "Family Relationships" of English subject. Students will be motivated to have affectionate and respectful behavior with everyone.



**Extension of Learning:** To inculcate the feelings in the students, poetry on mother/father/grand mother/grandfather or video or audio can be made by understanding their feelings. Students will have a discussion with their family members about the relationship between the family and society.



A

B

C

D

E

F

G

14

H

I

J

K

L

M

## Multidisciplinary Teaching-Learning Plan : 3

### Theme - A Little Fish Story

**Integrated Subjects:** Mathematics, EVS, Language, Art Education

**Specific Objectives:** Students will be able to:

- develop a feeling of self-confidence in themselves
- empathise with their peers in different situations
- handle different situations in their daily life
- sensitise about the challenges in the life of fishermen
- read and understand the story
- sensitise about the environmental issues like water pollution
- use ICT for their educational purpose at their home and school

**Teaching-Learning Resources:** White paper sheets, coloured papers, a pair of scissors, few dupattas, mobile/ computer

**Prerequisite Knowledge:** Students have recited many poems in their class or at home. They have also seen or heard about fishes in their local language. The teacher may encourage the students to sing the given poem in the class :

मछली जल की रानी है,  
जीवन उसका पानी है,  
हाथ लगाओ डर जाएगी,  
बाहर निकालो मर जाएगी।

Students may enact and sing this poem with actions.





**Presentation:**

Concept	Teaching -Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Fish making activity	White paper sheets, coloured papers, scissors, fevicol and colours	<p>The teacher may show a Youtube video to the students with the help of which they may be able to make a fish with the material provided.</p> <p>Students may display the fishes made by them in the class and they may be encouraged to speak a few lines about their creation.</p>	Students creativity and freedom of expression will be enhanced.
Life of a fisherman family	Textbook	<p>The poem may be recited in the class in such a way that one line of the poem is assigned to one student/row and the next line to the next student/row respectively. In this way, the whole poem will be recited by the students one by one/row-wise to ensure full participation and coordination.</p> <p>After the poem recitation activity, a discussion about fishermen may be initiated.</p> <p>Their lifestyle, food, costumes, work and place of work may be discussed.</p>	Students will be able to express and present their work confidently.

Concept	Teaching -Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Dance or folk dance	Picture of a fisherman	Theatre activity: Dance of fishermen and fisher women on song : e.g., "Taal mile nadi ke jal mein nadi mile sagar mein "  Students can act and dance on this song in groups in the class.	Students' will be able to take part in the group activities.
Aquatic life and effect of plastic and pollution on it	Mobile and speaker, dupattas, picture of aquatic life, blackboard	The discussion may be led towards the health of aquatic animals and then towards the topic of water pollution. Here, students can act as fishes and other aquatic animals with the help of dupattas and create a scene where aquatic animals are dying because of the pollution created by polythene and other plastic material that we throw here and there without knowing its hazards.	Life skill such as empathy may be enhanced.  Students will be able to show gratitude towards nature and love towards animals.
Habitat		The names of animals that live-in water may be discussed and their names can be written on the blackboard.	Students will be able to take active participation in discussion.

Concept	Teaching -Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Most probably, students may tell the names like frog, fish, snake, tortoise, whale fish, big fish, small fish, crocodile, etc.</p> <p>Now, the teacher may differentiate the animals on the basis of their habitat i.e., aquatic animals and amphibians.</p>	Students will learn to differentiate according to the characteristics.
Model making with the help of clay	Clay, paper, colour, leaves or any material of student's choice	Students may be asked to make models of these animals with the help of any material of their choice such as clay, paper, leaves, etc.	Students will be able to express themselves creatively.
Market activity	Currency notes and coins (self-made)	Now, the teacher may organise a fish market scene in the class where a few students may become the fishermen and some act as the businessmen who buy fish from the fishermen and supply them to the market. Few students may become the shopkeepers in the local market and others may act as local buyers.	Students will be able to empathize with the local people and development of life skills.



Concept	Teaching -Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		The teacher may let the students perform this scene on their own and calculate the profit and loss with the help of each other. They may use the paper currency that they can make in the class itself before starting the activity.	

**Suggestions for Teachers:** After completing this chapter, teacher may also include the given points:

- Ban on single-use plastic
- Details of water pollution
- Sources of water
- Name of oceans
- Oceans and seas near India

**Extension of Learning:**

- Market scene can be expanded.
- Collect some information about the life of a fisherman and make a project on it.

## Multidisciplinary Teaching-Learning Plan : 4

### Theme - Games

**Integrated Subjects:** EVS (Children's Games in Delhi, Games We Play), Mathematics (Dot Games)

**Duration:** Minimum 9 hours

**Specific Objectives:** Students will be able to:




- become aware of the environment and peace
- establish harmony with each other
- generate interest in sports
- develop the respect for rules
- use mathematical calculations in daily life

**Teaching-Learning Resources:** Black strips, stapu, chess kit, chart paper, etc.

**Prerequisite Knowledge:** All the students have played games with their friends.


**Presentation:**


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Children's Games in Delhi	Discussion	Students, what are your favourite games?  (Expected Answer – Stapu, Hide and Seek, Aankh Micholi, Akkad Bakkad, etc.)  Students will be told about the games played by the students of Delhi. Students will be explained Jamalshahi game by taking them to the ground.	Students will learn to act patiently in different life situations.  Students will develop focus. Students will develop a sense of self-confidence.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on the games played at home and games played in the field	Picture of the field	<p>List:</p> <p>Kho-Kho, Carrom, Chess, Cricket, Hockey, Ludo, Business, Gitti, Badminton, Ashta-Changa-Pe, Uch-Mangi-Neech, etc.</p> <p>Write the names of games played at home from the given list.</p>   <p>Write the names of games played in the field.</p> 	<p>Students will be able to know about the rules of indoor and outdoor games.</p> <p>Team spirit will be developed.</p>






Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Games We Play	Poshampa game rules chart	<p>Classroom will be divided into two groups according to the favourite game of the students; Poshampa and Aankh Micholi. All the students will be told the rules to of both the games by making a leader among the group.</p> <p>Poshampa</p>  <ol style="list-style-type: none"> <li>1. First of all, let two students stand in front of each other.</li> <li>2. They will hold each other's hands and make a gate like structure.</li> <li>3. Then they will raise the hands and sing the 'Poshampa' song.</li> <li>4. During this, rest of the students will make a line and cross that gate.</li> <li>5. As soon as the words "Jail Mein Aana Padega" are sung, the players students close the gate and one of the students is caught inside the gate.</li> </ol>	<p>Students will be able feel joyful while playing the game in groups/teams.</p> <p>Students will be able to follow the rules.</p> <p>Knowledge of indigenious games will be acquired by the students.</p> <p>A value of honesty will be developed in the students.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>6. Then, that student is out of the game.</p> <p>7. This is how this game is played until all the players are out.</p> <p>Now, in the next round of the game, the first two students to be out of the game will start the game by holding each other's hands and singing the song "Poshampa Bhai Poshampa".</p>	
Play by learning	Aankh Micholi game rules chart	 <p>Aankh Micholi</p> <ol style="list-style-type: none"> <li>1. First of all, the player who gives the den is chosen.</li> <li>2. His/her eyes are blindfolded in such a way that the student cannot see anything.</li> <li>3. After this, all other players scatter around the open space and avoid the denner so they do not get caught.</li> <li>4. The denner's turn comes to an end as soon as he/she is able to catch one of the players.</li> </ol>	Same as in above activity.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>5. This player now becomes the denner for the next turn.</p> <p>The leaders of both the groups will play the game in their respective groups. The next day both the games will be played by changing the groups. In this way, students can be made to play other games like Saat Samandar, Koda Jamalshahi, Akkad-Bakkad, etc.</p>	
Stapu	Stapu game picture, Stapu game rules	<p>Firstly, divide the students into two groups.</p> <p>All students will be made aware of the rules of Stapu game. One student will be made the leader.</p> <ol style="list-style-type: none"> <li>1. Draw a large box on the ground for this game.</li> <li>2. Then, make a grid of 8 boxes in it as shown in the picture.</li> </ol>  <ol style="list-style-type: none"> <li>3. Now, take a flat stone, which is called a stapu.</li> <li>4. Let the students toss to decide the sequence of players.</li> </ol>	The students will get more opportunities for cognitive development.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ol style="list-style-type: none"> <li>After this, a student has to throw the stapu in the first box and has to go to the second compartment.</li> <li>The player hops through the court, landing on one foot in single square and both feet in double squares.</li> <li>After reaching all the compartments, the player turns back and moves back to the beginning, stopping to pick up the stone on way back.</li> <li>If the player successfully finishes the course, he or she throws the stone into the second square and repeats the exercise.</li> <li>The player loses a chance to play every time he or she is unable to throw the stone within the designated area of the square, or if they lose balance.</li> </ol>	Students will develop sportsmanship.
Chess	Chess board	<p>Students will be made aware of the rules of the game of chess.</p> <p>Chess rules-</p> <ol style="list-style-type: none"> <li>King - The king is the main piece in this game, but despite being the main, it is the weakest. The king can move only one step; up, down, side to side or diagonally in any direction.</li> </ol>	

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

26

H

I


J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>2. Queen – The queen is very powerful in the game. It can move in any direction; diagonally, straight, forward, backward, any number of squares.</p> <p>3. Elephant – The elephant can move any number of squares but only vertically or horizontally, it cannot move diagonally. Elephants are also powerful and they are 2 in a set. These two work together and protect each other.</p> <p>4. Camel - Camel can also move any number of squares, but only diagonally.</p> <p>5. Horse - The horse's gait is very different from the rest. It moves two and a half checks in any one direction like the L shape The horse is the only piece that can move over any other piece.</p> <p>6. Pawn - Pawn works like a soldier. It goes one step ahead, but hits another piece diagonally. A pawn moves only one square at a time, it can only move 2 squares in the first move. It cannot</p>	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>move backwards nor can it kill. If a piece comes in front of the pawn, it cannot back down, nor can it hit the piece directly.</p>  <p>Create different groups of students and motivate them to play chess among themselves.</p>	
Dot Games (Jump of numbers)	Game of dots, colourful numbers	<p>Guess the different colours in Sonu's Gudiya.</p> <p>How many dots are there?</p> 	<p>Students will be able to count numbers.</p> <p>Students will recognise numbers and be able to write them in words.</p>



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

28

H

I

J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>_____ dots of orange colour.</p> <p>_____ dots of red colour.</p> <p>_____ dots of yellow color.</p> <p>_____ dots of black colour.</p> <p>_____ dots of brown color.</p> <p>_____ dots of blue color.</p> <p>_____ dots of yellow color.</p> <p>_____ dots of black colour.</p> <p>_____ dots of brown color.</p> <p>_____ dots of blue color.</p> <p>Fill the blanks-</p> <p>1. _ + _ = ninety nine</p> <p>2. _ + _ = one hundred</p> <p>3. _ + _ = two hundred and five</p> <p>4. _ + _ = three hundred and ten</p> <p>5. _ + _ = four hundred and eleven</p> <p>Green</p> <p>One hundred fifty nine, Sixty, Fifty four</p> <p>Red</p> <p>Sixteen, Five hundred fifty five, Eight hundred</p> <p>Yellow</p> <p>Forty five, Two hundred, Five hundred</p> <p>200, 159, 54, 555, 16, 800, 45, 60</p>	Students will learn to use numbers in daily life.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Write the numbers given in the figure according to the colours of the numbers given above.</p> <p>In this way, while colouring all the numbers, we will practice writing number in digits and words.</p>	

### Suggestions for Teachers:

Use activities that will give students the knowledge of even and odd numbers in Mathematics. Give and take games can also be played by the students. Along with childhood games, like cricket, hockey, football, etc. simple exercises can also be done.

### Extension of Learning:

- Draw a picture of your favourite sport. Draw pictures of two games played at home and two games played outside.
- Collect information about your favourite player.
- Make a video of yours while playing a game.

## Multidisciplinary Teaching-Learning Plan : 5

### Theme - Germination

**Integrated Subjects:** Hindi, EVS, Games, Art Education, Performing Arts, English

**Duration:** Minimum 12 hours

**Specific Objectives:** Students will be able to :

- name the crop festivals by looking at the seeds and thus show respect for ancient Indian customs and the religious and cultural diversity of the country
- study the conditions necessary for the germination of seeds in different conditions
- combine the information related to the lessons with the game of running and show sportsmanship while displaying healthy competition
- realise that the correct use of language becomes a factor of achievement
- explain the process of small plants growing from seeds in their own words on the basis of the experiment
- show sensitivity towards why it is important to save food and resources
- appreciate the importance of nutrition in food by making chaat of sprouted gram

**Teaching-Learning Resources:** Pictures of harvest festivals, National-level Seed Fair (weblink), germination images, half a cup of gram, three bowls, cotton, water, variety of seeds, cut-outs of fruits, pictures or toys or actual fruit, coloured paper, scissors, gota, decorations, some broken seeds, pictures of seed interiors, sprouted seeds for sprouted chaat, raw vegetables, spices, plates, spoons, bowls, trays, etc. and ICT

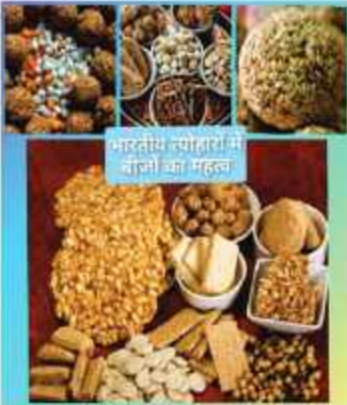
**Prerequisite knowledge:**

- Students celebrate various Indian festivals.
- In practical life, students have seen the soaking of seeds and cooking process.
- Students are familiar with the game of running.





- Students recognise the seeds of different fruits.
- Students have seen plants growing from seeds in practical life.
- Students are aware of the importance of food as an essential resource for life.
- Students have seen germination in daily life in the kitchen or pot of the house.
- Students have seen chaat, fruits, etc. being sold in the market.

#### Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcome
Harvest festivals and the importance of seeds	<p>Images or videos of harvest festivals, information on 'National Seed Festival' based on conservation of seeds</p> <p><a href="https://www.thenewsminute.com/article/national-level-seed-festival-going-online-first-time-10-years-135905">https://www.thenewsminute.com/article/national-level-seed-festival-going-online-first-time-10-years-135905</a></p> 	<p>The teacher talks about festivals related to seeds while discussing the activities of germination.</p> <p>Teacher encourages the students to share their experiences about harvest festivals and the religious and cultural contexts associated with dedicating the seeds of the new crop to them.</p>	<p>Students will be able to develop respect for all religions.</p> <p>Students will understand the significance of unity in diversity.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcome
		<p>We try to seek our god's blessings by offering prasads to them.</p> <p>On which festivals do we make prasad at our homes using the following-</p> <p>Peanuts- Rice- Wheat- Sesame- Lentils- Maize-</p> <p>Students will make an online collage of festivals related to harvest using ICT.</p>	<p>Students will be able to tell the name of the festival by looking at the seed.</p> <p>Students will be able to use the knowledge gained into practical life.</p>
Science activity - Germination	<p>A few grains of grams, three bowls, cotton, water</p> 	<p>Students are encouraged to conduct germination of seeds.</p> <ol style="list-style-type: none"> <li>1. Take some gram grains and three bowls.</li> <li>2. Take four to five grains of gram in the first bowl and fill the bowl completely with water.</li> <li>3. Keep the same number of gram in another bowl wrapped in soaked cotton or cloth.</li> </ol>	Students will learn the importance of food sharing.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcome
		<p>4. Make sure that the cloth or cotton remains moist.</p> <p>5. Keep only the gram in the third bowl.</p> <p>6. Cover all the three bowls.</p> <p>After two days, write the changes that took place in the chana of the three bowls.</p>	Students will be able to link the content to practical contexts.
Plant birth from seed game - Fruit Race	<p>Pictures of seeds</p> 	<p>Through discussion in the class, the teacher may explain to the students the necessary conditions for the germination of seeds through a variety of questions, while ensuring the free expression of the students.</p> <p>The teacher asks the students to pick up the seeds of that fruit from the designated place while racing with 3-4 students wearing cut-outs of fruits to get samples of fruits/vegetables having one/more seeds depending on the number of seeds.</p>	





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcome
Multilingual word	Fruit seeds and fruit cut-outs, pictures or toys colourful paper slips, scissors, gotas, decorative items	During the race, teacher motivates the students to tell the names of different fruits and vegetables in English, Hindi and other Indian languages. Those slips are to be decorated by the students in the class by conducting a group activity of writing the names of fruits/vegetables in different languages on the slips. Those slips can be displayed in the class after sequencing them in alphabetical order.	Students will be able to recognise the seeds of different fruits
Plant birth from seed	Where does food come from? - Video link <a href="https://youtu.be/S4uGgGWX9vo">https://youtu.be/S4uGgGWX9vo</a>	Based on the above experiment, the story of plant birth from seed is elaborated through discussion. Students also see some seeds/grams sprouting at home/classroom and discuss the findings in class. The teacher's experiment attracts student's attention towards it.	Students will learn the process of plant birth from a seed.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcome
Scarcity of food resources	Video on the problem of hunger	Discussing the works of farmers, this activity may be organised to collect information on the proper use of food and other resources. Students may do the work of pasting pictures in the workbook and making ICT based collages/documentaries based on the problem of starvation in the country and thus try to leave the wrong habit of leaving food on the plate.	Students will be able to understand the importance of food and resources.  Students will develop sensitivity towards the problems of the deprived sections by gaining an understanding about the thrifty use of food and natural resources.
Sprouted seed chaat making activity	Sprouted pulses, cucumber, tomato, onion, spices, plate, spoon, bowl, etc., handmade/ printed banners for role play, props subject to availability	Cooking based activity of making sprouted seed chaat based on group discussion may be held. All the student groups inform the class about the nutritional value of their chaat on the basis of its content.	Students will learn to make nutritious chaat of sprouted pulses.
Role-play of chaat seller (Performance art)		By organising a role-play of the market, students can also be given the opportunity to sell their chaat in an attractive way through song/poem and mathematical exercises related to calculating money.	

1

2

3

4

5

6

7



### Suggestions for Teachers:

- With the help of seeds, mathematical activities related to 'even-odd' and division can also be conducted.
- Teacher helps students through a discussion on 'Methods of Dissemination of Seeds' to conclude that we have to adopt a variety of methods to prove ourselves and expand our sphere of influence and learning experiences.
- By connecting the seeds with the story of the development of civilization, the students can towards the essential element seeds for human life and the farmers of the country.

### Extension of Learning:

By collecting different types of seeds from the students, differentiating them on the basis of their size, they can be inspired to make beautiful artwork from the seeds and may be able to experience the joy that comes from creativity.



A

B

C

D

E

F

G

36

H

I

J

K

L

M



## Multidisciplinary Teaching-Learning Plan : 6

### Theme - What's in the Mailbox

**Integrated Subjects:** Mathematics (Measurement), EVS (Means of Communication), हिंदी (पत्र लेखन), Art Education (Decorating a Letter), Moral Education (Salutation Words)

**Specific Objectives:** Students will be able to:

- write a few words to their near ones
- express their feelings in written form
- explain postal system
- gain knowledge about the means of communication and changes in it over a period of time
- communicate with different people in the locality in an effective manner
- use letter writing in their daily life

**Teaching-Learning Resources:** A letter (any exemplary letter written on chart size paper), wedding cards, A4 size sheets, scale, pencil, eraser, sketch colours, coloured paper, fevicol, scissors, tape, etc.

**Prerequisite Knowledge:** It is observed students write a few positive or negative words about their classmates many a times. They have an experience of offering greeting cards also. They may have seen some letters at their home. Also, they have seen and observed the wedding invitation cards at their homes.

1

2

3

4

5


6

7



## Presentation:



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Wedding card discussion	Few wedding cards	<p>Teacher distributes some wedding cards in the class and encourage students to observe them. Teacher may ask few questions like:</p> <ul style="list-style-type: none"> <li>• Whose wedding is taking place?</li> <li>• What is the date of wedding?</li> <li>• Name the venue.</li> <li>• What is the time of dinner?</li> <li>• To whom is the card delivered?</li> <li>• Who is the organiser of the wedding ceremony?</li> <li>• What may be the other methods of inviting friends and family instead of sending cards?</li> </ul>	Students' observational skill will be developed
Introduction to a letter	<p>Chart paper, tape</p> 	Teacher may paste a letter on the blackboard with the help of a tape. He/She may ask students to read it aloud putting her finger on the words.	Students will understand the need and methods of communication.

A

B

C

D

E

F

G

38

H


I

J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Now, the need of letters in older times may be discussed.</p> <p>Students may be asked about the means of communication that are being used in the modern times. The means of communication can be written on the blackboard.</p> <p>The teacher may write the students' responses on the blackboard.</p> <p>After letting a few students read, teacher herself may read the letter with proper punctuations.</p> <p>Now, the teacher may have a discussion with the students whether they have seen, read or written any letters at their home.</p>	<p>Students will learn to take active part in discussions.</p> <p>Students will learn to do the mapping of place.</p>
Letter Box	<p>Paper, pencil, fevicol, colours, etc.</p> 	<p>The teacher may draw a letter box on the blackboard and discuss about its colour, shape, appearance and functions. Teacher may also discuss the location of letter box in areas near the school or near students' homes.</p>	<p>Students will be able to improve their creative writing skills.</p>



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

40

H

I

J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Writing a Letter	Scale, pencil	<p>Now, teacher may encourage the students to write a letter to their best friends or relatives. They may use any emoticon, language, pictures etc. This activity should be free from any language or grammatical barriers.</p> <p>Discussion of letter format should not be done at this point as it may discourage students' creativity.</p> <p>At this stage, students may be encouraged to decorate their letters using the material provided.</p> <p>While doing the activity, students can be asked to measure the length and breadth of the letter which can be later discussed in the class.</p> <p>Teacher may discuss about the body of the letter when the students are engaged in their work.</p> <p>Now, the teacher may encourage the students to present their letters in front of the class and display them on the blackboard or on the wall of the class.</p>	<p>Students will be able to express themselves using different creative means.</p> <p>Students will learn to present themselves with confidence.</p> <p>Students will learn to take active part in discussions.</p>

**Suggestions for Teachers:**

- Paper folding to make an envelope can be done.
- Measurement concept of millimeters to centimeters and so on can be discussed.
- Letter writing in Hindi language can be given in homework.
- Salutation words
- Means of communication and their speed and reliability
- Need of communication
- Let the students think if there will be no means of communication.
- Let the students think about the means of communication in older times.

**Extension of Learning:**

- Students may be given a project regarding collection of letters.
- They may be asked to write creative letters from the world of imagination like moon is writing a letter to sun to cut off the amount of heat as its high summers now.

## Multidisciplinary Teaching-Learning Plan : 7

### Theme - Mind

**Integrated Subjects :** हिंदी (मन करता है), Mathematics (Mathematics in Mind), EVS (Saying without Speaking)

**Duration:** Minimum 8 hours

**Specific Objectives:** Students will be able to:

- share their thoughts
- respect the thoughts of their peers
- develop the understanding of doing their favourite work
- apply the acquired knowledge and experiences in practical life
- use mathematical calculations orally
- become aware of the environment

**Teaching-Learning Resources:** Video, skit, story, poem, song, dance, painting, etc.

**Prerequisite Knowledge:** Students will share their experiences and also their favourite activities.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
मन करता है	कहानी / चित्र Video link <a href="https://youtube.com/shorts/Nsr-2FEdzU3Y?feature=share">https://youtube.com/shorts/Nsr-2FEdzU3Y?feature=share</a>	शिक्षक विद्यार्थियों को कविता की ओडियो सुनाकर कविता में आए विभिन्न पात्रों के बारे में पूछेंगे।	विद्यार्थी एक दूसरे की इच्छाओं का सम्मान कर पाएंगे।



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>मेरा मन</p>  <p>बच्चों, कविता में कौन-कौन से नाम आए हैं?</p>	
मन पसंद कहानियों का निर्माण।		<p>शिक्षक विद्यार्थियों को उपरोक्त शब्दों का इस्तेमाल करते हुए अपनी मनपसंद कहानी बनाने का अवसर प्रदान करेंगे। उदाहरण – मन</p> <p>मन सूरज के पास गया और बोला कि मैं आसमान में दौड़ूंगा। चाँद और तारों के साथ अकड़कर रहूँगा। तभी बाबा आकर बोले—क्यों मन बेटा तुम चाँद पर धौंस क्यों जमा रहे हो। मन कहता है—देखो बाबा चाँद ने मेरी मूँछें ले ली हैं।</p>	विद्यार्थी शब्दों के मेल से अपनी मन पसंद कहानियाँ बना पाएँगे।


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		पापा आएँगे तो वो अपनी मूँछें माँगेंगे। इतने में तितली भी आ गई। बाबा देखो इस मन ने मेरी चिड़िया ले ली है। बाबा ने कहा— मन अपनी बहन की चिड़िया दे दो। चलो आज हम सब आसमान में पतंग उड़ाने चलते हैं। बाबा बोले—मन चर्खी ले आओ। चौद और तितली भी चिड़िया लेकर बाबा के साथ छत पर जाते हैं। सब मजे से पतंग उड़ाते हैं।	
शब्दों की लड़ी		इस प्रकार बच्चे शब्दों का इस्तेमाल करते हुए अपनी मन पसंद कहानियाँ बनाते हैं। इसके बाद शिक्षक विद्यार्थियों के साथ मिलकर कहानी में आए नवीन शब्दों का इस्तेमाल करते हुए अंताक्षरी खेलते हैं। जैसे— दौड़ूँगा — गई — इस — सब — बोले — लेकर माँगेंगे, देखो, ले ली, अपनी, साथ, दे दो, उड़ाने, चलेंगे, चर्खी, आओ, बहन, छत, जाते मजे आदि।	विद्यार्थी दूसरों की इच्छाओं का भी आदर करेंगे।
दूँढो और जानो, काम वाले शब्दों को पहचानो	प्रलेश कार्ड	शिक्षक कहानी में हो रहे विभिन्न कार्यों के प्रलेश कार्ड दिखाएँगे और विद्यार्थियों को उनके मनपसंद रंगों से चिह्नित करने का अवसर प्रदान करेंगे।  बोलना खेलना उठना देना चाहना माँगना लाना डालना  उड़ाना चलना बोलना जाना आना कहना दौड़ना पढ़ना	विद्यार्थी के शब्द भंडार में वृद्धि हो पाएगी।

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>हँसना जागना लेना रहना</p> <p>देखना खाना रहना</p> <p>इस प्रकार उपरोक्त शब्दों को आधार बना कर शिक्षक बच्चों की सहभागिता सुनिश्चित कर सकते हैं।</p> <p>ऐसे शब्द जो हमें किसी काम के करने या होने का बोध कराते हैं, वे शब्द क्रिया कहलाते हैं। शिक्षक विद्यार्थियों को उनके मनपसंद कार्यों को दिए गए चित्र में लिखने के अवसर प्रदान करते हैं।</p>	<p>विद्यार्थी काम वाले शब्द या क्रिया शब्दों की पहचान कर पाएँगे।</p>
मौखिक अभिव्यक्ति मन से करें हर काम (मन की खुशी )		<p>शिक्षक विद्यार्थियों से अपने व अपने परिवार के सदस्यों के मनपसंद कार्यों के बारे में परिचर्चा करेंगे—</p> <ol style="list-style-type: none"> <li>आपने आज अपने मनपसंद 5 काम किए, आपकी बहन ने 3, आपकी माताजी ने 10 व आपके पिताजी ने 12 तो बताइए कि आपके घर में कुल कितने काम हुए?</li> <li>आपके घर में सबसे अधिक काम किसने किए?</li> <li>सबसे कम काम किसने किए?</li> <li>ज़्यादा काम से कम काम करने वाले सदस्यों को क्रम में लिखिए।</li> <li>कम से ज़्यादा के क्रम में लिखिए।</li> </ol>	<p>विद्यार्थियों में काम करने की लगन जागृत हो पाएगी।</p> <p>विद्यार्थी वाक्यों में से काम वाले शब्दों को अलग कर पाएँगे व प्रतिदिन किए जाने वाले कामों की सूची बना पाएँगे।</p>





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
आओ शिकंजी बनाएँ	नींबू, नमक, चीनी, पानी, गिलास, चम्मच	<p>शिक्षक विद्यार्थियों को आलोक की कहानी सुनाकर शिकंजी बनाने के लिए प्रेरित करेंगे।</p> <p>आलोक की माताजी आज काम करके बहुत थक गई हैं। आलोक ने सोचा माँ के लिए आज शिकंजी बना देता हूँ। माँ खुश हो जाएँगी।</p> <p>आलोक ने शिकंजी का सामान इकट्ठा किया – नींबू, नमक, चीनी, पानी, एक गिलास व चम्मच।</p> <p>शिकंजी बना कर माँ को दी।</p> <p>माँ खुश हो गई।</p> <p>आओ जानें—</p> <p>शिकंजी बनाने में कितना समय लगा?</p> <p>संभावित उत्तर— 15 मिनट</p>	<p>विद्यार्थी अपनी मन पसंद भोजन सामग्री को बना पाएँगे</p> <p>विद्यार्थी जरूरत के अनुसार खाद्य सामग्री का उपयोग कर पाएँगे।</p>
Measurement activity	Bottle, glass	<p>The teacher and students will do the following activity with the help of a 1 litre bottle and a glass -</p> <p>1 litre bottle holds four glasses of water.</p> <p>The smallest unit of a litre is called a millilitre.</p> <p>One litre = 1000 millilitres</p> <p>Alok makes four glasses of shikanji in 1 litre bottle.</p> <p>Divide 1000 into four equal parts</p> <p>Expected Answer – 250+250+250+250</p>	Students will be able to understand simple mathematical calculations used in daily life.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>How many glasses can be filled from one bottle?</p> <p>Expected Answer-4</p>  <p>If you make 4 glasses of shikanji, how much shikanji will be in one glass?</p> <p>Expected answer - 250 ml</p> <p>If your sister drank two glasses of shikanji, then how many liters of shikanji did she drink?</p> <p>Expected Answer : 250 milliliter + 250 milliliter = 500 milliliter</p> <p>What amount of shikangi will come in four glasses? Write with unit.</p>	

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

48

H


I

J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Expected Answer - <math>250 \text{ ml} + 250 \text{ ml} + 250 \text{ ml} + 250 \text{ ml} = 1000 \text{ ml}</math></p> 	
Saying without speaking		<p>The teacher will discuss with the students about Alok's sister Nimmi and share their views on the importance of sign language.</p> <p>Alok's sister Nimmi cannot hear, he gives his sister a shikanji by using gestures without speaking.</p> <p>My sister loves to dance. Today, she is learning Haryanvi dance by watching TV. Nimmi is just four years old. Nimmi and I talk to each other in gestures.</p>	<p>Students will be able to understand the expression of others and gestures.</p> <p>Students with disabilities will also be able to participate in normal class.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Taking forward the discussion, teacher will provide opportunities to the students to express their thoughts through poetry, pictures, etc. Alok wrote a poem for his sister. Students, how would Nimmi say her words? Think and tell.</p> <p>In this way, all the students in the classroom together try to understand the emotions of the children with disabilities and also provide them opportunities to move forward.</p>	Students will learn to draw their favorite poem/story/painting.

**Suggestions for the teacher:** The favourite activities of the students should be included in the lesson plan according to the level of interest. Aerobics, dance, painting, singing competitions should be organized from time to time so that the interest of the students can be identified. Student's favourite activities can also be done through our festival lesson on Social Studies.

#### Extension of Learning :

- Write about your favourite interest and share it through picture/video/audio.
- If you know any child who cannot speak or hear, find out about him/her how he/she would have done his/her work.

## Multidisciplinary Teaching-Learning Plan : 8

### Theme - Pattern

**Integrated Subjects :** Hindi (Poem Recitation), Art Education (Designing), Math (Pattern and Symmetry)

**Duration:** Minimum 10 hours

**Specific Objectives:** Students will be able to:

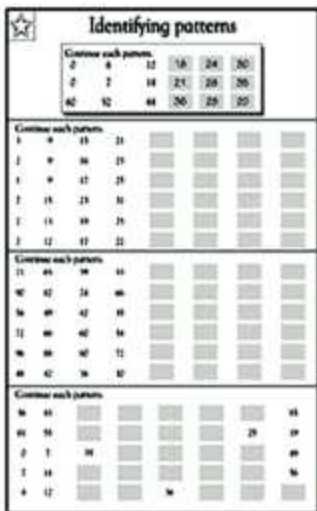
- find and understand the patterns in their class
- find out the patterns in nature
- develop respect for nature and its components
- feel connected to nature, flora and fauna
- understand the importance of practice and exercise

**Teaching-Learning Resources:** White paper A4 size, sketch pens and colours, textbook, etc

**Prerequisite Knowledge:** Students have observed different patterns around them

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Develop an understanding of pattern (Poem recitation)	Poem, blackboard, coloured chalks, colours, etc.	बटन सितारे घर से लायें, आओ हम कुछ नया बनाएं, आड़ा-तिरछा इन्हें लगायें, सुंदर ढंग से इन्हें सजाएं, रंग रेखाओं आकृतियों से, बना डिजाईन पैटर्न कहलायें।  Teacher and students may sing and enjoy this poem.	Students will be able to enhance their knowledge about patterns.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		The teacher may draw a simple pattern and explain it through a discussion.	Students will be able to understand patterns and move forward according to it.  Students will develop confidence.
Understanding patterns in nature and surroundings	Textbook 	Patterns: I O I O I O I O I O _ _ _ _ * * * * * _ _ _ _  Discussion about the patterns may be done and students may be encouraged to find and understand patterns in their neighbourhood.  Example : <ul style="list-style-type: none"> <li>• Class window</li> <li>• Grills of school</li> <li>• Door of the class, etc.</li> </ul> Students may be asked to find out patterns in neighbourhood and then teacher can guide the discussion towards the pattern of leaves, animals, insects, etc.	Students will develop respect and love towards nature.



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

52

H


I

J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students will be asked to pen down the patterns that they have found in nature. They may paste pictures of leaves, butterflies etc. in their notebook</p>	
<p>Activity - Hidden Message</p> <p>Developing and solving riddles on patterns</p>	Textbook, blackboard	<p>After this exercise from the textbook, chapter 10 may be discussed on the blackboard.</p> <p>An activity named "Hidden Message" at textbook page number 150 may be played on the blackboard in which the teacher may write a hidden message on the blackboard and students are expected to find out the hidden message in it.</p> <p>Example :</p> <p>NKknkd      This      dsn ssdbookdfnj      ndjisdse derinterestingncjdkjn</p>	Students will learn to observe textbook with some objective.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>In the above lines, the sentence "This book is interesting" is hidden. The sentence is hidden in between the other alphabets.</p> <p>In similar ways, students may be asked to prepare such riddles for each other. They may write or present their riddles on the blackboard or on any piece of paper. The teacher can have a good discussion with the class about it.</p>	
Finding pattern in nature	Computer and mobile	<p>The teacher can take the students outside the classroom. They may visit the school park too. Students may be encouraged to find out the patterns in natural things.</p> <p>Here, students are expected to write /print those patterns in their notebooks. The teacher should encourage them to do so.</p>	Students will be able to use pattern as a medium of expression.

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

54

H


I

J


K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>The teacher may sing this or any other poem about the patterns in the class. Teacher and students may develop a poem on their own too.</p> <p>Patterns, patterns here and there,</p> <p>Patterns                      patterns everywhere,</p> <p>In the park and at the roof,</p> <p>In the train and at the rails,</p> <p>We can find different patterns</p> <p>In the sea, fishes and whales.</p> <p>Again, different pattern riddles may be discussed, and worksheets may be given to the students.</p>	Students will learn to develop a connection between self and nature.
Rangoli Activity	<p>Pictures of rangoli</p> 	The teacher may show different types of rangolis to the students and also discuss about their cultural functions where they observe such things.	Students will learn to sing while having fun.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Mathematical rangolis may be discussed too.</p> <p>Now, teacher may make groups in the class and ask students to make rangolis using waste material and other objects without using colours.</p> <p>The idea of using building material, leaves, paper, etc. may be discussed. Students may be encouraged to present their work and speak a few lines about it.</p>	Students will learn to observe and develop patterns.

**Suggestions for Teachers:** Following points can be connected -

- Patterns in calendar
- Patterns of alphabets and number
- As a base for fractions concept
- Pupil's attention to patterns may be drawn while planning for some field trip to some historical place.

**Extension of Learning:**

- Make some new riddles about patterns and share them with your classmates.

## Multidisciplinary Teaching-Learning Plan : 9

### Theme - Rain

**Integrated Subjects:** हिंदी (कविता गायन), English (poem recitation), EVS (Evaporation), Math (basic knowledge of measurement), ICT


**Specific Objectives:** Students will be able to:

- tell a few lines about rain
- use ICT for the educational purpose at their school and home
- understand the concept of evaporation
- learn to work in groups
- develop group etiquettes
- know about the uses and importance of water
- sensitize about water conservation

**Teaching-Learning Resources:** Students' utensils that they use to take mid-day meal, beaker, test tube, water, burner, A4 size sheets, sketch and pencil colours, etc.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion about today's weather and rainy season		The teacher starts a discussion about weather and guides the discussion towards the topic 'rainy season'.  The teacher asks the students to tell a word related to rain and write those words on the blackboard.	Students will learn to take part in the discussion.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Mind mapping activity		<p>A Mind Map is prepared which is likely to contain these words: Raindrops, clouds, water, electricity, lightening, thunder, peacock, papeeha, boat, enjoying in the rain, mud and moisture.</p> <p>Now, a discussion about these words and the situations related to rain is initiated.</p>	Students will learn to take an active part in Mind-Mapping activity.
Poem recitation	<p>Blackboard, chalk</p> 	<p>Students are asked about the sources of water and later on, a discussion about the water sources, its uses and importance is carried out and main points are noted on the blackboard.</p> <p>Poems related to rain (from their textbook or from the internet) are sung by the students and the teacher. Local orchestra (desks, sticks, utensils, tiffin, etc.) are used to support the singing.</p> <p>Example:</p> <p>बादल बरसे, बारिश आई चारों तरफ हरियाली छाई सब जीव खूब खुश हुए नदियाँ नाले खूब बहे.....</p>	



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

58

H

I

J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Extension of the poem		<p>The teacher should encourage the students to extend the poem and speak a few more lines using their creativity.</p> <p>The poem is written on the blackboard.</p> <p>After this activity, an English poem about rain is sung in class. Those students who cannot read it themselves, are taken care of and are encouraged to follow the teacher and try to sing it.</p>	Students will learn to extend poems creatively.
Poster making activity (Rain)	Blackboard, chalk, internet and textbook	<p>Students are asked to design a poster related to rain by themselves. They may use any material.</p> <p>Posters are later to be presented, explained and discussed in the class.</p> <p>The teacher discusses with the students the areas of less and high rainfall and the reasons behind that.</p> <p>Here, the discussion is guided by the teacher that rainfall depends on many factors and the number of trees in the area is one of the main factors behind that.</p>	Students will learn to express themselves.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Examples of forests and deserts may be quoted here.	
Evaporation	Beaker, test-tube, water burner	<p>Now, the students are asked about the water which comes down in rain and following points are discussed:</p> <ul style="list-style-type: none"> <li>From where do clouds get that water ?</li> <li>What is the quality of that water?</li> <li>What is acid rain?</li> <li>Floods and droughts and their reasons.</li> </ul> <p>This discussion is carried out and later be connected to the concept of evaporation.</p> <p>The teacher may demonstrate or a hands-on activity may be done in the class. (Depending upon the availability of material and number of students).</p> <p>Here, the concept of evaporation is to be discussed so that students are able to know that water is converted into steam after putting it on heat and clouds are made. It is to be discussed how it goes by itself in mother nature.</p>	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		At last, students are asked: <ul style="list-style-type: none"> <li>Sources of water</li> <li>Water changes into _____ after boiling.</li> </ul>	
Rainfall Distribution		Students are encouraged to share their experiences of rain, how they enjoy it and what problems they face when it rains.  Every student gets a chance to express. There may be any method of expression-  It may be a picture, a poem, a written para, etc.	Students will be able to enhance their ICT skills.  Students will learn to express themselves using creative means.

**Suggestions for Teachers:** Only a few topics are covered in this chapter. A lot of sub-topics can be attached according to the need of the class. Those are:

- Water pollution
- Reasons for water pollution
- Measurement of rainwater activity may be done to give a base to measurement concepts in math.
- Cloud formation
- Another related poem of Hindi and English
- Art activities

This lesson plan is the only suggestive one. Teachers, please feel free to express yourselves and make any changes according to the need.



## Multidisciplinary Teaching-Learning Plan : 10

### Theme - Rural Life

**Integrated Subjects :** EVS (Delhi Villages, Drop by Drop), हिंदी (बहादुर बित्तो)

**Duration:** Minimum 9 hours


**Specific Objectives :** Students will be able to:

- get acquainted with rural life
- get information about the source of water in the villages
- differentiate between village and city
- feel proud of the culture of rural life
- get inspired by the clean and fresh environment of the village and they will be able to play their role for environmental protection
- develop language skills
- use ICT for educational purpose

**Teaching-Learning Material:** Farmer's picture, blackboard, chalk, poster, lesson chart

**Prerequisite Knowledge:** Students will interact with each other about rural life.

## Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on activities based on prerequisite knowledge (Mind Mapping Activity)		<p>Teachers will provide opportunities to the students to share their views while discussing about villages.</p> <p>What have you seen in your village? Expected Answer-Field, bullock, farmer, hut, etc.</p> <p>Village Make a list of all the words you know related to village.</p> <p>List - Hut, bullock cart, well, field, crusher, buffalo, cow, farmer, tube-well, plow etc.</p>	Students will be able to understand about the village life.
Quiz	Picture of village	<p>Students will discuss about their villages. Showing the picture of the village, whatever questions come in their mind, they will ask other companions.</p>  <p>Students will be asking their peers questions like-</p> <p>Questions-</p> <ul style="list-style-type: none"> <li>• How are the village roads?</li> <li>• What are the women in the picture doing?</li> </ul>	Students will be able to appreciate the lives and livelihood of various people.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>What is in the bullock cart?</li> <li>What are the green fields shown in the picture called?</li> <li>What is a person who works in the fields called?</li> <li>How do farmers help to us?</li> </ul> <p>Students will discuss with their parents about the villages. And the teacher will give them the opportunity to present their experiences to the class.</p> <p>Students' discussion - What type of houses are found in villages?</p>	Students will be able to appreciate the environment of the village.
Delhi Villages	Picture of village houses	<p>Teacher will show students a picture of a village in Delhi.</p> <p>Students will be asked to share their experiences regarding villages.</p> <p>The teacher will ensure that every student is involved in this discussion.</p>	The curiosity of seeing the village will also be awakened in the students of the city.
Water conservation	Blackboard	<p>Special features of the villages of Delhi-</p> <ul style="list-style-type: none"> <li>The inner streets and roads of villages of Delhi are narrow. The roads are built of bricks and concrete. There are few shops in the village.</li> </ul> <p>After the above comment, the teacher will give the students an opportunity to brainstorm that</p> <ul style="list-style-type: none"> <li>At least one pond, well or step-well is there in every village.</li> <li>What can be the reason for this?</li> </ul>	



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

64

H

I


J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>Water slowly seeps from the pond and goes inside the earth. Then people take out this water from wells and step-wells.</li> </ul> <p>The discussion will also include other related activities.</p> <p>Example-</p> <p>Water is the treasure of life. We have to save every drop of water.</p> <p>About Bajju Gaon – Everyone is upset in Madho's house. There is a shortage of water in the village every year. The step-well has dried up. Village people feel happy whenever water comes from the train. Some people collect rain water.</p> <p>How can the problem of water scarcity be resolved?</p> <p>Students will be divided into two groups-</p> <p>Both the groups will discuss one by one on water conservation.</p> <p>The main points of the discussion will be written on the blackboard.</p> <ul style="list-style-type: none"> <li>The tap should not be left open.</li> <li>One should take bath only after filling the bucket.</li> <li>Water should be used as per the need.</li> <li>Used water should be used for watering the plants.</li> </ul> <p>Every Drop is precious.</p>	<p>Students will be able to understand the usefulness of a pond and will also learn to save water.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Drop by Drop		<p>Find out kids :</p> <ol style="list-style-type: none"> <li>1. ____ drops in a spoon.</li> <li>2. ____ tablespoon of water in a bowl.</li> <li>3. ____ bowl of water in a mug.</li> <li>4. ____ mugs of water in a bucket.</li> </ol> <p>What are the uses of water in your house?</p> <p>Expected Answer - Washing hands, cleaning, bathing, putting in plants.</p> <p>Is water useful for agriculture? (Yes)</p> <p>Will farmers be able to cultivate without water? (No)</p> <p>Water is very precious for everyone.</p>	<p>Students will also be able to understand how to save water.</p> <p>Students will also be able to relate the greenery in village with the availability of water.</p>
बहादुर बित्तो (सस्वर पठन-पाठन गतिविधि)	Picture	<p>आइए बच्चों ! अब एक किसान बहादुर बित्तो की कहानी मिलकर सुनेंगे जो अपने खेत बचाने के लिए क्या-क्या तरकीबें सोचती हैं-</p> <p>सभी बच्चों की सहभागिता सुनिश्चित करते हुए सस्वर वाचन कराया जाएगा।</p>  <p>बच्चों, दिए गए चित्र को देखकर आपके मन में जो भी विचार आ रहे हैं बताइए- विद्यार्थियों के विचारों को चर्चा में शामिल करेंगे।</p>	<p>विद्यार्थी बहादुर बित्तो से सीख लेकर हर परेशानी को हल करने का प्रयास करेंगे।</p> <p>विद्यार्थियों में किसानों के प्रति आदर का भाव जागृत होगा।</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>बहादुर बित्तो की कहानी सस्वर वाचन सहित पढ़ाई जाएगी। विद्यार्थी साथ-साथ पढ़ेंगे।</p> <p>शिक्षक निम्न प्रश्नों के माध्यम से कहानी को समझाने का प्रयास करेंगे व विद्यार्थियों की जिज्ञासाओं का स्वागत करेंगे और हल ढूँढने में उनकी मदद करेंगे।</p> <ol style="list-style-type: none"> <li>1. किसान की बीवी का क्या नाम है ? (उत्तर – बित्तो)</li> <li>2. पाठ में किन-किन जानवरों के नाम आए हैं? (उत्तर – शेर, बैल, गाय, घोड़ा, भेड़िया आदि।)</li> <li>3. सुबह-सुबह किसान क्या कर रहा था? (उत्तर – हल चला रहा था।)</li> <li>4. शेर ने बित्तो को क्या समझा ? उत्तर – राक्षसी</li> </ol>	<p>विद्यार्थी तुकांत शब्दों का प्रयोग करते हुए कविता बनाने का प्रयास कर पाएँगे।</p>
चित्र अभिव्यक्ति गतिविधि (कुछ और करें)		<p>विद्यार्थियों की मदद से बहादुर बित्तो की कहानी पर कविता बनाने का प्रयास किया जाएगा—</p> <p>बहादुर बित्तो बड़ी सयानी, राक्षसी बनकर शेर भगाया, भेड़िए को भी मजा चखाया, खेत में लौटकर कभी न आया, बहादुर बित्तो ने रंग जमाया।।</p> <p>बच्चों, कहानी में जिन-जिन जानवरों के नाम आए हैं उनके नाम लिखिए व उनके साथ अपने अनुभव को पूरी कक्षा के सामने साझा करें।</p>	<p>विद्यार्थी तुकांत शब्दों से कविता को गाते हुए आनंद की अनुभूति प्राप्त कर पाएँगे।</p>



**Suggestions for Teachers:** What is the reason that the air in the villages is fresher than in the city? The importance of environment can be explained. Students will be motivated to plant and take care of trees in their school premises. For example, a video link <https://youtu.be/YuUGH9bZS6s> in which the story "Gawaiya Gadha" has been dramatized can be referred. Theatrical performances can be done by students on (बहादुर बित्तो). English subject – poem can be written on the village for the development and enhancement of vocabulary.

**Extension of Learning:** Make a model of a village and city. Construct a few sentences explaining the difference. Plant a tree of your name and take care of it to make your surroundings green.

## Multidisciplinary Teaching-Learning Plan : 11

### Theme - The Ship of the Desert

**Integrated Subjects:** Mathematics (Measurement Concept), EVS (Adaptation, Sounds of Animals (Art Education (Making Masks ), हिंदी (कहानी निर्माण )

**Duration:** Minimum 2 hours

**Specific Objectives:** Students will be able to:

- work effectively in groups and actively participate in the activities of the class
- communicate appropriately with different people
- sensitize towards the environmental issues
- explain about the adaptations of camel and a few other animals
- know about the specifications of the desert i.e., flora, fauna and animals living in it
- dramatise the chapter
- categorise animals according to their place of living (aquatic, terrestrial and amphibians)
- use ICT material for their studies

**Teaching-Learning Resources:** Textbook, blackboard, A4 size sheets, sketch colours, coloured paper, fevicol, scissors, etc.


**Presentation:**

Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Connecting with previous knowledge	Blackboard	The teacher asks students about the names of animals they have seen and writes the names on the blackboard.	

Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		The teacher writes the names of the animals according to their habitats in different rows without telling the reason to the students.	
Habitat		Now, teacher starts a discussion with the students about the difference between the rows. The teacher may lead the discussion towards the expected outcome i.e., aquatic, terrestrial and amphibian animals. Along with that, teacher is expected to discuss other points on animals according to the needs of the class.	
Converging the thoughts	Blackboard, mobile phone	<p>Sounds of animals activity can be done in the class where the teacher starts with:</p> <p>I was sleeping, a lion came and said, “hhhhhaaaaahhh”.</p> <p>I was sleeping, a cat came and said, “meeaaaow”.</p> <p>The teacher should ensure that all students of the class take part in the activity.</p>	






Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Finger puppet making activity	Mobile A4 size sheets, sketch colours, coloured paper, fevicol, scissors, etc.	<p>Finger puppet making activity may be done in the class. There are many ways to develop a finger puppet. The teacher may choose according to convenience.</p>  <p>Now, teacher may ask the students to dramatize the chapter.</p> <p>OR</p> <p>The teacher may use voice modulation and complete the chapter using finger puppets of lion and camel.</p> <p>Students may be encouraged to develop a dialogue of their character.</p>	Students' creative skills will be enhanced.

Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Math integration in story		<p>Story</p> <p>There is a shortage of water in the area. Only 200 litres is left.</p> <p>If camel drinks 50 litres of water per day. For how many days will the water sustain?</p> <p>If a tiger drinks 8 litres of water every day, for how many days will the water sustain?</p> <p>If a human is there and he drinks 4 litres of water per day. For how many days will the water sustain?</p>	Students' arithmetic abilities will be enhanced
Picture reading activity	Pictures	<p>Picture-reading</p> <p>Picture reading activity can be organized. A discussion is to be organized where focus should be on the given points:</p> <ul style="list-style-type: none"> <li>• Flora and fauna of the desert</li> <li>• Water sources and their conservation</li> <li>• Camel as the ship of the desert</li> <li>• Costumes and culture of the desert area</li> </ul>	



Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>The teacher writes the responses of the students in tabular form on the blackboard.</li> </ul> <p>The teacher may encourage students to frame such questions for their classmates.</p>	
Desert, its flora and fauna  Hindi poem integration to make the concepts clear through their mother tongue	Blackboard, picture of a desert, orchestra (tiffins, spoons, desk etc.)  	<p>हिंदी कविता</p> <p>म्हारो रंगीलो राजस्थान, सबसे न्यारो रेगिस्तान, खीचड़ो खाता राजस्थान, रेत भरयो रेगिस्तान, दूर दूर तक रेगिस्तान, रंग रंगीलो हैं परिधान, होते यहाँ ढेरों पकवान, नाचतो गातो राजस्थान, हरो और पीलो रेगिस्तान, सबसे प्यारा राजस्थान, सबसे न्यारा रेगिस्तान।</p> <p>After the poem teacher discusses the points given in the poem about the state of Rajasthan and the desert.</p>	



**Suggestions for Teachers:** Only a few topics are covered in this chapter. A lot of subtopics can be discussed according to the need of the class. Those are:

- Causes because of which a land turns into desert
- Conservation of water
- Knowledge about Rajasthan state

**Extension of Learning:**

- Do plantation and make a video of the same and share it with your friends encouraging them to do the same.
- Make a picture of the animals that live nearby your home.

## Multidisciplinary Teaching-Learning Plan : 12

### Theme - Sky

**Integrated Subject:** हिंदी (चाँद वाली अम्मा), Physical Education (Tug of War), EVS (Delhi Seasons)

**Duration:** Minimum 8 hours

**Specific Objectives:** Students will be able to:


- develop their language skills
- identify the rules of playing tug of war game
- will be able to enjoy physical activities
- get information about the weather
- become aware of the environment
- change their lifestyle according to the season
- use information communication technology

**Teaching-Learning Resources:** Pictures of sky (moon, sun, stars), pictures showing different seasons, a big rope, newspaper and web links etc.

**Prerequisite Knowledge:** Students know about the sky. He/She has seen the sun, the moon, and stars.


**Presentation:**



Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
कविता/ कहानी/परिचर्चा	आसमान का चित्र	शिक्षक विद्यार्थियों को मैदान में ले जाकर आसमान का अवलोकन करते हुए परिचर्चा करेंगे।	विद्यार्थी स्वयं कहानी व कविता बनाने का अभ्यास कर पाएँगे।
चाँद वाली अम्मा	कविता	नील गगन में देखूँ चाँद सितारे, देखो भैया आसमान है टकराया, बूढ़ी अम्मा को खूब सताया, खूब सताया, एड़ी चौटी का जोर लगाया, बूढ़ी अम्मा ने ताकत दिखाई, झाड़ू लेकर चाँद पर बैठी माई।।	

Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		कविता को बच्चों के साथ मिलकर गाया जाएगा। कविता में आए तुकांत शब्द जैसे आया-सताया-लगाया, दिखाई-माई आदि रेखांकित किए जाएंगे।	विद्यार्थी प्रकृति के महत्त्व को जान पाएंगे।
चित्राभिव्यक्ति की गतिविधि	चाँद का चित्र	 <p>कविता व 'चाँद वाली अम्मा' कहानी में मिलते-जुलते शब्दों पर गोला लगाया जाएगा। जैसे- बूढ़ी अम्मा, आसमान, ताकत, झाड़ू आदि।</p> <p>बूढ़ी अम्मा से आसमान टकराता और तंग करता। कल्पना कीजिए कि आसमान कैसे टकराता होगा? इस बातचीत को आगे बढ़ाया जाएगा।</p> <p>दिए गए चित्र को देखकर जो भी विचार आपके मन में बन रहे हैं उन्हें अभिव्यक्त कीजिए।</p> <p>उदाहरण- रंग-बिरंगा, चाँद, बादल बच्चों आसमान को और किन-किन नामों से पुकारा जाता है? (उत्तर- आकाश, नभ, गगन।)</p> <p>कहानी में बूढ़ी अम्मा और आसमान के बीच टकराव के समय कौन से खेल का नाम आ रहा है? (उत्तर- रस्साकशी)</p>	<p>बूढ़ी अम्मा के दृढ़ संकल्प से प्रेरित हो पाएंगे।</p> <p>विद्यार्थी स्वयं काम करने में सक्षम हो पाएंगे।</p> <p>विद्यार्थियों के शब्द भंडार में वृद्धि होगी।</p>





Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Tug of war Sports activity		<p>Teacher and students play, "Tug of War" together.</p> <p>Rules :-</p> <ol style="list-style-type: none"> <li>1. There are two teams in this game.</li> <li>2. Each team has the same weight and number of players.</li> <li>3. The pulling rope is 30-35 meters long and 10-12 cm thick.</li> <li>4. The game's location is not changed.</li> <li>5. No other equipment is used. Divide the students into two groups and play the game of tug of war.</li> </ol> <p>Students play games with each other with full enthusiasm and they experience joy. Students feel entertained in a game of mutual interaction. And everyone's participation is ensured.</p> 	<p>Students will be able to know about tug of war rules.</p> <p>Playing games will lead to enhancement in motor development of students.</p>

Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Delhi's Weather	Pictures of sun/sunglasses	<p>The students will be given information about the weather by showing a picture of the sun.</p> <p>Teachers will interact with the students by showing a picture of sunglasses. In what season does the sun rise early?</p> <p>(Expected Answer- In summer)</p>   <p>What time of the day, do you use sunglasses?</p> <p>(Expected Answer- In daylight)</p> <p>In which months do your summer holidays fall?</p> <p>(Expected Answer – May and June)</p> <p>Students, the months of May and June are the hottest. Hot air that blows during these months is called hot wave and 'Loo' in Hindi.</p>	<p>Students will be able to adapt their eating and living habits according to the season</p>



Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes										
		<p>Talk to the students about the clothes they wear in summer season. Let's talk about the clothes worn in the winter season.</p> <p>When do you have your winter holidays?</p> <p>(Expected Answer – December)</p> <p>Students experience the coldest winter in the months of December and January.</p> <p>In which season are peanuts eaten?</p> <p>(Answer – Winter)</p>											
Newspaper Activity	Newspaper	<p>Observe and list down the time of the sunrise and sunset during a week from the newspaper.</p> <table border="1"><tr><td>Date</td><td></td></tr><tr><td>Sunrise Time</td><td></td></tr><tr><td>Sunset Time</td><td></td></tr><tr><td>Maximum Temperature</td><td></td></tr><tr><td>Minimum Temperature</td><td></td></tr></table>	Date		Sunrise Time		Sunset Time		Maximum Temperature		Minimum Temperature		Students will be able to know the importance of sunrise and sunset timings.
Date													
Sunrise Time													
Sunset Time													
Maximum Temperature													
Minimum Temperature													
Delhi's Weather	Audio/Video Web link <a href="https://youtu-be/RUaSHnHbTKM">https://youtu-be/RUaSHnHbTKM</a> <a href="https://youtube.com/shorts/DXd0bHBjqtg">https://youtube.com/shorts/DXd0bHBjqtg</a>	<p>Teacher will show the students how a paper boat is made and the sounds of rain will be made with the help of finger movements.</p> <p>How did you feel on hearing the sound?</p> <p>(Expected Answer- like it is raining.)</p>	Students will become aware of the changes of seasons.										



Concept	Teaching - Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students will listen to the audio/video of the sound of rain.</p> <p>Students, Delhi receives maximum rainfall in the months of July and August.</p> <p>Delhi experiences 3 seasons - summer, rainy and winter.</p>	

**Suggestions for Teachers:** After observing the sky, students will draw a picture of the sky. Other activities related to the topic can also be done such as pictures of summer, winter and rain. Teacher can teach students the shapes of full moon, half moon with the help of paper. Shadows can be discussed with students.

**Extension of Learning:**

- What do you see in the moon?
- Draw pictures of full moon and half moon.
- Discuss with your parents when the moon is half and full in the sky.
- Write and draw pictures about which season you like the best.

## Multidisciplinary Teaching-Learning Plan : 13

### Theme - Story Formation

**Integrated Subjects:** हिंदी (कहानी की कहानी), EVS (Web of Life), English (The Story of the Road)

**Duration:** Minimum 8 hours

**Specific Objectives:** Students will be able to:

- create their own story
- capture the feelings, thoughts and moral values in the story
- make a title according to the story
- develop their imagination and creativity
- incorporate the feelings imbibed in the story into their behaviour

**Teaching-Learning Resource:** Video, audio, chart, books, library books, etc.


**Prerequisite Knowledge:** Students are familiar with the concept of story. They have heard stories from their parents and grandparents.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
कहानी की कहानी (वीडियो देखकर कहानी बनाना)	वीडियो <a href="http://youtube/RUaSHnHbTKM">http://youtube/RUaSHnHbTKM</a>	शिक्षक विद्यार्थियों को उदाहरण स्वरूप वीडियो दिखाएँगे। शिक्षक विद्यार्थियों को चित्रों के माध्यम से कहानी बनाने के अवसर प्रदान करते हैं।	वीडियो देखकर विद्यार्थी अपनी-अपनी कहानी बनाने के लिए प्रेरित हो पाएँगे। चित्रों को मौखिक अभिव्यक्ति द्वारा व्यक्त कर पाएँगे।





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
चित्राभिव्यक्ति की गतिविधि		<p>विद्यार्थी वीडियो देखकर मौखिक कहानी सुनाएँगे।</p> <p>दिए गए चित्र के अनुसार अपनी कहानी बनाने का प्रयास करते हैं।</p> <p>सभी बच्चे चित्र को देखते हुए अपनी—अपनी सुन्दर कहानियाँ बनाते हैं।</p> <p>उदाहरण— रवि की कहानी चित्र-1</p>  <p>उदाहरण— निशा की कहानी चित्र-2</p>  <p>बच्चों की कहानी चित्र-3</p> 	<p>विद्यार्थी कहानियों में अपने विचारों को भी शामिल कर पाएँगे।</p> <p>विद्यार्थी अपनी कहानी को अपनी समझ के अनुसार पढ़ पाएँगे।</p> <p>विद्यार्थी कहानियों में मनोरंजन, आश्चर्यजनक विचारों को शामिल कर पाएँगे।</p>






Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
अंतर बताओ गतिविधि	<p>बच्चों द्वारा बनाई गई चित्राधारित कहानियाँ</p> 	<p>बच्चों आपके द्वारा बनायी गई तीनों कहानी में क्या अंतर है?</p> <p>उत्तर—</p> <p>पहली कहानी छोटी है। दूसरी कहानी बड़ी है। तीसरी कहानी सबसे बड़ी है। ऐसा क्यों है?</p> <p>उत्तर—</p> <p>पहले चित्र में कम चीजें हैं। (2 चीजें) दूसरे चित्र में 6 चीजें नज़र आ रही हैं। तीसरे चित्र में 8 चीजें नज़र आ रही हैं। अर्थात — जितनी ज्यादा चीजें होंगी उतनी बड़ी कहानी बनती है।</p> <p>बच्चों, आपको अपने कौन से साथी की कहानी सबसे मजेदार लगी। निशा की कहानी सबसे अच्छी क्यों लगी? क्योंकि निशा ने कहानी अभिनय (एक्टिंग) के साथ सुनायी है।</p> <p>इसका मतलब जब हम कहानी को आरोह—अवरोह सहित भाव—भंगिमाओं के साथ सुनाते हैं तो हमें वो कहानी ज्यादा मजेदार लगती है और रवि ने अपनी कहानी आवाज़ें बदल कर सुनाई। शाबाश! रवि।</p> <p>अर्पिता ने अपनी कहानी आँखों से अभिनय करते हुए सुनाई।</p> <p>हम सब मिलकर भाव भंगिमाओं सहित कहानी को पढ़ते हैं।</p> <p>वीडियो में पेड़ की कहानी को कैसे सुनाया है?</p>	<p>विद्यार्थी अलग—अलग प्रकार की कहानियों से परिचित हो पाएँगे।</p> <p>विद्यार्थी कहानियाँ पढ़ने हेतु प्रेरित हो पाएँगे।</p> <p>विद्यार्थी अपने मन की बातों को भाव—भंगिमाओं सहित समझा पाएँगे।</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
स्वरपाठन-पाठन भाव भंगिमाओं सहित गतिविधि	कहानियों के विभिन्न उदाहरण, पुस्तकालय की पुस्तकें, पाठ्य पुस्तक, फ्लैश कार्ड	<p>आपने कौन – कौन सी प्रसिद्ध कहानियों के बारे में सुना है।</p> <p>(उत्तर- पंचतंत्र की कहानियाँ, नंदन की कहानियाँ)</p> <p>बच्चों यदि आपको अपने विद्यालय और घर में और भी मजेदार कहानियाँ पढ़नी हो तो आप कहाँ से ऐसी पुस्तकें प्राप्त करते हो?</p> <p>(उत्तर- पुस्तकालय से।)</p> <p>आपको तो कहानियों की किताबें मिल जाती हैं। पुराने समय में लोगों के पास कागज और किताबें नहीं होती थीं। तब कहानियों को कैसा लिखा गया होगा?</p> <p>उत्तर- पुराने जमाने में लोग पत्तों पर या पत्थर पर लिखते थे।</p> <ul style="list-style-type: none"> <li>• प्राचीन समय में लिखने के लिए पेड़ की छाल का भी इस्तेमाल करते थे।</li> <li>• पक्षी के पंख से कलम बनाते थे।</li> <li>• बाँस को नुकीला बना कर लिखते थे।</li> <li>• मौखिक कहानियों को एक-साथ पोथी में लिखा गया। इस पोथी का नाम पंचतंत्र रखा गया।</li> <li>• पंचतंत्र की कहानियाँ कई सौ साल पहले लिखी गई थीं।</li> <li>• पंचतंत्र पोथी को उड़िया, बंगाली, मराठी, मलयालम, कन्नड़ आदि भाषाओं में लिखा गया।</li> </ul>	<p>विद्यार्थी कहानियों के माध्यम से आनंदित हो पाएँगे।</p> <p>विद्यार्थी कहानियों की किताबों से परिचित हो पाएँगे।</p> <p>विद्यार्थी लेखन संसाधन के बदलते स्वरूप को जान पाएँगे।</p> <p>विद्यार्थी अपने देश की विभिन्न भाषाओं के नाम जान पाएँगे।</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Web Life (Creating a rhythmic story using pictures)	Pictures/cut-outs	<p>The teacher shows some pictures to the students and give them the opportunity to create a rhythmic story of the picture.</p>    	<p>Students will be able to get information about life through pictures and poem.</p> <p>Love for trees and plants will be developed.</p> <p>Most of the animals are dependent on plants. By understanding this, students will be able to understand the importance of plants and their benefits.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 	Students will be inspired to protect the environment.
The Story of the Road	Picture of road, Flash cards	<p>Students and teachers will express their views through oral/written expression and understand the interdependence of life by listening and reading the poem.</p> <p>Students and teachers together will read the chapter "The Story of the Road" and discuss.</p>  <p>The teacher will show the students, road related pictures and ask questions about what they can see in the picture.</p>	<p>Students will be able to recognise difference between various sounds.</p> <p>Students will be able to express the road activities.</p> <p>Vocabulary of students will be enhanced.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>What different type of sounds do you hear on the road in the morning?</p> <p>We hear the sounds of - birds, newspaper vendor, vegetables and fruits seller</p> <p>Word- building activity: Identify the sounds- Sparrow – Chirrup, Chirrup, Chirrup Crow – Caws, Caws ,Caws Newspaper boy's bicycle - Tring-a-ling ,Tring-a-ling</p> <p>Word Building- Wake up – peas – Sparrows – school- Listen – newspaper- radishes – say – _____: _____: _____: _____</p>	Students will learn to respect people with minimal jobs.

**Suggestions for Teachers:** Students can be encouraged to extend the story further. Student can be asked to give titles to the stories. Stories can be converted into scripts and they can enact.

#### Extension of Learning:

- Develop/Create a story using audio/video along with gestures.
- Read the stories of Panchatantra and narrate it to your younger siblings.

## Multidisciplinary Teaching-Learning Plan : 14

### Theme - Time

**Integrated Subjects:** Hindi (Language Development), EVS (Concept of Morning, Afternoon and Evening), Art (cutting-pasting), Moral Education (Punctuality and Salutation)

**Duration:** Minimum 7 hrs

**Specific Objectives:** Students will be able to:

- work in a group with cooperation and team spirit
- use different creative means
- recognize the five-minute concept in the clock and try to tell the time
- realize that there are 60 minutes in an hour and 24 hours in a day
- recognise different geometrical shapes
- appreciate the importance of time
- use ICT for educational purposes

**Teaching-Learning Resources:** A model or an original clock, a few pieces of cardboard, coloured paper, scissors, fevicol, A4 size sheets, a few sticks, etc.

**Prerequisite Knowledge:** Students have come across the concept of time in daily life and use the word time daily. They know about the use of the clock and they have tried to understand about the clock by themselves too.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Concept of time	Classroom clock	The teacher asks the students - What is the time?  Students will try to find out the time by looking at their watches or at the clock brought by the teacher. They may talk to each other and discuss about the time.	Students will be able to answer with confidence.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Some students may tell the time. A few students may not be able to tell the correct time.</p> <p>There are chances that students can only guess about the correct time by seeing the hands of the clock.</p>	Students will learn to tell the time by looking at the needles of the clock.
Discussion about punctuality		<p>Discussion about the correct timing of school may be started in the class. Teacher may discuss how the students know that it's time to start getting ready for school. As expected, students are helped by their parents or siblings. They get ready with the help of their guardians.</p> <p>The teacher may ask students whether they can tell the correct time by looking at the clock.</p> <p>Some students may have slight experience with it but most students of class III are unable to tell the correct time.</p> <p>Now, the teacher states that they are going to learn to see the correct time in the class today.</p>	<p>Students will learn the importance of punctuality in life.</p> <p>Students will develop creative skills.</p>
Activity	A clock or model of a clock with three hands	The teacher shows a clock or a model of a clock to the students and ask the students whether they have a similar design clock or different at their home. Discussion may be carried out and students may be invited to draw that design on the blackboard.	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Designer clocks (5-minute difference concept)	Cardboard, coloured paper, scissors, fevicol, some sticks, notice board or blackboard to display	As expected, students make small shapes. The teacher draws larger shapes on the upper side of the blackboard and initiates a discussion about the designs.  Now, the teacher asks the students to make a designer clock with the help of the material provided.	Students' creative skills will be enhanced.
Correct location of digits in the clock  Relation between minutes and hour		For this activity, students are supposed to work in groups as designated by the teacher.  When students are indulged in this activity, teacher may introduce the concept of 5 minutes gap between every digit of the clock and the right location of digits 3, 6, 9 and 12 in the clock. Gradually, the discussion may be taken to the location of all digits, minutes - hour's concept too.	Students will develop leadership skills and learn to work in groups.
Moral things Development of time table	A clock or model of a clock with three hands, mobile, blackboard coloured paper, scissors, fevicol, some sticks	Here, teachers may discuss the concepts group wise and ensure 100 per cent participation in the class.  After the work, the group is asked to present their work and they may also be asked to tell a few lines about their respective clocks.	Students will learn to make time table.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>A discussion about student's</p> <ul style="list-style-type: none"> <li>• Wake up time</li> <li>• Sleeping time</li> <li>• School time</li> <li>• Study time</li> <li>• Dawn time</li> <li>• Dusk time</li> </ul> <p>may be done in class.</p> <p>Students may also be asked to develop a model time table for themselves.</p>	
Poem recitation about time		<p>(In the context of time management)</p> <p>Students may be asked to sing the poem and do actions accordingly:</p> <p>कविता</p> <p>घड़ी बोले टिक टिक टिक, समय गवाएं ना अधिक, झट-पट अपना काम कर, पढ़ लिख कर जग में ऊँचा नाम कर, समय गवाएं न अधिक, झट-पट अपना काम कर, पढ़ लिखकर जग में ऊँचा नाम कर, घड़ी बोले टिक टिक टिक, सुई बोले आठ बजल, घड़ी बोले जा स्कूल, घड़ी बोले टिक टिक टिक, समय गवाएं ना अधिक।</p>	Students will learn to connect the knowledge to daily life.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Relation between minutes and hour		<p>The teacher discusses the concept of minute and hour and also tells students that there are 24 hours in a day and 60 minutes in an hour.</p> <p>Now, the teacher may encourage students to point the ticks in the clocks that indicate the minutes in their clocks.</p>	

**Suggestions for Teacher:** After completing this lesson plan, the following concepts may be integrated :

- Conversion of hours into minutes
- Conversion of days into hours
- Concept of AM and PM
- Salutation words to use according to time
- Time management

**Extention of Learning:** Students may play a game called “Tell the Time” with their classmates in which a student will arrange the hands of the clock and others will tell the time. One who tells the correct time first will be the winner.

## Multidisciplinary Teaching-Learning Plan : 15

### Theme - Tour

**Integrated Subjects:** EVS (Outing in Delhi -1, Outing in Delhi -2), Math (Cost of Travelling)

**Duration:** Minimum 9 Hours

**Specific Objectives:** Students will be able to:


- become aware of the resources of the tour
- share their experience
- feel and appreciate the beauty and diversity of their country
- contribute in taking care of the beauty of the country
- become aware of the environment
- show the feeling of interest and protection towards historical heritage
- recognize the method of calculation
- use information communication technology

**Teaching-Learning Resources:** Video, audio, charts, flash card, etc.

**Prerequisite knowledge:** Students and teachers will discuss their experiences of the tours taken together.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Outing in Delhi-1 (Student's song/skit activity)	Children's song pictures, flash cards and textbook	The teacher will take a train ride along with the students while singing the song.	Students will be able to understand the importance of vehicles .

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Your walk	Web link : <a href="https://youtu.e/7WwqSK3dwGs">https://youtu.e/7WwqSK3dwGs</a>	 <p>After the activity, teachers and students will share their experiences.</p> <p>Teachers and students will carry forward the activity through the tour vehicles-</p> <p>Teacher's Tour: e-Rickshaw – Metro Train–Auto Rickshaw</p> <p>Rahul 's Tour–Walk: Cycle– Scooter–Bus</p> <p>Nisha's Tour: Car - Air plane - Metro Train</p>	<p>Students will be able to enjoy the train ride.</p> <p>Students will be able to understand the importance of maintaining the vehicles.</p> <p>Students will be able to develop observation skills and draw inferences.</p>
How many wheels? Think and discuss	Pictures of vehicles		<p>Students will be able to distinguish between the vehicles on various parameters.</p> <p>Students will be able to gain information about vehicles.</p>



1

2

3

4

5

6

7

%

+

●

-

=

●

×

&lt;

&gt;

●

%

A

B

C

D

E

F

G

94

H

I


J

K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher will provide opportunities to the students to get information about the vehicles travelled.</p> <p>Look at all the vehicles and segregate them according to the number of wheels.</p> <p>Two wheeler vehicles – scooter, cycle</p> <p>Three wheeler vehicles – e-Rickshaws, auto, bicycle.</p> <p>Four wheeler vehicles – Cars, street vendors' cart, vans, tempos</p> <p>Vehicles with more than four wheels – Bus, train,</p> <p>Lets Learn:</p> <p>You go to school by _____.</p> <p>Expected answers – vans, rickshaws, motorcycles, bicycles, e-Rickshaw, by walk</p> <p>Teachers and students will discuss among themselves which vehicles are suitable to go to the given places-</p> <ul style="list-style-type: none"> <li>If you want to cross a river – _____</li> <li>If you want to go to the nearest market – _____</li> <li>If you want to go to the market 5 km away – _____</li> </ul>	<p>Students will be able to develop decision-making skills.</p> <p>Students will be able to take the right decision at the right time.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>If you want to go out of the state— _____</li> <li>If you have to go out of the country— _____</li> <li>If you want to cross the sea — _____</li> </ul>	
Delhi Tour- 2	Pictures of historical places	<p>Come students, take a tour of the historical places by beautiful Ho-Ho bus of Delhi.</p> <p>Beautiful Ho-Ho bus</p>  <p>Teacher and students will sing a poem and share their experiences among themselves.</p> <p>Qutub Minar—Red Fort—Humayun's Tomb—Rashtrapati Bhavan—Jantar Mantar—India Gate</p> <p>The teacher along with the students, leads the activity by identifying the given pictures.</p>	<p>Students will be able to get information about the historical places of our Delhi.</p> <p>Students will be able to understand their role in the maintenance of historical places.</p>

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

96

H





I

J



K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		   	Students will be able to recognise historical places.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 	
How many times?	Flash cards	<p>Teacher will help the students to count the number of wheels of the vehicles they travel by (with the help of flash cards).</p> <ol style="list-style-type: none"> <li>1. If one compartment of a train has eight wheels then three compartments will have ____ wheels.</li> <li>2. Seven compartments will have ____ wheels.</li> </ol>	Students will be able to develop their mathematical skills.

1

2

3

4

5

6

7

%

+

-

=

×

&lt;

&gt;

%

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>3. If a bus has eight wheels, then five such buses will have _____ wheels.</p> <p>4. If one e-rickshaw has three wheels then six e-Rickshaws will have _____ wheels.</p> <p>5. If one scooter has two wheels then eight scooters will have _____ wheels.</p>	
Cost of travelling		<p>Shivani's Ho-Ho Bus Tour</p> <p>At morning, Shivani's father dropped her at the bus stand by car.</p> <p>The Ho-Ho bus fare per person is ₹100. Shivani went for a trip to Delhi with her sister Meenu and grandfather. How many rupees would they have to buy the tickets for the Ho-Ho bus?</p> <p>₹100 + ₹100 + ₹100 = ₹ _____</p> <p>After the trip to Delhi, the Ho-Ho bus stopped at the stand near Shivani's house. Shivani's house is away from the bus stand, so they decided to take an e-Rickshaw. e-rickshaw's driver charges ₹ 20 per person. Now how much fare will they have to pay?</p> <p>₹20 + ₹20 + ₹20 = ₹ _____.</p> <p>In this way, the students calculate the cost of renting the vehicles used for.</p>	Students will be able to learn simple mathematical calculations.

A

B

C

D

E

F

G

98

H

I

J

K

L

M

**Suggestions for Teachers:** Tour theme related, picnic to India Gate, tour to Chandni Chowk and 'The Ship of the Desert' and 'From Here and There' lesson can be taught.

**Extension of Learning:**

- Draw a picture of different vehicles used in the tour like 2 wheeler, 3 wheeler, 4 wheeler, and more than 4 wheels vehicles.
- Collect pictures of historical places of Delhi and paste them in your notebook.
- Write about your favourite tour.



## Multidisciplinary Teaching-Learning Plan : 16

### Theme - Addition

**Integrated Subjects:** Math, EVS (Healthy and Junk Food), Art Education (Picture Cards), Games (Stapu and Jumping Exercise)

**Duration:** Minimum 7 hours

**Specific Objectives:** Students will be able to :


- identify 2 digit numbers
- add 2 digit numbers
- differentiate between healthy and junk food
- enact in role-play
- do art and craft work

**Teaching-Learning Resources:** Picture card, beads, number cards, number box, sketch pen, marker, chart paper, coloured chalks, black paint brush, etc.


**Prerequisite Knowledge:** Students have the basic knowledge of 2 digit and 1 digit numbers and addition of 1 digit numbers.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Addition of 1-digit numbers		Teacher facilitates the revision of number 1 to 10 by a simple activity. Teacher gives a ball to a student and ask him to pass it to another student. 2nd student passes 2 balls to the 3rd student and that student passes 3 balls to another one. This way students will revise 1 to 10 counting by counting the balls being passed.	Students will be able to improve dexterity of fingers and, hand and mind coordination.


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher forms pairs and give 10 straws to each student of the class.</p>  <p>Then in each pair, 1 student may be asked to take 3 straws and other student takes 5 straws and then they will be asked to keep all 3 and 5 straws together and count. The result of 8 straws shall be shown to the class. This way they can add single digit numbers. Now students may be encouraged to do this exercise themselves using different number of straws and share the result with the class.</p> <p> <math>3+5=8</math>  <math>1+4=5</math>  <math>2+4=6</math>  <math>4+3=7</math> </p>	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Identification of 2 - digit numbers and addition by 10	Beads	Now, as the students are proficient in adding single digit numbers, the teacher introduces 2 digit addition with the help of the story of Kittu.	Students will be able to work in groups, solve daily life problems, read and write numbers till 100.
Addition of 2 digit numbers		<p>Kittu wants to paint his home and how he can do it will be explained by the teacher. Then, students know how they can help him to find room numbers to paint.</p>  <p>Kittu finds rooms to paint by adding different numbers. For e.g. he painted room no 2 but next room which was to be painted was decided by adding 10 to the previous room no. Result was 12. This way 10 was added to the previous room no. painted and the next room was decided.</p>	




Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Now, to do this activity, class may be divided into 5 groups and each group will find room numbers to paint by doing addition. One group adds 10 to the previous room number, other group add 11, next one can add 12 to the previous room number. This way different permutation and combinations can be seen.</p> <p>Now, one student from each group comes forward and explains how they did addition with the help of beads and got different results.</p> $2+10=12$ $12+12=24$ $22+11=33$ $35+15=50$ <p>This way, the whole class may be able to do addition exercise and get a better understanding of addition.</p> <p>Next day, teacher again divides the class into groups but with different members and repeats the same exercise of addition. Today, they have to help Kittu find his eatables which are in different room. Today, they add room numbers of their choice and find the answer.</p>	<p>Students will be able to do craft work which will enhance their psycho-motor abilities.</p>


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Today, each student comes forward and tell how they did addition and what is the result. All students check whether the addition done by the student showing the addition process is correct or not.</p> <p> <math>23+34=57</math>                      <math>34+12=46</math>  <math>13+13=26</math>                      <math>25+33=58</math> </p>	
Word problem	Chart paper, sketch pens, markers	<p>Using number cards, the teacher will introduce a new method to do addition. Problem will be written on the blackboard and with the help of students, the teacher makes class understand the question first, but to do addition in a new way, class can be divided in groups and with the help of number cards, they do addition with the method. Given below</p> <p>New way:</p>	Students will be able to use cards for addition

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		$\boxed{52} + \boxed{35}$ $\boxed{50} + \boxed{2} \quad \boxed{30} + \boxed{5}$ $\boxed{50} + \boxed{30} \quad \boxed{2} + \boxed{5}$ $\boxed{80} + \boxed{7}$ $\boxed{87}$ <p>The answer is 87.</p> <p>This way cards may be used by the class to do addition of different numbers and present the process to the class.</p>	
Healthy and junk food	Picture cards, notebooks, blackboard	<p>Now, teacher further asks the students about how many fruits do they eat daily. Students respond according to their daily intake. Discussion can be directed towards the topic of healthy and junk food by asking certain questions. for e.g.</p> <ul style="list-style-type: none"> <li>• What fruits do you eat?</li> <li>• Why do we eat fruits?</li> <li>• What other foods are good for our health?</li> </ul>	Students will be able to understand the concept of healthy food and junk food.















Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>Do you think that junk food is good for our health? Based on the answers and responses given by the students, teacher can elaborate: "Junk food is not good for health." With the help of various examples, teacher introduces the concept of junk and healthy food. Teacher shows the pictures of healthy and junk food to the students.</li> <li>Healthy foods are those that provide you with the nutrients you need to sustain your body's well-being and retain energy. Water, carbohydrates, fat, protein, vitamins, and minerals are the key nutrients that make up a healthy and balanced diet.</li> <li>"Junk food" generally refers to the foods that contain lots of calories but has little or no nutritional value.</li> </ul> 	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																		
		<div></div> <p>After this discussion, students may be divided in pairs and asked to do a role play about junk and healthy food. One student represents healthy food and other student represents junk food.</p> <p>Other students may be asked to make the table made by the teacher on the board in their notebooks and write healthy and junk food items in their respective columns.</p> <table><tr><th>HEALTHY FOOD</th><th>JUNK FOOD</th></tr><tr><td>Wheat</td><td>Burger</td></tr><tr><td>Rice</td><td>Pizza</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <p>This way whole class may do the presentation and rest of the students will write in their notebooks. Teacher will summarise in end that we should always eat healthy food and avoid junk food in order to stay fit and healthy.</p>	HEALTHY FOOD	JUNK FOOD	Wheat	Burger	Rice	Pizza													
HEALTHY FOOD	JUNK FOOD																				
Wheat	Burger																				
Rice	Pizza																				



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Number puzzle	Picture card, ICT	<p>Teacher now asks the students to make any two fruits which they like. Some students drew apple while others drew oranges or grapes or banana. Now with the help of these pictures, teacher creates puzzles on addition. Students may be asked to create their own puzzles by giving different number to different fruits and do the addition puzzle. This activity can be conducted in groups or on individual basis.</p> <p>  +  = 19   +  = 16   +  = -----   +  = 18   +  = ----- </p>	Students will be able to do craft work which will enhance their psychomotor skills.
Number Box	White or coloured chalks, white and black or coloured paints, brushes	Teacher makes a box of numbers from 1 to 100 in the class or ground. Students may be asked to jump on different numbers announced by their classmate.	Physical activity will increase the fitness of the students and they will be able to identify the numbers.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																																																																																																				
		<table><tr><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td></tr><tr><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td></tr><tr><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td></tr><tr><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td></tr><tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr><tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr><tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr><tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr></table> <p>This way whole class gets a chance to jump on various numbers and their number identification power will increase.</p> <p>This box of numbers can also be used to play another game. Class will be divided in groups of five. One student jumps on 1 number and 2nd student jumps on another number.</p> <p>Two members of their group do the addition of those 2 numbers. Fifth member jumps on the answer.</p> <p>This way game moves from group to group and thus, involving the whole class.</p>	91	92	93	94	95	96	97	98	99	100	81	82	83	84	85	86	87	88	89	90	71	72	73	74	75	76	77	78	79	80	61	62	63	64	65	66	67	68	69	70	51	52	53	54	55	56	57	58	59	60	41	42	43	44	45	46	47	48	49	50	31	32	33	34	35	36	37	38	39	40	21	22	23	24	25	26	27	28	29	30	11	12	13	14	15	16	17	18	19	20	1	2	3	4	5	6	7	8	9	10	
91	92	93	94	95	96	97	98	99	100																																																																																														
81	82	83	84	85	86	87	88	89	90																																																																																														
71	72	73	74	75	76	77	78	79	80																																																																																														
61	62	63	64	65	66	67	68	69	70																																																																																														
51	52	53	54	55	56	57	58	59	60																																																																																														
41	42	43	44	45	46	47	48	49	50																																																																																														
31	32	33	34	35	36	37	38	39	40																																																																																														
21	22	23	24	25	26	27	28	29	30																																																																																														
11	12	13	14	15	16	17	18	19	20																																																																																														
1	2	3	4	5	6	7	8	9	10																																																																																														

1

2

3

4

5

6

7



### Suggestions for Teachers:

In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration. Teacher will complete the lesson of addition using these or different techniques to facilitate the students to understand addition.

### Extension of Learning:

- Card game
- Mental Math
- Train game
- Picture cards can be made for healthy and junk food.



A

B

C

D

E

F

G

110

H

I

J

K

L

M

## Multidisciplinary Teaching-Learning Plan : 17

### Theme - Birds

**Integrated Subjects:** English (Nina and the Baby Sparrows), Hindi (Poem), EVS (Flying High), Art Education (Model Making)

**Duration:** Minimum 7 hours

**Specific Objectives:** Students will be able to :


- appreciate the existence of living beings other than humans
- acquire knowledge about various birds and their unique features
- empathize with the needs of birds and their offspring
- describe their experience regarding birds
- tell about the articles sold in the market
- identify about the work done by birds
- gain knowledge about bird beaks and claws
- make various models of nest and feeder bottles


**Teaching-Learning Resources:** Birds' chart, beaks' chart, twigs, rope, waste dabbas, thread, paint, etc.

**Prerequisite Knowledge:** Students have knowledge about various birds which they have seen in their environment.



### Presentation:

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Attention to nest	Nest, picture chart	<p>Teacher would enter the class with a bird's nest in her hands and flaps her hands like wings. She makes the sound of sparrow. This attracts students' attention at once. Teacher can start the discussion with following questions :</p> <p>Who am I? What am I holding? She can ask children about the object in her hand.</p> <p>Students may answer: You are a sparrow and you are holding the sparrow's nest.</p>  <p>Teacher can further ask:</p> <ul style="list-style-type: none"> <li>• Can you tell me the names of other birds who live in nest?</li> <li>• What material is used to make nest?</li> <li>• Why do birds make nest?</li> </ul> <p>Students give answers based on their experiences like:</p> <ul style="list-style-type: none"> <li>• Myna, sparrow, weaver, cuckoo, etc.</li> <li>• Small twigs, rope pieces, small cloth pieces, etc.</li> <li>• It is their home.</li> </ul>	Students will be able to recognise nest.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>They lay eggs in it.</li> <li>They sleep and rest in it.</li> </ul>	
Story reading, difficult words and meanings	Board, pictures	<p>Teacher will share the story of a small girl named Nina and baby sparrows, who lived in Nina's house in a nest. Role-play's dialogues and scenes can be prepared by the teacher in advance. In this manner, whole class can be involved in play and everyone can enjoy.</p> <p>The story can be shared in a role-play method. One student can play the role of Nina, other plays the role of her mother and the scene of market can be enacted. Some students can act as vendors in market.</p>  <p>Next scene can be between Nina and her mother, where her mother is concerned about Nina as she is not well. Nina tells her mother about baby sparrow and her fear for their welfare. Mother listens patiently to her problem and finds a solution for that.</p>	Students will be able to understand the meaning of difficult words and be able to do the role-play.

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

114

H

I

J

K


L


M

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Later on, teacher asks students about the words that they could not understand or which were difficult for them. As the students reply, teacher can write those words on the blackboard.</p> <p>Difficult words are like:</p> <p>market, bother, problem, dress, upset, remove, wedding, lovely, plump</p> <p>These words are written on the board and students will be asked to guess their meaning. Afterwards, teacher tells and writes the meaning of difficult words on the blackboard. This way new words will be introduced to the students.</p> <p>Activities given at the back of the story like question-answer, picture story, word-building and loud speaking will be done in the class. Student reply as per their understanding and then teacher will write the correct answer on the blackboard.</p>	



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Next day, teacher can organise a group activity to revise the activities done in the previous classes. Group of five students can be formed and teacher can ask the group members to discuss amongst themselves and form four questions from the lesson which have one word answer. After a 4 minute discussion, 1 student from the group can come forward and speak the questions framed by the group.</p> <p>Members of other groups try to tell the answers. This exercise will continue with each group and this way, a question bank of the lesson can be formed.</p>	
Hindi poem on bird		<p>From the question bank, teacher will ask a few questions: What does the sparrow eat?</p> <p>Expected answer: Seeds, mushy food item.</p> <p>Teacher may now recite the poem with proper voice modulation and pauses. Then teacher asks one student to come forward and facilitate him/her to recite the lines of the poem. Other students are asked to repeat the poem lines after the student standing in front. This way the entire poem will be recited by the class. Teacher can also show actions to the students to be done with the poem.</p>	Students will be able to recite poem with proper pronunciation.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>चिड़िया चिड़िया रानी चिड़िया रानी । तुम हो यहाँ की रानी ॥</p> <p>सुबह सवेरे उठ जाती हो । ना जाने क्या मांगी हो ॥</p> <p>क्या तुम भी पढ़ने की जाती हो । या नौकरी करने की जाती हो ॥</p> <p>शाम से पढ़ने जाती हो । बच्चों का पाला जाती हो ॥</p> <p>घर-घर ओख झिल्लाती रहती । भूँ - भूँ कहकर सुनाती रहती ॥</p>	
Riddles about beaks of various birds	Riddle cards, picture cards of beaks	<p>Teacher initiates discussion on variety of birds by saying “Students, today we will talk about various birds which you would have seen in your surroundings. Let’s see, if you can identify them.”</p> <p>Teacher divides the class into groups and each group would be given a card. One riddle is written on each card. Students of each group discuss among themselves for the answer and then one student from each group comes forward and reads the riddle loudly. Rest of the class can give the answer and that group confirms that whether</p>	Students will be able to solve riddles.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>the answer is correct or not. At the end of activity, teacher can show the picture chart of birds and can help students relate the riddle with the bird picture.</p> <p>My beak is very special, I use it like a needle, By stitching leaves, I make my home, The _____ bird is how I'm known.</p>  <p>On my head I have a crest, All say I dance the best, Of my feathers I am proud, Before the rain I cry aloud.</p> <p>_____</p>	



1

2

3

4

5

6

7

%

+

●

-

=

●

×

&lt;

&gt;

●

%

A

B

C

D

E

F

G

118

H

I

J

K

L

M

Concepts

Teaching-Learning  
Resources



Teaching-Learning Activities

Expected Learning  
Outcomes

My feathers are green,  
My beak's red,  
Guava and green chilli I'm fed,  
I love to imitate people's voice,  
And keep making a lot of noise.



My beak is pink, feathers grey,  
Guter Ghoo I go on all day,  
In houses, I make my home,  
A \_\_\_\_\_ is how I'm known.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Teacher further moulds the discussion towards the food items eaten by the birds and organs that help birds in eating that effectively. She can start by asking a few questions like:</p> <ul style="list-style-type: none"> <li>Which body part of the bird is used for eating?</li> </ul>  <ul style="list-style-type: none"> <li>Do all birds have same beaks?</li> </ul>	<p>Students will be able to recognise beaks and understand their function.</p>

1

2

3

4

5

6

7

%

+

-





=

x

&lt;

&gt;

÷

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		   	

A

B

C

D

E

F

G

120

H

I


J

K


L

M



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Based on their observation and experience, students can give answers like beak is used for eating and some birds have long beaks while some have small beaks. With the help of flash cards, teacher shows different beaks to the students and also tells them their function.</p> <p>Do you know any bird which can imitate our voice? Teacher asks. Students may answer: Yes mam, it is parrot.</p> <p>Teacher asks again: What colour is parrot?</p> <p>Students answer based on their experience: Green and red, I have seen a multi colour parrot in the zoo.</p> <p>Great, now all of you will draw a sketch of parrot as you have seen in your drawing files.</p>	
Making of nest and water bowl	Twigs, rope, waste boxes, thread	<p>Students may be asked to make bird's nest using waste twigs and ropes. Bird feeder bowl can also be made from waste dabbas/boxes.</p> 	Students will be able to make a model.



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
			

**Suggestions for Teachers:** In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration. Some suggestions about various topics which can be integrated are:

- Names of various birds which we see around us
- Their habitats
- Nature-walk in park to see various birds
- Why is the number of sparrows decreasing in cities?
- Voices of different birds
- Picture of various birds using origami sheet
- Relations among family
- Relation of parent and child

#### Extension of Learning:

- Fancy dress showing sizes of various birds
- Making of nest and feeder bowl
- Finger puppets of various beaks of birds

## Multidisciplinary Teaching-Learning Plan : 18

### Theme - Food

**Integrated Subjects:** EVS ( Food we eat, Outing at Chandni chowk), Hindi (सबसे अच्छा पेड़)

**Duration:** Minimum 7 hours

**Specific Objectives:** Students will be able to :

- tell about the food that they eat on daily basis
- tell the nomenclature of meals
- appreciate the variety of foods eaten in different homes
- show sensitivity towards the needs of variety in food for different age groups
- give examples of food varieties available in different places of India
- give examples of the different food places in Delhi

**Teaching - Learning Resources:** Picture cards, pictures, chart papers, sketch pens, rice, wheat, dal, etc.

**Prerequisite Knowledge:** The students have basic knowledge of what they eat at home.

**Presentation:**

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Variety in food items we eat	Picture card	Teacher greets the students and encourages them to greet back. The teacher discusses about their morning rituals with the students and facilitates discussion towards the food. For e.g.	Students will be able to acquire knowledge about the food items that are eaten daily.



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

124

H





I


J

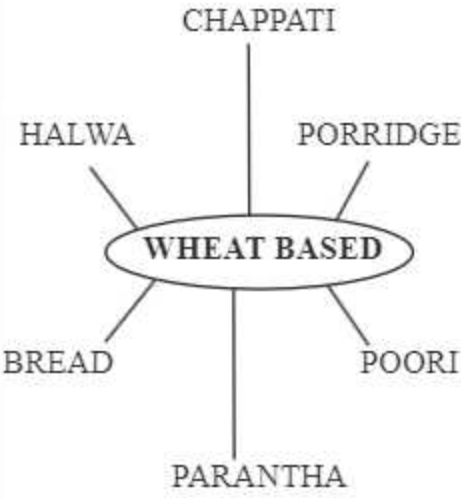
K

L

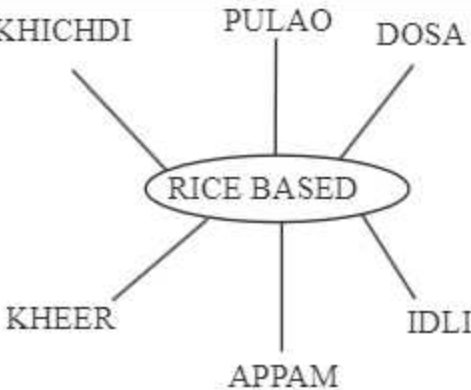

M

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>What time do you get up in the morning?</li> <li>I ate pakodas in breakfast. What did you have in breakfast?</li> <li>Who cooks breakfast in your house?</li> </ul> <p>Students reply according to their experiences and few pictures of the expected answers can be shown to the students.</p> <div>     </div>	
Give me ____?	Pictures	Teacher continues the discussion by probing about dinner and lunch and takes the discussion further using student responses.	Students will be able to tell the nomenclature of meals.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Expected students' response might be like "Food was not cooked in my house because Amma and Appa didn't get any work, so there was no money to buy food." If any situation arises like this, teacher can encourage the students to share food and inculcate the value of sharing and caring. Expected response of teacher can be- "Ohh! I am so sorry to hear that. All students, please share your lunch with him." Teacher discusses that as you all saw we have variety of food items in meals in our houses, teacher may call one student forward and ask them to write the name of their favourite food item on the blackboard.</p>	Students will develop the confidence to write on the board.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>IDLI</p> <p>NOODLES</p> <p>PARANTHA</p> <p>CHOLE-BHATURE</p> <p>DAL-ROTI</p>	
My family food (Mind Map)	Chart paper, sketch pens, real cereal and dal samples	<p>Now, teacher makes groups of students, and ask them to make a list of food items that are either wheat or rice based. Each group comes forward and tells the items and one student creates a Mind Map on the board of both wheat and rice based items.</p> 	<p>Students will be able to differentiate between cereals and dals.</p> <p>Students will be able to make a Mind Map.</p>



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>KHICHDI PULAO DOSA</p>  <p>KHEER APPAM IDLI</p>	
Food I Like and dislike		<p>After Mind Map is created, students are sensitised towards what others eat and what other food items are there to eat. Students are familiarised with different types of food items that are eaten by the different people.</p> <p>Similarly, list of different food items like dals, vegetables, fruits, meat, etc. can be made.</p>  <p>Students can be asked to work in groups and make a list of three food items they like and three food items they dislike. Consolidated list can be presented in class and common items can be written on the board.</p>	Students will be able to share their likes and dislikes.

1

2

3

4

5

6

7

%

+

-

IDLE

x

&lt;

&gt;

%

A

B

C

D

E

F

G

128

H

I




J

K

L

M

Concepts	Teaching-Learning Resources	Teaching-Learning Activities		Expected Learning Outcomes
		LIKED ITEMS	DISLIKED ITEMS	
Individual needs	Picture cards	<p>Teacher takes the discussion to a new point i.e. personal choices and ability to consume various types of food items. Discussion can be conducted on various points like whether all family members eat same kind of food, why is there a difference, etc. Students respond according to their experiences and teacher can conclude that "The reason we all can't eat the same thing is due to the difference in our physicality."</p> <p>Some are old, some are too small and some are physically unfit. So in our homes, we take care of everybody's need and cook food accordingly.</p>		Students will become sensitive towards the needs of all age groups.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students are asked to divide themselves in groups of four and are asked to make a list of food items which can be eaten by various people according to the age groups.</p> <p>For e.g., Old people without teeth</p>  <p>An infant</p>  <p>An adult</p> 	



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

130

H

I

J

K



L

M



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Later on that list can be shared by the students' amongst themselves.</p> <p>Teacher can ask the students to make a sample meal of any one group and share it with the class. From the variety in meals, the teacher may discuss with the students one more thing. For e.g. why has one student added fish in their meal, other has added only roti and dal, why other has added noodles, while someone else has taken only meat and roti. Students may think and can give a variety of answers regarding the preference, availability, money, personal choice, etc. Here, the teacher may bring attention of the students to the concept of importance of the different places in our food choices.</p> <p>For e.g. People living near seashore will eat more of fish and sea food, while people living in north-east eat more of noodles and vegetables, while people of Punjab or Rajasthan eat more of spices and ghee rich food. This difference is due to availability of food items, what they can buy locally, their customs and traditions, etc.</p>	

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Meri Dilli, Mera Khana	Pictures	<p>Teacher discusses about the food items available in local market and may also integrate the locally available food in Delhi and discuss about the famous food hub of Delhi i.e. Chandni Chowk. With the help of pictures, students will be told about Parantha Waali Gali and the famous food items sold there. Students may be given an activity in which they have to go to one food place in Delhi and click a picture with the food items they ate.</p> <p>Paranthe Wali Gali</p>  <p>Khaari Bawli,</p> 	Students will be able to appreciate the locally available food.



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Gali-Batasha</p> 	
सबसे अच्छा पेड़	Hindi story	<p>In the next session, teacher may revise the concept of importance of different places as per our food choices. Teacher may ask one student to read the Hindi story - "सबसे अच्छा पेड़"</p> <p>With the help of the teacher, students read the complete lesson and later teacher discusses about difficult words in the story.</p> <p>Teacher writes difficult words and their meaning on the blackboard.</p> 	<p>Students can appreciate the variety in trees and their uses.</p> <p>Students can read the story fluently and with correct pronunciation.</p>



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes														
		<div></div> <table><tr><th>शब्द</th><th>अर्थ</th></tr><tr><td>चीरा</td><td>काटा</td></tr><tr><td>जटायें</td><td>बाल</td></tr><tr><td>छाँह</td><td>छाया</td></tr><tr><td>प्याला</td><td>कप</td></tr><tr><td>डोरियाँ</td><td>रस्सियाँ</td></tr><tr><td>खोपरा</td><td>सूखा नारियल</td></tr></table>	शब्द	अर्थ	चीरा	काटा	जटायें	बाल	छाँह	छाया	प्याला	कप	डोरियाँ	रस्सियाँ	खोपरा	सूखा नारियल	Students will be able to express their choice.
शब्द	अर्थ																
चीरा	काटा																
जटायें	बाल																
छाँह	छाया																
प्याला	कप																
डोरियाँ	रस्सियाँ																
खोपरा	सूखा नारियल																

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Teacher encourages the students to match the words and their meanings and evaluate their peer work so that peer bonding can be strengthened. Students may be divided in groups with four members each and may be asked to select a tree of their choice and write its benefits and uses. Students may also be encouraged to draw a sketch of their tree.	Students will be able to draw a sketch of a tree.

#### Suggestions for Teachers:

In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration.

#### Extension of Learning:

- Make a list of eatables you eat frequently.
- Draw a picture of your favourite fruit.
- Make a flash card of cereals available in your city.

## Multidisciplinary Teaching-Learning Plan : 19

### Theme - Good Morning

**Integrated Subjects:** Hindi (poem), EVS (day and night formation), Art Education (drawing of sun, nature scenery)

**Duration:** Minimum 6 hours

**Specific Objectives:** Students will be able to :



- state the importance of morning routine
- acquire knowledge of all the components of environment
- appreciate the beauty of life
- question the process of day and night formation
- comprehend the process of day and night formation
- draw various pictures related to nature
- recite the poems in both languages

**Teaching-Learning Resources:** Chart paper, colours, flash cards, globe, torch, picture cards, etc.

**Prerequisite Knowledge:** Students have the perception that they have to wish elders and teachers.





## Presentation:

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Wishing concept	Pictures of various words related to wish.	<p>Students wish their teacher as she enters the classroom and the teacher also greets them back with the same enthusiasm.</p>  <p>Teacher asks the class to listen to a small audio clip.</p> <p>Teacher asks why do we wish "Good Morning" at the start of the day? Because mam, we have come to school and a new day has started. Now tell me, what are the things that you see around when you go out of your house in the morning?</p> 	<p>Students will learn to give respect to the elders.</p> <p>Students will learn to read aloud with proper pronunciation and pause and recite poem individually.</p>

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Expected Answer : Trees, sun, birds, wind, grass, house of neighbours, road etc. Wow! All of you see a lot of things around. Now, one more thing, how do you come to know that it is morning.</p> <p>Student respond according to their experiences like - My mummy wakes me up, I hear birds chirping in the morning, train passes by my house, so I get to know that it is morning. Sun rays enter my room and I know that I have to get up. Teacher acknowledges that everybody has a different experience in morning.</p>	
Poem recitation		<p>After the previous activity, the teacher may ask any one of the student to come forward and recite the poem from the board. Another student can be asked to come forward and do the actions as per their understanding of the poem lines. Taking turns, students can come and show actions of next two lines. In this manner the entire poem will be recited by the whole class.</p> <p>“Good morning, sky; Good morning, sun; .....</p> <p>Teacher starts writing on the board the words coming in the poem related to morning. For e.g,</p> <p>Sky, sun, wind, birds, trees, grass, bees</p>	
Mind Mapping		A Mind Map is created on the blackboard with these words.	








Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes						
		<div></div> <p>For this activity, students are made to work in pairs. One word is given to each pair and they have to relate their experience of morning with that word. Teacher may also ask the students to draw a rough sketch of that word and present it to the class.</p> <div></div> <p>A fun filled activity can be done next day, when each student is asked to become one object from the poem and speak about that.</p> <p>Various other activities like rhyming words can be done.</p> <table><tr><td>Bees</td><td>Trees</td></tr><tr><td>Day</td><td>Way</td></tr><tr><td>Too</td><td>You</td></tr></table>	Bees	Trees	Day	Way	Too	You	Students will be able to understand the concept of Mind Map.
Bees	Trees								
Day	Way								
Too	You								



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Day and Night	Coloured sheets	<p>Students may be asked to draw one object that they see during day and one that they see during night.</p> <div data-bbox="710 454 1236 676"></div> <div data-bbox="710 698 1236 920"></div>	Students will be able to draw different objects.
Model making	Cardboard, torch, globe	<p>The teacher asks the students whether they know how day and night formation takes place.</p> <p>Students will reply according to their experiences.</p> <p>Teachers explains to the students that the part of the earth on which sunlight falls is day and part of the earth on which there is no sunlight is night.</p> <p>This activity may be done in class by forming groups with four students each. One student can become earth, 2nd one becomes moon, 3rd becomes sun and 4th student positions him/her according to day or night.</p> <div data-bbox="710 1666 1236 1888"> </div>	Students will be able understand the concept of day and night formation.



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students may be asked to bring material for model in next class.</p>  <p>Students are taught about how day and night occur with the help of the model of globe and torch.</p> 	
Poem		<p>Teacher introduces a new poem on the topic 'morning' in Hindi. Students may be asked to recite the poem in class with actions.</p>  <p>सूरज निकला मिटा अंधेरा, देखो बच्चों हुआ सवेरा । आया मीठी हवा का फेरा, चिड़ियों ने फिर छोड़ा बसेरा । जागो बच्चों अब मत सोओ, इतना सुन्दर समय न खोओ ।</p>	Students will be able to recite poem fluently and with proper pauses.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Nature	Flash cards	<p>Inspired by this poem, students may be asked to make objects they associate with morning like sun, natural scenery, birds, river, wind, etc.</p>  	



1

2

3

4

5

6

7



**Suggestions for Teachers:** In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration. Some suggestions about various topics which can be integrated are:



- Make sentences using different words which have come in the poem.
- Rhyming words
- Reading of lesson "MAN KARTA HAI" from Hindi textbook
- Drawing diagrams in notebooks
- Drawing of charts



**Extension of Learning:**

- Fancy dress
- Finger puppets of sun, moon and trees



A

B

C

D

E

F

G

142

H

I

J

K

L

M

## Multidisciplinary Teaching-Learning Plan : 20

### Theme - Helpers

**Integrated Subjects:** EVS (Work We Do, Our Government and Administration), English (What's in the Mailbox)

**Duration:** Minimum 8 hours

**Specific Objectives:** Students will be able to :

- recognise helpers
- sensitize sensitized towards the helpers and also respect them
- be free from gender bias
- recognise household work as a respectable work

**Teaching-Learning Resources:** Picture cards, flash cards, text books, etc.

**Prerequisite Knowledge:** Students have the basic knowledge of the people who help us.


**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Helpers	Story book, picture card	Teacher starts the class by telling a story on a vegetable seller. "Once upon a time there was a vegetables seller and his name was Ramu. He used to sell vegetables near the bus stop. People who come from bus bought vegetable from him. Some people were his regular customers as he always had fresh vegetables and he used to sell them at a nominal price. One day Radha got down from the bus and thought of	Students reading and observational skills will be developed





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>buying vegetables from Ramu. She bought many vegetables, paid for them and left in hurry as she was getting late for her home. Later, when Ramu counted the money, he came to know that Radha had paid ₹50 extra. Next day, he waited for Radha to come and as soon as Radha got down from the bus, he shouted "Madam, please listen." When Radha came to his stall, he paid her ₹ 50 and told her how she had paid him extra the day before. Radha was impressed by his honesty and became his regular customer."</p> <p>Teacher asks the students about moral of the story and its characters and starts a discussion with the students by asking some questions like: "What is the occupation of your father?"</p> <p>Cobbler, vegetable seller, postman, mason, etc. will be the answers given by the students as per their knowledge.</p>	
			



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Now, the teacher shows the picture and asks certain questions. Who are the people that you see in the picture?</p> <p>After observing the picture cards, students may respond: A man is making a house, a woman is cleaning the road, some people are sitting in front of the shop and having tea, some children are going to school, one person is selling watermelon, traffic policeman is whistling, one person is sitting under tree, doctor is walking towards hospital, etc.</p>	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Respect helpers	Flash cards	<p>Teacher appreciates the observations of students and further elaborates on the topic. Teacher encourages the students to explore on helpers and then tells them that we call these people “Our Helpers” as they help us live our daily life smoothly. They are found in every society doing their work efficiently.</p>  <p>The topic is further explained through group activity. Students are divided in groups and they are given one flash card showing one helper.</p> 	Students will be able to perform role-play of various helpers.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		  <p>They are asked to discuss about the duties of helpers. After 4 minutes of discussion, one student from each group comes in front of the class and speaks about that helper.</p> <p>When all the students are done with the presentation, teacher may ask one student to stand and read the topic. Teacher summarizes the topic and activities done in it and co-relates the topic with the activity done earlier.</p>	



1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

A

B

C

D

E

F

G

148

H


I




J


K

L

M

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes												
Work our helpers do	Flash cards	<p>In the next class, the teacher makes a table on the blackboard and asks the students to fill it by themselves.</p> <table><tr><th>HELPER</th><th>WORK THEY DO</th></tr><tr><td>Cobbler</td><td></td></tr><tr><td>Fruit seller</td><td></td></tr><tr><td>Mason</td><td></td></tr><tr><td>Traffic policeman</td><td></td></tr><tr><td>Maid</td><td></td></tr></table> <p>Students fill this table and the teacher discusses about the answers filled.</p>	HELPER	WORK THEY DO	Cobbler		Fruit seller		Mason		Traffic policeman		Maid		<p>Students will learn to do work in tabular form.</p> <p>Writing and observational skills of students will be developed.</p>
HELPER	WORK THEY DO														
Cobbler															
Fruit seller															
Mason															
Traffic policeman															
Maid															
Different Building near me	Picture cards	<p>As the discussion is going on, teacher can ask about the buildings which are shown in the textbook.</p> <p>Answers which can come are: hospital, post office, school, house, shop, tea stall, etc.</p> 													


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes										
		<div></div> <div></div> <div><table><tr><th>BUILDING</th><th>WORK DONE</th></tr><tr><td>Temple</td><td></td></tr><tr><td>Hospital</td><td></td></tr><tr><td>School</td><td></td></tr><tr><td>Police station</td><td></td></tr></table></div> <div></div> <div><p>Students can also tell about some more buildings which are not shown in the picture but are in their neighbourhood.</p></div>	BUILDING	WORK DONE	Temple		Hospital		School		Police station		<p>Students will gain awareness about the different types of buildings in their neighbourhood.</p>
BUILDING	WORK DONE												
Temple													
Hospital													
School													
Police station													

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>For eg. Temple, Government office, Police station, Mosque, Dharamshala etc.</p> <p>Teacher can also show picture cards of various buildings and ask about the work which is done in the building. This activity can be done in pairs. One student shows the picture card of building and other one tells the work done in that building. This table also can be drawn on board with the help of the teacher.</p>	
Work we do	Picture cards, EVS book	<p>In continuum to this topic, teacher can also discuss the importance of household work and gender biases by asking certain questions like: Who does household work in your home? Does your father or brother help in household work?</p> <p>Based on their experience, students may respond like: Mother, sister, grandmother, aunt</p> 	Students will be sensitized towards gender biases.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes						
		<div></div> <p>Teacher can now discuss the story of Deepali. Deepali is the eldest child of the family and the story is about how she helps her father and mother in taking care of her house. Deepali dropped out from school and takes care of her younger sister and brothers, cooks food, cleans the house and helps her mother in other chores. Teacher reads the story and an open discussion can be done in class about the importance of household work and what should be the role of every person in that.</p>							
Poem		<p>Does any of your father or grandfather work as a postman? Students may answer yes or no.</p> <p>So today, we recite a poem.</p> <p>Students recite the poem loudly with the help of teacher and later on difficult words will be discussed and may be written on black board.</p> <p style="text-align: center;"><b>DIFFICULT WORDS</b></p> <table><tr><td>LETTERS</td><td>ALWAYS</td></tr><tr><td>NEVER</td><td>THOUGH</td></tr><tr><td>GOING</td><td>MAILBOX</td></tr></table>	LETTERS	ALWAYS	NEVER	THOUGH	GOING	MAILBOX	<p>Students will be able to recite poem with correct pronunciation and pause.</p> <p>Students will be able to make sentences.</p>
LETTERS	ALWAYS								
NEVER	THOUGH								
GOING	MAILBOX								



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher can ask the students to form sentences using these difficult words like:</p> <ul style="list-style-type: none"> <li>• I write letters to my cousin, Bhushan.</li> <li>• Radha never lies to her parents.</li> <li>• Shamim is going to mosque.</li> </ul> <p>and discuss with other students.</p>	
Various organisation	Picture card, chart	<p>Teacher asks the students about the helpers that they see daily around their house and school. Expected answers can be cobbler, fruit seller, sweeper, mason, painter, etc. Teacher further asks: Do you know any person who cleans the roads or house lanes?</p>  <p>Based on their observation students can give answers in yes or no. They can be asked about the name of the sweeper in their neighbourhood. Some students may tell the</p>	Students will learn to make chart, and develop observational skills.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>name of the sweeper if they know. Teacher elaborates on the importance of helpers and our duty towards them. All of you should look about the people who help us. They clean our roads, our lanes and help us keep our city clean.</p> <p>Some government offices are also present in our area which help in administration of our area. They look after our parks, primary schools, dispensaries, hospitals and keep our city clean.</p> <p>They appoint workers who do all the work in lieu of wages. Students can make the list of people around them and write down their names and duties performed by them and make a table on chart paper and display in the class.</p> <p>For e.g.- Ramu: He is the sweeper of our lane. He comes daily in morning and cleans our lanes and neighbourhood.</p> <p>Shiva: He is a vegetable seller who comes in our lane to sell vegetables. He is a very talkative person and knows everyone by name.</p>	

### Suggestions for Teachers:

In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration.

### Extension of Learning:

- Which organisation runs your school?
- Make envelope in art class
- Picture card reading



## Multidisciplinary Teaching-Learning Plan : 21

### Theme-Means of Communication

**Integrated subjects:** EVS (Here Comes a Letter, हिंदी (बच्चों का पत्र), Art Education (Toy phone and laptop)

**Duration:** Minimum 8 hours

**Specific objective:** Students will be able to :


- recognise post card and letter
- share the experience of letter writing
- identify the whole procedure as to how letter travels
- list various means of communication
- discuss about difficult words related to letter
- make model of laptop and telephone
- solve picture puzzle

**Teaching-Learning Resources:** Picture card, letter card, charts, plastic cups, rope, etc.

**Prerequisite Knowledge:** Students are aware of the names of various means of communication.

**Presentation:**



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Introduction about letter	Letter, Postcard Web link <a href="http://youtube/TqWDhmk-APo">http://youtube/TqWDhmk-APo</a>	Teacher greets the students and initiates the class by showing students a video.  After the video, teacher starts a discussion by asking certain questions:	Students will be able to recall the image of a letter.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>How many of you have relatives who live out of your town?</li> <li>How do you and your relatives communicate or connect with each other?</li> </ul> <p>Students can respond on the basis of their experiences. They can give variety of answers and then based on their responses, teacher further initiates the discussion on postal services.</p> 	
Journey of letter	Postbox, letter	Teacher now introduces lesson with the help of a postcard in her hand. Teacher asks one student to hold the letter in her hand and other student to read the story of letter. As the reading continues, teacher asks the students to discuss what they have understood so far and ask another student to mark the change in the journey of letter.	




Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>After initial reading, teacher again explains to the class about how letter moved from Reena's hand to post box.</p>  <p>from post box to big bag, from big bag to post office,  after being stamped from Agartala to another bag, via postal van to railway station, from train to Delhi, sorted and stamped in Delhi's post office, and finally postman dropped letter at Ahmed's house."</p>	Students will be able to understand the journey of a letter.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Students are asked to arrange pictures in correct sequence of the journey.</p>	
Puzzle		 <p>Students do this exercise in their textbooks and evaluation work may be done by the students themselves. They are seated in pairs and they exchange their textbooks for checking. Teacher writes the correct sequence on the blackboard and students can evaluate.</p> <p>In the next class, teacher gets a handmade post box from home. Students may be asked to write a letter to their friend and put it in that post box.</p>	Students will be able to solve puzzles and their cognitive skills will be enhanced



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Another student gets up and plays the role of postman.</p>  <p>He removes the letters from post box and puts it in the bag. He then gives each student a letter written for them. All the students read their letter cheerfully.</p>	
Role-play	Post bag, postman dress, post cards	<p>Teacher can divide the class in groups of four students each. They may be asked to write a letter in Hindi to their favourite relative. Now, they can do this activity in role-play manner.</p> 	Students will be able to imitate various characters.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> <li>1 student plays the role of postman,</li> <li>2nd one becomes the writer of the letter]</li> <li>3rd student becomes the person to whom the letter is addressed and</li> <li>4th will become the anchor.</li> </ul> <p>In this way, they read the letter written by the students. Rest of the students listen carefully and can ask questions regarding the letter.</p> <p>Teacher can ask the students to find difficult words from the story and after discussing with their peers, student can try to write their meanings. Now, students may be asked to match the words with their meanings and evaluate their peer's work.</p>	
Various means of communication	Flash cards	<p>Teacher can ask students whether they have heard about the internet. Students respond according to their experiences.</p> 	Students will be able to develop understanding of various means of communication.





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Now, the teacher shows various cards with pictures showing different means of communication.</p> <p>Each student tells the name of object shown in the picture. Now groups will be formed in class and each group will be given a card.</p>   	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		  <p>They will be asked to do a discussion on that card and its uses. After 5 minutes, one student from each group will come forward and tell about the card. This way all the students will get maximum information about various means of communication. In the end, the teacher can provide left out information and summarise the concept.</p>	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Making of laptop and telephone.	Cardboard, plastic glasses, ropes, glue, paint, brush	<p>Students will be taught how to make telephone and laptop which they can use in their activities.</p>  	Students' hand and eye coordination, will improve and they will be able to make models.

#### Suggestions for Teachers:

In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration. The teacher can integrate English lesson "What's in the Mailbox". Teacher can connect the plan with various means of communication available in the of students hometown

#### Extension of Learning:

- Visit to post office with parents
- Make a list of types of letters available in post office.
- Students can collect stamps.



## Multidisciplinary Teaching-Learning Plan : 22

### Theme - Means Of Transport

**Integrated Subjects:** EVS (From Here to There), English (Difficult words and meanings), (Travelling in Delhi), Art Education (Picture of vehicle), Hindi (Poem on train)

**Duration:** Minimum 8 hours


**Specific Objectives:** Students will be able to :

- identify various vehicles
- recognise various means of transport
- tell the terms related to train and their meaning
- improve their drawing capacity
- increase their knowledge on vehicles available in their home town
- do recitation in English as well as in Hindi with more confidence

**Teaching-Learning Resources:** Flash cards, chart, picture chart, colors, tiffin boxes, spoons, whistle, I.C.T (web link)



**Prerequisite Knowledge:** The students will come to the class with the basic knowledge of vehicles name like car, scooter, rickshaw etc.




**Presentation:**



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Human train (activity with poem recitation)	Tiffin boxes, spoons, whistle	<p>Teacher may address the class and inculcate the habit of greeting in them. Teacher starts the day with a beautiful activity, "Let's do one activity today. We will make a human train by holding each other's clothes and I will be your engine. When I blow whistle, train starts and move." Tracks are already drawn on the floor of the class. Teachers and students recite the poem.</p> <p>"Come on children, let's play a game Climb aboard a chugging train..."</p>  <p>Two or three students play orchestra with tiffin box and spoons. Teachers blows whistle and students stop at station. At each stoppage, teacher explains about one paragraph of poem. After that train moves again. This way the activity completes till the end of poem.</p>	Students will be able to enhance their motor skills .

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher invites the students to share the information about trains. Students share their experiences one by one and teacher answers their queries and questions.</p> <p>Each question can be put before the class and answers may be discussed. Teacher can ask the students if they have different views on that question and in this way, the whole class can participate and get the opportunity to share their views and indigenous experiences. Teacher may fill the gap if something is left behind and co-relate to the topic and related questions can be asked by teacher, like</p> <ul style="list-style-type: none"> <li>• Have you ever travelled in train?</li> <li>• What is meant by the roads of iron?</li> <li>• Which vehicle do you like most?</li> </ul>	Students will be able to share their views and experiences.

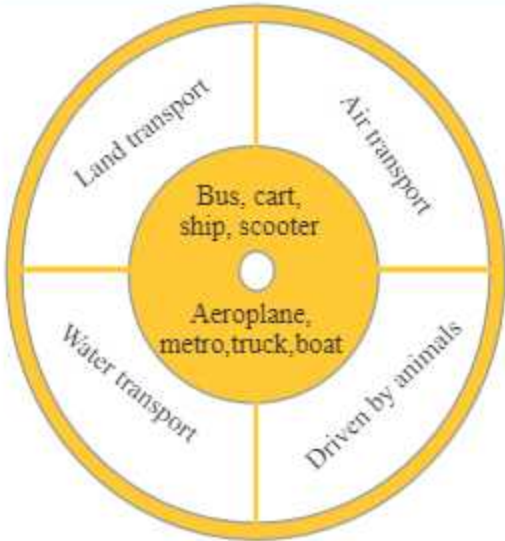



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Vehicles	Flash Cards	<p>Continuing with the previous discussion, teacher introduces various vehicles in class with the help of flash cards. Class is divided in groups of five and each group will be given a flash card of 1 vehicle. The groups are given 5 minutes to think and discuss amongst themselves and then one by one each group will stand and show the class, the flash card given to them. One member will give all the information to the class that they have discussed and know about that vehicle.</p> <p>Bus</p>  <p>Aeroplane</p> 	<p>Students will learn to speak with confidence.</p> <p>Students will be able to tell and differentiate different vehicles.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Rickshaw</p>  <p>Ship</p>  <p>Train</p> 	<p>Students will become aware about different modes of transport.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Ambulance</p>  <p>Metro train</p> 	
Variety in land transport	Cardboard, marker, colours, scissors, compass, pencil, ruler	Here, the teacher discusses about the variety in land transport. A wheel activity can be done to show the difference between all three means of transport and other ways to travel like animal driven vehicles or electric vehicles. This activity may be done in pairs. Each pair comes forward and matches the outer wheel circle to the inner wheel vehicle and gives brief information about that vehicle.	Peer understanding will be developed among students.




Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
			
Vehicles in Delhi	Coloured chalks	<p>Teacher discusses about the various vehicles which are used in our capital city, Delhi. With the help of students, a diagram may be prepared by the teacher on the black board.</p> 	<p>Students on Observation skills will be enhanced.</p> <p>Students will be able to write a few lines on their dream vehicle.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Students may be encouraged to discuss with their parents about the vehicles they use, vehicles which the students have travelled in and vehicles that are their dream to travel in. Students can prepare a small report or can write a few lines on their dream vehicle and can come and present in the class next day.	
Difficult words	Picture chart	<p>“Come on children, let’s play a game in the poem.</p> <p>Climb aboard a chugging train.....”</p> <p>Various difficult words related to train were introduced to the students. With the help of students, an activity can be done in the class. Class may be divided in three rows and each row will work as 1 entity. One student can come forward from first row and be asked to enact a word and rest of the student have to guess the word. One student can be scorekeeper and write the score on black board. Next student comes from next row and same process shall be repeated. This way they can get to know various words related to train. Teacher can use the same activity or think of some new activity to make students understand the meaning of those words.</p>	Students will be able to enhance their vocabulary.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
My dream	Colours, sheets, picture charts for reference	<p>Students may be asked to draw pictures of two vehicles of their choice.</p>  	Students will be able to enhance their creative skills.
Poem in Hindi	Poem chart, finger puppets	Students recite a poem on train in their mother tongue. Students may be encouraged to recite the poem loudly and one or two students can enact the poem. Related words can be written on the board for students reference.	Students will learn to read aloud with proper pronunciation and pause.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
			

**Suggestions for Teachers:** In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration.

#### Extension of Learning:

- Fancy dress of vehicles
- Make origami vehicles like plane.

## Multidisciplinary Teaching-Learning Plan : 23

### Theme - Saying Without Speaking

**Integrated Subjects:** EVS (Saying without speaking), English (He is My Brother), Hindi (Story of Arunima Sinha), Art Education (Sign language)

**Duration:** Minimum 7 hours


**Specific Objectives:** Student will be able to

- apprehend facial expressions
- feel the difficulty of expressing without speaking
- recognise people who have special needs
- respect people with special needs
- sensitise towards people with special needs
- make cards using sign language
- make emojis


**Teaching-Learning Resources:** Stick puppets, picture cards, flash cards, cardboard, paint, colours, chart paper etc.

**Prerequisite Knowledge:** Students have the basic knowledge that there are some people who cannot listen or speak and there are some people who are physically different from us.

# Presentation:

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Dumb charade	Stick puppet, slip of paper	<p>Teacher will enter the class with a wide smile on her face.</p> <p>Students also smile back and wish good morning. Then the teacher changes her facial expression to that of fear. Students look at her with confusion. Teacher then changes her facial expression and gives a sad look to children.</p> <p>The students may now ask the teacher the reason of her sadness.</p> <p>Teacher can then ask the students whether they understood her expressions and what feelings her expressions reflected. She can also show the class, some expression emoticons, in the form of stick puppets.</p> 	Students will be able to understand different facial expression associated with different feelings.



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Now, teacher divides the class into group of five students each. Teacher gives each group a piece of paper with a situation written on it. Each group reads what is written on the slip and prepares a silent act on the given topic.</p> <p>After 3 minutes, 1<sup>st</sup> group will come forward and perform in front of the class and rest of the class will have to guess the emotion being acted out.</p>  <p>Teacher now asks the students how difficult it was to act without speaking and to understand from actions</p>	<p>Students will be able to recite a poem with proper intention.</p>

1

2

3

4

5

6

7

%

+

-

=

x

&lt;

&gt;

%

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Have you ever met a person who talks like this?</p> <p>Teacher explains how there are some people or children who are not able to speak and hear. These people talk through actions. They understand what the other person is saying by studying their lip movements. All of us are not equal . Some of us can sing very beautifully, some of us can write beautifully, some of us can draw well while some of us can run fast. Like all other children, these children too go to school to read and write. In school, sign language is taught to them.</p> <p>Now, the teacher will ask one student to come forward and read the poem.</p> <p>“I have a sister, my sister cannot hear”</p> <p>The students listen carefully and recite the poem and at the end teacher will explain the meaning of the poem.</p>	Students will empathy towards differently abled people.
My face	Flash card	<p>In next class, the teacher asks the students to sit in pairs.</p> <p>Each pair of students come forward. One student whispers one expression in the other student's ears and that student expresses that word. Rest of the class has to guess which expression it is.</p>	Students will be able to read facial expressions.

A

B

C

D

E

F

G

176

H




I

J

K

L


M

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		  	





Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>This way a wide range of expressions are discussed amongst the class. Later on, the teacher may also ask whether the students have seen someone with some other kind of disability. Students give different answers like some people cannot walk, some people cannot see while there are some people who are not able to write or hold things because they do not have hands.</p>	
Biography of Arunima Sinha	Pictures of Arunima Sinha Web link: <a href="https://jivani.org/biography/">https://jivani.org/biography/</a>	Teacher reads autobiography of Arunima Sinha, a Mount Everest climber who lost her one leg while fighting some robbers in train. The story is about how Arunima got injured	Students will be able to recognise the difference in people and respect that difference.

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>and how she manages to overcome her disability with the help of prosthetic leg. She went on to climb the Mount Everest and made the nation proud.</p>  <p>Teacher also shows some pictures of Arunima to the class.</p> <p><b>अरुणिमा सिन्हा के मोटिवेशनल शब्द –</b>  अभी तो इस बाज की असली उड़ान बाकी है,  अभी तो इस परिदे का इस्तिहान बाकी है।  अभी अभी तो मैंने लांघा है समंदरों को,  अभी तो पूरा आसमान बाकी है!!!</p> <p>Students are asked to discuss with their parents about any such person with special needs whom they have met.</p>	

Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
My Special Brother (Story)	Picture	<p>In the same context, teacher can also discuss the English story "He is My Brother."</p>  <p>This story is about Meena and her little four year old brother, who could not walk. Teacher can ask the students to enact the story in a role-play manner.</p> <p>One tall student can play the role of Meena and another student can play the role of her brother. Another student can play the role of a man who asks questions. Some students can play the role of villagers. In this manner the entire class can participate in the play. Teacher can summarise the story in the end and tell the moral of the story to the students.</p>	<p>Students will be able to develop a feeling of love and care towards children with special needs.</p> <p>Students will be able to enact in a role-play</p>
Knowing the symbols of sign language and various emojis	Chart paper, paint, colours, cardboard	Students may be encouraged to prepare flash cards showing emotions, some sign language symbols.	Students will be able to draw pictures.



Concepts	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 	<p>Students will learn about various signs used in sign language.</p>

### Suggestions for Teachers:

In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individual teacher is free to add their own ideas of integration. Teacher can use any other activities to introduce this concept.

### Extension of Learning:

- Card game
- Dance mudras can be made in art class

## Multidisciplinary Teaching-Learning Plan : 24

### Theme- Let's Learn Plants

**Integrated Subject:** EVS (Plant Fairy, Magic-Garden, Let's Learn Plants), Math (Addition, Learning to Subtract), Language (Dialogue with Plants))

**Duration:** Minimum 2 hours

**Specific Objective:** Students will be able to :

- learn the surrounding environment
- develop an understanding of the protection and cleanliness of the environment
- appreciate the usefulness of plants in life
- imagine life with and without plants
- discuss and make themselves aware of the environment in class, school, family and neighbourhood
- enhance their creative and imaginative skills, such as poetry recitation on the environment, poetry writing, speech art, drawing pictures of trees and plants, writing slogans, etc
- develop skill cooperation and good will
- learn addition and subtraction
- apply the acquired knowledge for life

**Teaching-Learning Resources:** Blackboard, chalk, duster, school garden/nearby park/other related places, leaves, flowers, fruits, charts, flashcards, videos and other instructional materials according to the content

**Prerequisite Knowledge:**

- Students have basic knowledge of plants and school garden.
- They can work in groups.
- They have knowledge of counting, addition and subtraction.
- They are familiar with poetry.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	School Garden	<p>The teacher will start the class by involving students in a discussion about plants. How nice do we feel when we see trees and plants all around us? How would it feel if there were no plants?</p> <p>Teacher will give opportunities to the students to share their thoughts and experiences.</p> <p>After this, the teacher and students will go to the school garden as per the schedule. (according to convenience)</p> <p>The teacher will ask the students about the necessary things that are needed before going to a garden/farm and and what are the things that can be done there.</p> <p>Students will be asked to carry the following items with them- notebook, pen/pencil, sharpener etc.</p>	Students will be able to share their experience after their visit to garden.





Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Plants around us	Notebook, pen, pencil, sharpner etc. Teachers must carry a firstaid kit.	<p>Students will be divided in groups of five and taken to the garden by the teachers. (If there are disabled students also, special attention needs to be paid to the principle of equality of opportunity while forming a group or choosing a leader, so that cooperation and feelings of inclusion are developed).</p> <p>The teacher will give some instructions to the students before going to the school garden and will be with them throughout the activity.</p> <p>Look carefully at everything around.</p> <p>Identify the trees and plants that you are already familiar with.</p> <p>Which plants do you see everyday but do not know their names?</p> <p>Which plants have you never seen and do not know their names?</p> <p>Observe pot plants and ground plants, fruitless, fruit plants, flowerless, flower plants, thorny and non-thorny plants.</p>	<p>Students will acquire knowledge about different kind of plants in their surroundings.</p> <p>Students will acquire knowledge about different varieties of plants.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Try to pick one leaf / flower / fruit of different plants.</p> <p>Note down your experiences and questions.</p> <p>Write all these separately in your notebooks and prepare a list of plants whose names you know and the plants whose names you do not know.</p> <p>While doing this, keep in mind that we do not have to pluck any leaves, flowers, fruits, but choose the fallen ones.</p> <p>During this activity, the teacher will observe and help the students when needed.</p> <p>At the end of this activity, each group will be given an opportunity to participate in the discussion so that they can share their observations and experiences. What were their thoughts while walking in the garden, observing the plants, picking leaves, flowers and fruits? Simultaneously, teacher could ask the students to share their experiences they gained during the activity and what questions were arising in their mind.</p>	<p>Students will be able to share their experiences and observation.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes															
		<p>The teacher will help solve all their experiences, curiosities and questions.</p> <p>Continuing the discussion of the previous class, the teacher will help the students to make a list of the plants whose names are known and the ones whose names are not known. Each group/student will make their own table.</p> <table><tr><th>Type</th><th>Name</th><th>Number</th></tr><tr><td>Plants with big leaves</td><td>Banyan/Peepal/Mango</td><td>1/2/1</td></tr><tr><td>Plants with small leaves</td><td>Neem/Lemon/Gooseberry/Jamun</td><td>15/2/1/3</td></tr><tr><td>Flowers</td><td>Marigold/Rose/Dhalia</td><td>97/23/2</td></tr><tr><td>Fruits</td><td>Guava/Blackberry/Mango</td><td>7/3/1</td></tr></table>	Type	Name	Number	Plants with big leaves	Banyan/Peepal/Mango	1/2/1	Plants with small leaves	Neem/Lemon/Gooseberry/Jamun	15/2/1/3	Flowers	Marigold/Rose/Dhalia	97/23/2	Fruits	Guava/Blackberry/Mango	7/3/1	
Type	Name	Number																
Plants with big leaves	Banyan/Peepal/Mango	1/2/1																
Plants with small leaves	Neem/Lemon/Gooseberry/Jamun	15/2/1/3																
Flowers	Marigold/Rose/Dhalia	97/23/2																
Fruits	Guava/Blackberry/Mango	7/3/1																
Variety of plants	Leaves, flowers, fruits, seeds of different plants	<p>After completion of this activity, the teacher and students can discuss plants on the basis of names, shape, colour, shape of leaves, flowers and fruits.</p> <p>Students can be asked to prepare a similar list with the help of their family members .</p>	Students will be able to categorise different plants on basis of their characteristics.															



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes															
		<table><tr><th>Types of Plants</th><th>Name</th><th>Number</th></tr><tr><td>Plants with big leaves</td><td></td><td></td></tr><tr><td>Plants with small leaves</td><td></td><td></td></tr><tr><td>Plants with flowers</td><td></td><td></td></tr><tr><td>Plants with fruits</td><td></td><td></td></tr></table> <p>In the next class, the teacher may invite the students for a group discussion on plants and encourage them to note down the main points.</p> <p>The teacher can give the students a chance to make any shape out of leaves and flowers.</p> <p>Teacher can give the opportunity to the students to express their views on life without plants.</p>	Types of Plants	Name	Number	Plants with big leaves			Plants with small leaves			Plants with flowers			Plants with fruits			Students will be able to create different shapes with the use of different leaves and flowers.
Types of Plants	Name	Number																
Plants with big leaves																		
Plants with small leaves																		
Plants with flowers																		
Plants with fruits																		
Type of plants	Leaves, fruits, flowers	The teacher can give the students the opportunity to write a short poem about plants or recite someone else's poem based on the experiences of visiting the school garden.																

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>The students will then present their work in the class.</p> <p>Each group will note down the main points of their group discussion.</p> <p>After this, the teacher will encourage the students to ask questions related to the plants.</p>	<p>Students will be able to recognise a few trees, plants, leaves, flowers, etc.</p> <p>They will be able to create a record of the same.</p>
Poem recitation trees		<p>Teachers will encourage and give opportunity to each student to present. The students will recite the poem and the teacher will ask the rest of the students to encourage their classmates through clapping and will encourage themselves too.</p> <p>After reciting the poem, the teacher will form the groups of students and ask them to separate rhyming and difficult words, and noun words from the poem.</p>	<p>Students will be able to share their experiences about their visit to the school garden.</p>
Group discussion- Trees and Plants	Notebook	<p>What do you understand by the poem?</p> <p>Discuss in your group and write the main points of the discussion in the notebook.</p>	<p>Students will be able to communicate confidently and learn to work in groups.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>During this activity, the teacher will observe each group.</p> <p>After the completion of this activity, each group/student will be given an opportunity to write the chosen words on the board.</p> <p>Students will be given the opportunity to present what they understand from the poem or the main points that they have noted in front of the whole class. Make sure that each group/student participates in this activity.</p> <p>Students will be encouraged to draw charts or paintings as per their understanding and experiences of the words/issues in the poem.</p> <p>Students will be asked to discuss the words/issues in the poem with their family.</p>	Students' creative skills will be developed.
Presentation on 'If I were a tree'	Chart, cutout, colours, cardboard, etc.	<p>What would you think if you were a tree?</p> <p>The teachers can give an opportunity to the students to present their views.</p>	Students will be able to recite the poem with proper intonation and present it in an effective manner.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Each group/student will be given an opportunity to present their views (chart/painting/discussion at home) in front of the class.</p> <p>Students will also be asked to encourage their peers.</p> <p>The teacher can ask questions to the students to evaluate their understanding and experiences about the subject, process, and group activity.</p>	<p>Students will be able to use the words of poem in their daily life.</p>

#### Suggestions for Teachers:

In the above lesson plan, we have tried to show a few aspects of integration with different subjects but individuals teacher is free to add their own ideas of integration.

#### Extension of Learning:

- Discuss with the parents and friends about the importance of trees in our life.
- Draw a picture of tree and label its various parts.

## Multidisciplinary Teaching-Learning Plan : 25

### Theme-Distribution and Fraction

**Integrated Subjects:** Hindi (बन्दर बाँट), Maths (to calculate things, listing the things)

**Time:** 10 hours (Minimum)

**Specific Objectives:** students will be able to:

- realise the concept of social equity
- learn to work in groups
- develop understanding to live in a society with love and brotherhood
- apprehend the concept of fraction
- apprehend the concept of half ( $\frac{1}{2}$ )
- learn to calculate and make list of things
- use ICT wisely at their home and school

**Teaching-Learning Resources:** masks (monkey and cats), a weighing machine toy, scissors, white A4 size paper, fevicol, colours and weighing machine etc.

**Prerequisite knowledge:** Students have an experience of distributing and sharing eatables at their home and school. They have gone through many instances of sharing of things.

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Concept of half	A circle made of paper, scissors, colours, pencil, colors, fevicol	Teacher may bring a circle in the class (made of paper) and cut it into half and discuss about the reduction in size guiding the discussion to know the concept of half.	Students will understand the concept of half ( $\frac{1}{2}$ ) and relation of half with one.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>One half= <math>\frac{1}{2}</math></p> <p>This discussion may go forward clarifying that</p> <p><math>\frac{1}{2} + \frac{1}{2} = 1</math></p>	
<p>Paper folding activity</p> <p>Revision of patterns and fractions</p> <p>Use of fraction with understanding</p>		<p>An activity may be initiated where students cut a shape of their choice (circle, square, and rectangle) with the help of scissors.</p> <p>Students may be asked to fold the shape upto maximum folds. The maximum number of folds may be six. Now they may be asked to open the folds and using marker, they may mark the lines made due to folds.</p> <p>Ask the students to colour the shapes made due to folding of paper. The teacher may ask the students to colour the shapes according to fractions.</p> <p>For example,</p> <p>Red = <math>\frac{5}{16}</math></p> <p>Yellow = <math>\frac{7}{16}</math></p> <p>(Where 5,7 = No. of boxes to be colour and 16 = Total No. of boxes.</p> <p>Here, the teacher may introduce the concept of fraction</p>	<p>Students will learn to express themselves creatively and take part in activity confidently.</p> <p>Students will understand the concept of fraction and pattern and use the concept.</p>
Presentation of the activity outcome		They may be asked to present their design at some corner (notice board / wall/ black board) of classroom.	Students will learn to present their work on their own.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
बन्दर बाँट (Hindi)	Textbook of Hindi, Mobile or computer	<p>Story of बन्दर बाँट from Hindi textbook Rimjhim may be discussed. It can also be shown from the YouTube channel of NCERT.</p> <p>Students may be asked to form groups and each group may demonstrate four lines of the story in role-play form.</p> <p>Students may be asked to make a weighing machine with locally available material from their home or school.</p>	Students will learn to use the ICT in class.
Mask making activity	Paper, colors , scissors, fevicol, thread etc.	<p>Students may be shown some YouTube videos of mask making tricks and they may be encouraged to make masks of cats, monkeys or any other character they want.</p> <p>Dialogues from the chapter can be delivered after wearing the masks of respective characters.</p> <p>Students may present two lines wearing their masks.</p>	Students will be able to work in groups.
Weights and their measurement  Healthy food	Weighing machine	<p>A brief discussion about weighing scale and the weights used may be done in the class where standard units (gram, kilogram, quintal, and ton) may be discussed.</p> <p>All students may be encouraged to weigh themselves on a weighing machine. Here importance and benefits of healthy food may be discussed.</p>	<p>Students will learn to express their feelings and will be able to do character enactment with confidence.</p> <p>Students will understand the importance of healthy food.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Representation of data in tabular form	Blackboard, chalk	<p>Students' weight may be written in front of their name on blackboard.</p> <p>Following questions may be asked:</p> <ul style="list-style-type: none"> <li>Which student has maximum weight in the class?</li> <li>Who is having minimum weight and how much?</li> <li>How many students have weight greater than 35 kg? etc.</li> </ul> <p>A table may be drawn by the teacher on the blackboard and students may be encouraged to do the same to solve the word problems easily.</p>	<p>Students will learn to correlate their daily life experiences with class activities.</p> <p>Students will be able to read and respond to data in tabular form.</p>

**Suggestions for Teacher:** Teachers may connect the following topics to the chapter:

- Concept of  $\frac{1}{3}$  and  $\frac{1}{4}$
- Dramatization of another chapter and stories
- Reading bar graphs
- Over and underweight concept and encourage students to follow exercise and healthy diet
- Difference between nutritious food and junk food

**Extension of Learning:**

- Dramatize the complete chapter बन्दर बाँट with your friends and family.
- Try making different masks with the help of YouTube.