

Multidisciplinary

Teaching-Learning Plans



स्वाध्यायान्ना प्रमदः

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

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Multidisciplinary Teaching-Learning Plans, Class-4

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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)



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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 21st 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.



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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.

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Class 4

Multidisciplinary Teaching-Learning Lesson Plans

S.no.	Theme	EVS	Mathematics	SST	English	Hindi	Art/Physical Education
1	Water	Too Much Water, Too Little Water	-	भारत के समुद्री तट (Coastline of India)	-	मन के भोले भाले बादल	Poster on Judicious Use of Water
2	Differently Abled Children	Chuskit Goes to School	-	-	Helen Keller	सुनीता की पहिया कुर्सी	-
3	Tree	Abdul in the Garden	-	-	The Giving Tree	-	Poster on Save Trees
4	Rivers	A River's Tale	-	भारत की नदियाँ और मैदान (India : Rivers and its Plains)	-	-	-
5	Festivals	Eating Together	-	त्योहार : पर्व एवं उत्साह (Festivals : Joys and enthusiasm)	-	-	-
6	Means of Transport	Going to School	-	-	Wake Up	-	-
7	Pattern	The Valley of Flowers	Play with Patterns	-	-	-	-
8	Conservation of Trees	Story of Amrita	-	-	The Little Fir Tree	-	Banner on Spreading Awareness about Deforestation

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Multidisciplinary Teaching-Learning Plan - 1

Theme - Water

Integrated Subjects: Hindi (मन के भोले भाले बादल), EVS (Too Much Water, Too Little Water), SST (Coastline of India)

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- identify different sources and uses of water
- use water judiciously
- know about different water borne diseases and their treatment
- become aware of drinking clean water
- know about the phenomenon of rainbow and admire the beauty of nature
- understand different directions and coastline of India


Teaching-Learning Resources:

Map, videos/images related to rain, rainbow and purification of water, poster showing various water borne diseases



Prerequisite Knowledge: Students have basic knowledge of :

- water and its resources
- India and its states
- rain and clouds

Presentation:

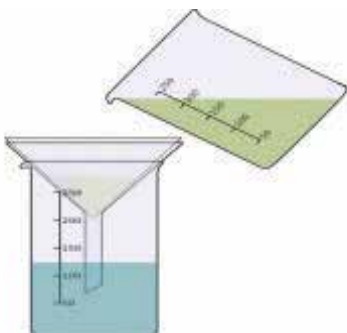

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
पानी और बादल	स्पीकर	<p>शिक्षक स्पीकर के माध्यम से विद्यार्थियों को पानी की आवाज़ सुनने का अवसर देंगे तथा उनके विभिन्न उत्तर जानने का प्रयास करेंगे। जैसे:- छम-छम, टप-टप, टिप- टिप।</p> 	




Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>बच्चों बताओ पानी कहाँ से आता है? विद्यार्थी तथा शिक्षक पानी के विभिन्न स्रोतों पर चर्चा करेंगे। शिक्षक विद्यार्थियों को सही दिशा में लाते हुए बादल शब्द से उन्हें परिचित करवाएँगे। शिक्षक पूछ सकते हैं कि क्या आप जानते हो कि बादलों के विभिन्न प्रकार होते हैं? आज अपने घर जा कर बादलों को ज़रूर देखना और मुझे यह बताना कि आपने किन – किन आकारों में बादलों को देखा?</p> 	<p>विद्यार्थी पानी के विभिन्न स्रोतों से अवगत होंगे।</p> <p>प्राकृतिक सुंदरता की सराहना करेंगे।</p>
इंद्रधनुष के रंग	इंद्रधनुष की वीडियो	<p>बातचीत को आगे बढ़ाते हुए विद्यार्थियों को इंद्रधनुष की वीडियो दिखाएँ और चर्चा करें कि क्या कभी आपने एक तरफ़ धूप और एक तरफ़ बारिश देखी है? शिक्षक विद्यार्थियों की बातचीत को दिशा देते हुए कह सकते हैं कि जब भी ऐसा होता है तब इंद्रधनुष बनता है। इंद्रधनुष का चित्र दिखाकर उसमें निहित रंगों के बारे में विद्यार्थियों से चर्चा करेंगे तथा बारिश होने पर उन्हें आसमान में इंद्रधनुष देखने के लिए प्रेरित कर सकते हैं।</p> 	<p>इंद्रधनुष के रंगों से अवगत होंगे।</p> <p>जलचक्र तथा उसके कार्य/उपयोग से अवगत होंगे।</p>


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
जलचक्र	जलचक्र का चित्र	जलचक्र का चित्र / वीडियो दिखाकर विद्यार्थियों से जलचक्र तथा उसके महत्त्व पर चर्चा करेंगे।	
Water- its resources and its importance	Images/ videos of sources of water	<p>विद्यार्थी 5-5 के समूहों में विभाजित होंगे। समूह में विद्यार्थी एक दूसरे से चर्चा कर सकते हैं कि बारिश में उन्हें क्या-क्या पसंद है? कौन से जानवर दिखाई देते हैं? क्या-क्या खाना पसंद है? तथा इसी आधार पर अवलोकन करके उनका आकलन कर सकते हैं।</p> <p>Teacher may facilitate the conversation by asking how many glasses of water do you drink in a day? And what happens if you don't drink water?</p> <p>The teacher can further ask the students about how we get water Students may share that there are many sources of water like rivers, tanks, wells, spring etc.</p> <p>The teacher may write all these words on the board, and the students come to the conclusion that these are the sources of water. Teacher may also show related videos and can ask if they have ever visited any place of this kind.</p> <p>Students will divide themselves in groups of five. Each group will come with its members and every member will tell at least one use of water.</p>	<p>Students will be able to appreciate nature for providing us water.</p> <p>Students will recall different sources of water.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on polluted water, water borne diseases-its treatment and ways to purify water	Posters and videos showing different diseases, a glass of clean water and unclean water, gas stove, funnel, filter paper, beaker and pan	<p>The teacher may facilitate the discussion by asking the students what kind of water they get in their homes. Do you drink it as it is or is there any need to purify it? Is it unclean or clean? Discuss with your peers and elders at home.</p> <p>What happens when you drink unclean water? Students will bring one glass of unclean water and then the teacher will demonstrate the process of filtration of water and then boil it to make it potable.</p> <p>Filtration</p>  <p>Boiling</p>  <p>The teacher will observe whether the students use water judiciously and whether they are cooperative in the group activities or not. Do they drink clean water?</p>	Students will be able to learn the process of purification of water to make it potable.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Map Reading	Political map of India	<p>Teacher may ask the students in which direction sunrise and sunset takes place?</p> <p>The teacher will show India's map to the students and then they discuss the directions- East, West, North and South. Then, the teacher may ask the students to locate by themselves the direction in which Arabian sea, Bay of Bengal, Indian Ocean are.</p> <p>Students with the help of their teacher's facilitation, may locate their village/city.</p> <p>The teacher may evaluate the students by observing their skills with respect to the location and direction in the map.</p> 	Students will develop awareness about directions.
Ocean, coastline and coastal states of India	Video & photographs of Oceans and Coastline (Resource- The Coastal Plains and Islands of India Youtube- wildfilmsIndia, wikipedia-coast	Teacher discusses with students about 'Ocean'. They may discuss about objects, plants and animals found in and near the sea like snails, sea shells, coconut trees, etc.	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
	Political map of India	<p>The teacher facilitates the conversation and brings the students' focus on the coastline (land near shore). The teacher shows a map and asks if you can name some Indian states which are on its coastline. After discussion, they may ask students to name the states which lie on western coastline and the states which lie on eastern coastline.</p> 	Students will develop awareness about oceans, coast & coastal states.

Suggestions for Teachers:

Many subjects have been included in this Multidisciplinary Teaching-Learning Plan. Teacher can try to incorporate and expand other concepts as per his/her convenience. The teacher can encourage students to paste a map of India in their notebooks and write states with their respective capitals in it.

Extension of Learning:

Students may try to explore different methods used for cleaning water at their home and in their community and can write down the precautions that should be taken to avoid water borne diseases. Students can list out the homemade remedies to purify water and make it safe for drinking.

Multidisciplinary Teaching-Learning Plan - 2

Theme - Differently Abled Children

Integrated Subjects: EVS (Chuskit Goes to School), English (Helen Keller), हिन्दी (सुनीता की पहिया कुर्सी)

Duration: Minimum 6 hours

Specific Objectives: Students will be able to:

- know about Helen Keller, Sudha Chandran, Louis Braille and Arunima Sinha
- empathize with differently abled people
- show love and respect towards them
- list Sunita's daily activities and appreciate her management
- familiarise with Chuskit and her dreams and cherish her for all her efforts

Teaching-Learning Resources:

Pictures and videos of differently abled persons, chart on sign language, sample of Braille script

Prerequisite Knowledge: Students have knowledge of :

- differently abled people
- wheel chair, baisakhi (mobility aids) which are used by the differently abled people


Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite Knowledge		After the discussion of the previous class activities, the current topic is linked by asking questions such as- have you ever had a dream? What do you all see in your dream? Do dreams come true?	
Chuskit's Dream	Pictures of Chuskit	Teacher may ask the students what was Chuskit's dream? The teacher and the students will read and discuss the story of Chuskit. Let the students explore and identify different types of disabilities. This activity may also be done in groups.	Students will be able to develop awareness about differently abled people and develop empathy towards them.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
सुनीता की पहिया कुर्सी	पहिया कुर्सी पर बैठी लड़की का चित्र	<p>विद्यार्थियों को एक लड़की का चित्र दिखाया जाएगा जो पहिया कुर्सी पर बैठी है। विद्यार्थी उस चित्र को ध्यानपूर्वक देखेंगे। तत्पश्चात् उनसे पूछा जाएगा कि यह किस पर बैठी है? यह इस पर क्यों बैठी है? क्या आपने किसी को इस पर बैठे देखा है?</p> <p>शिक्षक विद्यार्थियों की बातचीत को एक दिशा देते हुए कह सकते हैं कि हमारे समाज में कुछ लोग अलग रूप से सक्षम होते हैं इसीलिए उनके लिए कुछ गतिशीलता संचालक उपकरणों की आवश्यकता होती है जैसे पहिया कुर्सी, बैसाखी, वॉकर इत्यादि।</p> <p>कहानी के माध्यम से विद्यार्थी सुनीता के बारे में जानते हैं। वे यह समझते हैं कि सुनीता चलने में असमर्थ है इसलिए उसे पहिया कुर्सी की आवश्यकता पड़ती है, परंतु सुनीता अपना सारा काम स्वयं करती है जैसे कपड़े पहनना, खाना खाना। यहाँ तक कि वह बाज़ार से सामान भी स्वयं लाती है।</p> <p>शिक्षक विद्यार्थियों को सोचने का अवसर देते हैं कि इन लोगों की मदद के लिए आधारभूत संरचना में किस तरह के परिवर्तन की ज़रूरत है। विद्यार्थी बताते हैं— रेलिंग, ढलान, लिफ्ट आदि। आपने यह सुविधाएँ कहाँ देखी है? शिक्षक विद्यार्थियों का ध्यान विद्यालय प्रांगण में इन सुविधाओं पर आकर्षित करेंगे।</p> <p>विद्यार्थियों को कहा जाएगा कि जो विशेष रूप से सक्षम लोग होते हैं उनसे मिलें और उनसे यह जानने की कोशिश करें कि उनके सपने क्या हैं? अपने उस संवाद को वे लिखकर भी ला सकते हैं।</p>	<p>दिव्यांग लोगों के प्रति संवेदना दिखाएँगे।</p> <p>विशेष रूप से सक्षम लोगों की ज़रूरतों से सम्बंधित आधारभूत संरचनाओं के बारे में जानेंगे।</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Hellen Keller	<p>Picture of Helen Keller</p> <p>Chart on sign language , Sample of braille script</p>	<p>Let students explore and name some differently abled persons. Teacher will show pictures of differently abled personalities such as Helen Keller.</p>  <p>After looking at the pictures, discussion will be held on these personalities focusing on their name, achievements and type of disabilities they have. Picking the picture of Helen Keller, students will elaborate about her and will share their observations.</p> <p>The teacher will further motivate the students to tell about the language used by Helen Keller to communicate with others. The students will learn about sign language and they will come one by one and try to tell the word using signs and acting. While other students will guess that word.</p> <p>The teacher and the students will further link it with tactile paths on the metro station, T.V. channel in which news is broadcasted through sign language etc.</p>	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>(Teachers and Students can also quote examples of Sudha Chandran, Arunima Singh and Louis Braille).</p> <p>The teacher will observe the behaviour of students for specially abled children when they come in contact with them.</p>	Students will be able to learn about sign language show empathy towards differently abled people.

Suggestions for Teachers:

Teacher can quote examples of other eminent differently abled personalities to further motivate the students to work hard. World Disability Day can be celebrated on 3rd December.

Extension of Learning:

Students can paste pictures of 10 eminent differently abled personalities on a sheet and place it in their room and get motivated by their stories. Students can also spread awareness about differently abled persons in the society.

Multidisciplinary Teaching-Learning Plan - 3

Theme - Trees (Part-1)

Integrated Subjects: EVS (Abdul in the Garden), English (Giving Tree)

Duration: Minimum 5-6 hours

Specific Objectives: Students will be able to :

- acquire knowledge about trees and their characteristics
- make a list of things obtained from trees
- know about the law against cutting of trees and follow it
- tell and label the different parts of plants
- identify the function of roots, their types and acknowledge their contribution
- understand the importance of trees for environmental balance

Teaching-Learning Resources:



Images of different trees, videos related to importance of trees, dried leaves of Peepal and Banyan



Prerequisite Knowledge: Students are aware of trees and can tell how they are helpful to us.

Presentation:



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Tree-its features and importance	Images of trees, its parts and products, dry leaves of Peepal and Banyan tree	<p>Teachers may facilitate the discussion by asking where do we get our food from? Students may make a list of different sources like- from shop, market and trees.</p> <p>Let them explore and enlist other things we get from trees such as oxygen, medicine, wood, fruits etc.</p> <p>The students will divide themselves in a group of five and gather information about Peepal tree, Banyan tree and Desert oak tree.</p> <p>The students' responses will be summarised and penned down by them.</p>	Students will understand the importance of trees.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Expected students' responses–</p> <p>Peepal Tree</p> <ul style="list-style-type: none"> This tree does not need watering because it has deep roots which absorb underground water. It can grow over a wall by absorbing moisture from the wall.  <p>Banyan Tree</p> <ul style="list-style-type: none"> This looks unusual because its roots hang like branches. Roots of banyan trees are like pillars that provide strong support to the tree. <p>The teachers and the students will discuss about the 342 years old banyan tree in Botanical Garden near Howrah in Kolkata which survived two great cyclones in 1864 and 1867.</p> 	Students will be able to differentiate between Desert Oak and Banyan tree.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Desert Oak Tree <ul style="list-style-type: none"> This tree is found in Australia. It can grow as tall as a classroom wall. It bears very few leaves on it. and it has very long roots. It stores water in its trunk. When there is no water in the desert, local people use thin pipes to drink water from it. 	
Parts of Plants	Picture of labelled diagram of parts of plants.	<p>Discussion may be done about roots and its types. The teacher may facilitate the students by asking them to draw and label a plant.</p>  <p>The students themselves will tell that roots are very important for the plants because they absorb water and minerals from the soil and send it to the other parts. They also support the plants.</p>	<p>Students will be able to label parts of plants and trees.</p> <p>Students will understand the functions of roots.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Types of roots	Samples and pictures of type of roots	<p>Give students opportunities to observe the trees in their nearby area. On the basis of their observation, a discussion can be facilitated and the teachers will simultaneously evaluate the students.</p> <p>Tap roots-</p>  <p>They are vertically downward and reach deep into the soil. For example: radish, carrot, beetroot, turnip etc.</p> <p>Fibrous roots-</p>  <p>They grow horizontally in all directions and do not reach deep into the soil.</p> <p>For example: wheat, maize, grass, banana, bamboo, etc.</p>	Students will learn to identify different types of roots.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Law against cutting of trees		<p>The teacher may discuss with the students that cutting or trimming of trees without government permission is punishable by law.</p> <p>The teacher may ask the students to find the oldest tree in their area and write about it with the help of their elders.</p>	Students will be sensitised towards the law against cutting of trees
The Giving Tree	Video on trees	<p>Students will divide themselves in a group of five and plant one seed of their choice in the school field/garden and take care of it.</p> <p>Then the teacher will explain to students the story of 'The Giving Tree'.</p> <p>Teacher discusses with the students about plants and their stages of life.</p> <p>Students will discuss with each other and with the help of their teacher, they summarise the stages of a plant.</p> <ul style="list-style-type: none"> • Seed • Seedling • Sprout • Sapling • Grown plant <p>Discussion may be done about the things that a plant needs to grow further. The students will discuss and tell that a tree needs water, sunlight, manure and minerals for its growth.</p>	Students will be sensitised towards taking care of plants.

Suggestions for Teacher:

Teacher can facilitate learning according to the needs of their learners and can further extend the topic by asking students to find out what kind of roots- radish, wheat, onion, turnip and banyan tree have with the help of videos and may ask the students to classify them as tap roots and fibrous roots.

Extension of Learning:

Students can be suggested to draw a picture of a garden and label all that they make in it. Students may be suggested to spread awareness about the law against cutting of trees in the nearby areas.

Multidisciplinary Teaching-Learning Plan - 4

Theme - Rivers

Integrated Subjects: SST (Indian Rivers and their Plains), EVS (A River's Tale)

Duration: Minimum 5 hours


Specific Objectives: Students will be able to:

- name different rivers and understand their importance
- categorise rivers into peninsular and perennial, differentiate between them and value them as life lines
- name the place from which the river originates and admire its beauty
- explain the reasons for water pollution
- spread awareness about the harmful effects of water pollution
- identify the reason for the change in colour of river water and methods to clean it and make it safe for drinking

Teaching-Learning Resources: Pictures/images and videos related to river



Prerequisite Knowledge: Students are already aware about sources of water, importance of water and are familiar with the term river and able to name some rivers.



Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
River-its importance and its origin	Pictures/videos of different rivers	<p>The teacher may discuss the word 'Water' with the students. Students may themselves make a list of sources of water. For example rivers, springs, waterfalls, rain, sea and ocean. The teacher also shows a picture of the river and the students will enquire about it.</p>  <p>They will start discussing with each other and may come to the conclusion that this is a river.</p>	Students will become aware about the sources of water.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>After their discussion with their peers, students come to the conclusion that a river is a large natural flowing body of water that flows down the hill from the force of gravity. All rivers have a starting point from where the water begins its flow. The originating point of the river is usually a mountain from where water moves from a higher elevation to a lower elevation.</p> <p>The teachers and the students will discuss a few rivers like Ganga and Yamuna and conclude that Ganga originates from Gangotri and Yamuna from Yamunotri.</p> <p>The students may further discuss with their elders about other rivers of our country like Indus, Brahmaputra, Mahanadi, Godavari and Krishna and know that India is a country of rivers. Rivers are the lifeline of our nation.</p> <p>Then, the students divide themselves in groups and discuss the importance of rivers. The members from each group may be invited and asked to express the views of their group. For example, they may say-</p> <ul style="list-style-type: none"> • Rivers bring new soil every year which is helpful for farming. • Hydro electricity is produced using river water. • River water is used for irrigation. • Rivers carry water and nutrients to different areas on land. 	<p>Students will be able to name different rivers</p> <p>Students will become aware about importance of rivers.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Types of rivers	Images and videos of peninsular and perennial river	<p>The teacher may initiate the discussion by asking the students "Is the amount of water in the rivers same, during rainy season and summer?"</p> <p>Students exchange their views with each other and conclude that the rivers that flow only in rainy season and remain dry most of the time are known as peninsular rivers. Examples of seasonal/peninsular rivers are Godavari, Krishna, Kaveri. Students further add that some rivers that have flowing water all the time (throughout the year) are known as perennial rivers.</p>	Students will be able to differentiate between peninsular and perennial rivers.
Pollution in river and ways to clean it	Pictures showing images of clean river and polluted river, video of river from its originating point till it reaches villages	<p>Clean River</p>  <p>Polluted River</p>  <p>After showing the above images, the teacher will initiate discussion with students about why the colour of the river changes.</p> <p>Students will discuss that the colour of things may change when something is mixed in them.</p> <p>When a river flows from mountains its water is clean but during its flow a lot of</p>	Students will become sensitive towards pollution in rivers.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>dirty elements are added in it and as it reaches plains its colour changes.</p> <p>Students further observe the river surroundings and enlist all the reasons for pollution in it, for example –</p> <ul style="list-style-type: none"> washing clothes on the river side. sewer waste merging into the river. factory waste disposal in the river. 	
Ways to clean water	Videos related to filtration and boiling	<p>Let's find out how we can clean water to make it safe for drinking. Students by themselves will make groups and share what they have discussed. After discussion they enlist all the ways to clean water.</p> <p>Basic filter-</p> <p>Three steps water filtration (sand, pebbles, etc.)</p> <p>Machine Filtration-</p>  <p>Boiling-</p> 	Students will be aware about different ways to clean water.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		The students and teacher will conclude that the most ancient and easy way of making water fit for drinking is boiling and the recent one is filtration machine.	

Suggestions for Teacher:

Teachers may further suggest a field visit to a nearby water body and can provide them more practical experience where the students can themselves observe and understand.

Extension of Learning:

Students may clean water by using various techniques under the supervision of their elders.

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Multidisciplinary Teaching-Learning Plan- 5

Theme - Festivals

Integrated Subjects: SST (Festivals: Joy and enthusiasm), EVS (Eating Together)

Duration: Minimum 6 hours

Specific Objectives: Students will be able to:

- strengthen their knowledge about different festivals and respect unity in diversity
- categorise festivals into national and religious festivals and cherish them
- learn about mid day meals provided in school
- describe and admire the cultural diversity in food associated with different occasions
- appreciate the value of eating together

Teaching-Learning Resources:

Chart of festivals, videos of dance related to various festivals, pictures of people eating together

Prerequisite Knowledge:

Students are aware of the different kinds of festivals, dresses and food associated with them.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous activities		The teacher may start the conversation by discussing the previous activities with the students and ask them if they can name some occasions when they eat together. Students discuss it with their peers and teacher.	Students will be able to recall about occasion where they enjoy family gathering.
Types of festivals- National and Religious	Chart showing different festivals, videos of festivals	Students will divide themselves into groups and each group is assigned one festival. They explore and discuss the festival in their respective groups. Then the teacher will tell that festivals are mainly of two types- one which is celebrated by the whole country and is known as National Festival and another which is celebrated by a particular community and is known as Religious Festival.	Students will be able to differentiate between national and religious festivals.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher may facilitate a discussion on national festivals, for eg- "When is Republic Day celebrated? Why do we celebrate Republic day?" Republic Day is the day when our constitution came into existence. Students may discuss the constitution with their peers, teachers and elders and come up with the understanding that constitution contains the basic laws and rules of a country by which the country functions effectively.</p> <p>Republic Day</p>  <p>Independence Day</p>  <p>Gandhi Jayanti</p> 	Students will become aware about various national festivals.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>After teacher-student discussion on religious festivals they summarise that religious festivals are those that have some religious significance attached to them. Students may start naming them- Holi, Diwali, Christmas, Eid, Baisakhi/Makar Sankranti, Pongal Janmashtami, Dussehra, Durga Puja, Buddha Purnima, Gurpurab, Ram Navmi, Ganesh Chaturthi, Shivratri and Raksha Bandhan.</p> <p>Students will divide themselves in groups of five, and each group is assigned one festival. Each group will discuss it and summarise it.</p> <p>The teacher may discuss colours with the students and bring their focus on Holi.</p> <p>To facilitate the conversation the teacher may then ask the students about the reason why Eid is celebrated. A discussion on Eid can be held after taking input from the students.</p> <p>The teacher may then ask the name of the person who wears red dress and gives them gifts? What is he called? After that there is discussion on Christmas.</p> <p>Similarly there are some other festivals that are related to the harvesting of crops: Makar Sankranti, Lohri, Baisakhi, Basant panchmi, Bihu, Onam and Pongal.</p> <p>Students we all celebrate these festivals unitedly. We eat together, we dance together, make various dishes together and celebrate together.</p> <p>On the basis of their experiences and information obtained, they may categorise festivals as National and Religious festivals.</p>	Students will know more about different religious festivals and the reason of their celebration.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes										
Festival and food associated with it	Chart showing various foods	Students will make a list based on their experiences about the festivals and food associated with it. <table><tr><th>Name of the festival</th><th>Food associated with it</th></tr><tr><td>Eid</td><td>Seviyan</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Name of the festival	Food associated with it	Eid	Seviyan							Student will be able to describe the cultural diversity and food associated with the special occasions.
		Name of the festival	Food associated with it										
Eid	Seviyan												
		Students will discuss with each other about the time when they eat collectively in school and come to the conclusion that they eat together when mid day meal is served to them during lunch break and sing- "We play together, We eat together, For the good of everyone, We will always be together."	Students will learn about mid day meal served in schools										
Value of eating together	Picture of people eating together	Students and teacher will have a dialogue about the benefits of eating together and summarise its importance. <ul style="list-style-type: none">• It provides us time to connect with each other.• It helps us to feel safe, secure and loved.• We enjoy each other’s company.• During this time we learn about family values and traditions of each other.• It is a time for healthy conversation.• We learn about sharing and caring.	Students will learn to appreciate the value of eating together.										

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> We appreciate the meals of other and know about how it is made. It instills a sense of unity in diversity. <p>Students come to the conclusion that “eating together” is not just sharing your meals with others but it is more about knowing each other, respecting each other, feeling united, a means of healthy discussion and learning table manners. Eating together is a symbol of shared life.</p>	

Suggestions for Teachers:

- Teachers may discuss more about the different festivals with their students according to their needs in their classroom.
- Teachers may motivate the students to draw pictures of their favourite festival and write the concept, food, dress and dance related to it.

Extension of Learning:

Students can further explore and talk about different festivals to their elders.

Multidisciplinary Teaching-Learning Plan- 6

Theme - Means of Transport

Integrated Subjects: EVS (Going to School), English (Wake Up)

Duration: Minimum 5 hours

Specific Objectives: Students will be able to:


- identify and name the different types of bridges
- compare bridges on the basis of their material and type
- appreciate the need for bridges
- identify transport used in a particular region
- enjoy the morning beauty

Teaching-Learning Resources:

Videos/pictures of different bridges, means of transport and landforms

Prerequisite Knowledge: Students are aware of some means of transport.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Benefits of rising early in the morning	Picture of a morning scene	<p>After discussing the previous class activities, the topic is linked by asking a question about the wake up time of the students.</p>  <p>The benefits of rising early in the morning are discussed with the students. Some of the benefits may be-</p> <ul style="list-style-type: none"> • having a good breakfast • time for exercise 	Students will become aware of the benefits of rising early in the morning.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> more energy stress free day. <p>Students and teachers will recite the rhyme loudly with proper intonation. The entire class along with the teacher will go for a morning walk in the school area and listen to the sounds of rustling of leaves, blowing of wind, chirping of birds and the sounds of footsteps. Students will share the observations they had during the walk with each other and also discuss their morning routine upto they reach the school. Teachers will bring their focus on various means of transport they used while coming to the school.</p>	<p>Students will be able to enjoy the morning beauty.</p> <p>Students will know the benefits of rising early and inculcate this habit in themselves.</p>
Going to school	Images of different areas and means of transport used there, images of different types of bridges.	<p>Students will discuss transport used in villages and cities and then their focus will be on different means of transport used in other states.</p> <p>Assam- In Assam students go to school via bamboo bridge, made of bamboo and ropes.</p> <p>Ladakh- In Ladakh students need to cross the river to reach school by trolley which is made of wood and is tied with iron ropes.</p> <p>Kerala- In Kerala students need to cross many rivers to reach school. For this they use Vallam (a small wooden boat).</p> <p>Rajasthan- Students need to cross the desert by camel cart to reach school.</p> <p>Gujarat- Students move from one place to another in Jugad. Its front looks like a motorcycle but the carriage is a big wooden plank</p>	<p>Students will become aware about different means of transport used in particular regions.</p> <p>Students will gain knowledge about different types of bridges, and why they are used.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Uttarakhand- Students cross the mountains and rocky paths to reach the school.</p> <p>Northern Hills- Students walk miles of snow to reach the school.</p> <p>Cities- Students use cement bridges and roads to reach the school.</p> <p>Villages- Students use bullock carts to reach the school</p> <p>Students will be given an opportunity to share and pen down the experience and means of transport they use when they go to their village or any other city.</p>	

Suggestions for Teacher:

Teacher may also make students aware of other places and the means of transport used there. The teacher can motivate students by making them aware of the challenges they faced while going to the school.

Extension of Learning:

Students may write about the mode of transport and type of bridges they used when they go to their village.

Multidisciplinary Teaching - Learning Plan - 7

Theme - Pattern

Integrated Subjects: Mathematics (Play with Patterns), EVS (The Valley of Flowers), Art (Madhubani Painting)

Duration: Minimum 7 hours

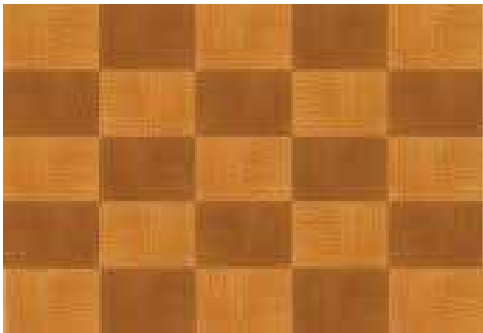
Specific Objectives: Students will be able to:

- identify different patterns
- recognise the similarity between different patterns
- create different patterns by flowers, numbers, alphabets
- feel sensitive about not plucking flowers
- appreciate the beauty of patterns
- create their own Madhubani art piece

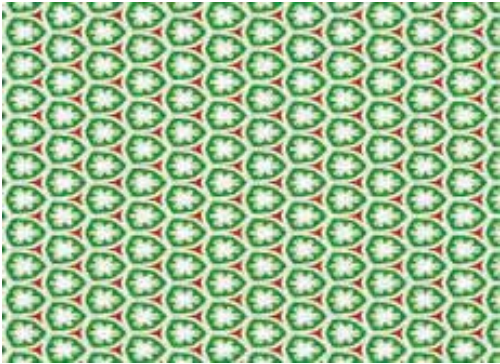
Teaching-Learning Resources: Images/Videos of different patterns, image of flowers pattern and image of sunrise



Prerequisite Knowledge: Students are aware of different flowers and with the word 'Pattern'.

Presentation:


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Pattern	Image of bedsheet	<p>The teacher may facilitate the discussion by showing students an image containing pattern and asking- what is it? What do you see in it? Where have you seen such a design?</p> 	Students are familiarised with the concept of patterns.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Let them explore and then they may enlist all things where they have seen such kinds of similar designs and patterns.	
Introduction of different patterns	Images of different types of patterns	<p>Picture pattern</p>  <p>Number pattern</p> <div>9, 109, 209, —, —, —.</div> <p>Alphabet Pattern</p> <div>Aa, Bb, Cc, —, —, —.</div> <p>Students will see all the patterns and come to the conclusion that a pattern can be- number pattern, alphabet pattern or picture pattern.</p> <p>Students will divide themselves in groups of five and each group will make their own pattern by using various objects like matchsticks, bricks, colours, pencils, leaves, flowers etc.</p>	<p>Students will be able to appreciate the beauty of patterns.</p> <p>Students will be able to identify different patterns.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Patterns of flowers	Images of flower pattern	<p>Teachers will focus on flower patterns and ask students to bring fallen flowers of different kinds and make their own beautiful patterns with it.</p> 	Students recognise the similarity between different patterns.
Don't pluck the flowers	Hoarding showing the quote 'Don't pluck flowers'	<p>The conversation may be started by asking students a question such as- have you ever seen such a board?</p> <p>For what purpose is this kind of hoarding displayed?</p> <p>After the discussion students will divide themselves in groups of five and each group will make one poster/banner on any of the given topic- importance of flowers in our life, flowers used as food, used in making perfumes, as medicines, used in decoration.</p> 	Students will be sensitised about not plucking flowers.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Madhubani painting	Image of Madhubani painting	<p>Students see the picture and discuss about it in their respective groups.</p> <p>After that each group will summarise what they find out.</p> <ul style="list-style-type: none"> • Madhubani painting is an old form of folk art. • It got its name from a district in Bihar- Madhubani • It is made out of paste of powdered rice in which colours made from flowers are mixed. <p>Students will make one Madhubani art painting in their respective groups.</p> 	Students will make their own Madhubani art.

Suggestions for Teachers :

The teacher may further extend this topic by showing students images of patterns on bedsheets, on their school bag, on tiles and in their immediate surroundings like Jali pattern. The teacher may also extend the topic by asking students to find out other forms of art for example- Warli, Gond, Rathore, Kalighat etc.

Extension of Learning:

Students may observe their surroundings and draw all the patterns they observe.

Multidisciplinary Teaching - Learning Plan - 8

Theme - Conservation of Trees

Integrate Subjects: EVS (Story Of Amrita), English (The Little Fir Tree)

Duration: Minimum 6 hours

Specific Objectives: Students will be able to:


- develop understanding on the importance of conservation of trees
- name different plants and animals found in the desert
- become sensitive towards deforestation
- understand the story of Amrita and respect her for her efforts
- develop a sense of contentment

Teaching-Learning Resources:


Images/pictures of desert plants and animals, pictures of forest

Prerequisite Knowledge: Students are aware about trees, their importance and familiar with the word desert.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Story of Amrita	Image of Khejadi Tree	<p>Teachers and students discuss about trees. Teacher may facilitate the discussion by asking about the importance of trees . Students themselves make a list of the importance of trees.</p> 	Students will become aware about the importance of trees.



		<p>The teacher and students will discuss the Story of Amrita and students with the help of the teacher summarise the story in some points.</p> <ul style="list-style-type: none"> • Amrita lived in Khejadi village near Jodhpur in Rajasthan. Amrita's best friends are trees. • The village got its name because of the many Khejadi trees present there. • The people took great care of plants and animals there. • Goats, deer, hares and peacocks roamed fearlessly there. • Amrita and villagers hugged the trees to protect them and many of them died to save the trees. • The people of Khejadi used to say 'Agar Ped Hain To Hum Hain'. <p>Teacher will show a picture of Khejadi tree to the students and students will enquire about it.</p> <p>Students divide themselves in groups and each group will summarise and pen down what they find out. For example-</p> <ul style="list-style-type: none"> • The Khejadi tree is found mainly in desert areas. • It can grow without much water. • It's bark is used for making medicines. • People cook and eat its fruit (beans). 	
Deforestation	Image of green forest and barren forest		Students are sensitised about deforestation.



Students will observe the above pictures and discuss with each other the reasons behind it.

Teachers will give direction to their conversation and help them reach the conclusion that deforestation is the clearing or thinning of forest by humans.

Students divide themselves in groups of five and each group is assigned a task of finding out the reason for deforestation. Each group may give their points on what they find out and pen down their observations. For example, the main reasons of deforestation are-

- Cattle breeding
- Timber extraction
- Mining
- Dam construction
- Infrastructure development
- Natural causes like fire, hurricanes etc.

Students are against deforestation after knowing about its evil effect and to spread awareness about it in the society they will make posters, banners and hoardings.

The Little Fir Tree	Image of fir tree	After discussing about deforestation, the teacher and students come to the conclusion that people of Khejadi village rightly said 'Agar Ped Hain To Hum Hain'.	Students will be able to appreciate what they have.
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The teacher and students then read about 'The Little Fir Tree'. Students talk and discuss whether it is right to repent over the things we do not have.

Teacher will observe the students when they are discussing and give direction to them by adding the line: 'be happy as you are and with what you have instead of regretting the things you don't have.'

Suggestions for Teachers:

Teacher may further extend the topic by telling the students about Rajasthan (plants, birds, crops, occupation of people there) and can organise a rally in nearby areas to spread sensitization about not cutting trees.

Extension of Learning:

Students may talk with their elders about animals and birds which they had seen in earlier times but now they have become extinct and also discuss the reasons for the same.

Class 4

Multidisciplinary Teaching-Learning Lesson Plan

S. no.	Theme	EVS	Mathematics	SST	English	Hindi	Art/Physical Education
9	Garden	Vally of Flowers, Parts of Plant (Only Concept)	-	-	The Watering Rhymes	हुदहुद	-
10	Working Together / Occupation	Pochampalli	-	-	Pinoochio	पापा जब बच्चे थे	Puppet Making
11	Animals	A Day with Nandu, Ear to Ear	-	-	The Milkman's Cow	-	Mask Making
12	Our Food	Spicy Riddles Taste Buds	-	मानचित्र कार्य (Map Work)	-	थप्प रोटी, थप्प दाल	Natak/Play/ Performing Art
13	Unity in Diversity and Language	-	-	हम सब भारतीय हैं (We all are Indians) मानचित्र कार्य (Map Work)	The Scholar's Mother Tongue	-	Natak/Play/ Performing Art
14	Khel	Hu Tu Tu Hu Tu Tu	Smart Chat and Data Handling	खेल-खेल में (Khel Khel Me)	-	-	Yoga And Physical Education
15	Books	Places Around us (concept only)	Addition, Subtaction, Multiplication and Division	-	Book (Poem) Going to Buy a Book	-	Bookmark
16	Transportation	Reaching Grandparents House	Speed , Distance, Time and their Relationship	दिल्ली से भारत की ओर (from Delhi to India)	-	नाव बनाओ नाव बनाओ	Paper Boat

Multidisciplinary Teaching - Learning Plan - 9

Theme - Garden

Integrated Subjects : English (A Watering Rhyme), Hindi (हुदहुद), EVS (Valley of Flowers, Parts of Plants, Important Nutrients to Grow Plants)

Duration: Minimum 9 Hours

Specific Objectives: The students will be able to:

- become sensitive towards the environment and appreciate its beauty
- familiarise with different types of leaves and flowers (colour, shape and fragrance)
- familiarise with the meaning of new words and rhyming words from the poem (A Watering Rhyme)
- strengthen their vocabulary and LSRW skills
- tell the correct ways of watering the plants
- comprehend the need of water for plant's growth along with sunlight, soil and carbon dioxide
- familiarise with different types of flowers and their uses
- develop love and care for birds
- explain about the bird hudhud, its features, and different names
- create a short story in hindi
- develop the values of care and responsible behaviour toward plants and birds
- develop work ethics for team and group work


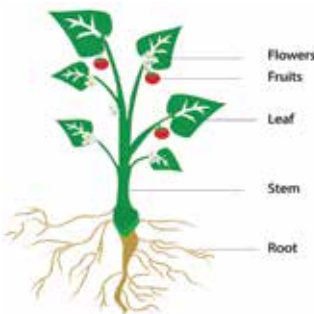
Teaching-Learning Resources :

Dried leaves and flowers (Neem, Peepal, Mango, Ashok tree, Kari Patta, Marigold, Rose, Chameli, Sadabahar), fresh leaves and flowers, picture of any plant, or any potted plant, crayons, paper, markers, video of the bird Hudhud

Prerequisite Knowledge :


- The students have visited a garden before.
- They may differentiate between flowers and leaves.
- Students have seen birds before.
- They can read and sing small rhymes and write 3-4 sentences on their own.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		A brief discussion can be done about the concepts taught in the previous class	Students will respond by answering the questions asked.
Garden	Nature walk/any picture/ video of a garden	<p>The teacher may take the students to the garden/show a picture of a garden scene and initiate a discussion about what they observe. The students may be asked to write the name of the things they observe in the garden.</p> 	Students will become sensitive towards the environment and appreciate its beauty.
Leaves and flowers		<p>Groups may be formed by the students themselves and provided with some dry and fresh leaves and flowers. They will be free to discuss among themselves and conclude the name of given leaves or flowers along with its uses. Let them share their thoughts with the entire class. The teacher may write their responses on the black board.</p>	They will be familiarised with different types of leaves and flowers (colour, shape and fragrance).
Parts of plants	Potted plant/ video of plant	<p>The teacher may ask the students to draw a plant or a tree on the basis of their observation. The teacher may motivate them to discuss the names of different parts of the plants or tree.</p> 	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		A picture of a well labeled plant will be shown to them .The students will compare that with the pictures drawn by them. The teacher may ask them the names of the parts they know (could be in their local language) and let them correct their drawings and learn the right labeling. The teacher may help them in this activity.	
The Valley of Flowers Important Nutrients for Plant Growth	Well labeled picture of a plant Web link: https://ncert.nic.in/textbook/pdf/deap111.pdf	A picture of a dried plant will be shown to the students. Let them guess about the reason why the plant dried? The teacher may draw their focus on the necessary and desirable conditions for plant growth. 'The Valley of Flowers'(EVS) may be introduced along with this concept. The following points may be discussed: <ul style="list-style-type: none"> • types of flowers • uses of flowers To continue the discussion further the important components i.e water, sunlight, soil and carbon dioxide will be discussed.	Students will be familiarised with different types of flowers and its uses. Students will be sensitised towards the need of water for plant's growth along with sunlight, soil and carbon dioxide.
The Watering Rhyme	Web link: https://ncert.nic.in/textbook/pdf/deen107.pdf	Students may be asked if they have plants at home. Let them name a few. Who takes care of those plants and how? Who helps in watering the plants in their home? They will be given a chance to share their views with the whole class and the teacher will write their responses on the blackboard.	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Connecting with the ongoing discussion, the teacher will recite the poem 'The Watering Rhyme' with proper rhythm, expression, intonation and stress. Let the students repeat the poem and rhythmic beats may also be created. They may be asked to underline the words which they feel are new for them. The teacher as facilitator can introduce the meaning of those words and some rhyming words can also be explained and written on the blackboard. Teacher can then ask students to find more rhyming words.	Students are familiarised with the meaning of new words and rhyming words from the poem.
Correct ways of watering the plants		Group interaction may take place on the correct ways of watering plants. Let the students find by exploration- <ul style="list-style-type: none"> • Correct time for watering • Which part of the plant/how much/how often should be watered for proper growth Their discussion may be followed by summarization of students' thoughts and further explanation by the teacher.	Students will be able to tell the correct ways of watering the plants.
हुदहुद की कहानी • सस्वर वाचन • नए शब्दों पर चर्चा	Video/image of the bird Hudhud https://drive.google.com/file/d/1zq7q5svSy_Xki60HEBPrLH3xnQkPhSmx/view?usp=sharing	After that the groups may be asked to write the words which come to their mind after hearing the word 'garden'. The teacher may help them realise that apart from plants and trees there are many other things in the garden. 	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>The teacher then writes their responses on the blackboard . When the word birds appears, the teacher will ask this riddle-</p> <p>रंग बिरंगे प्यारे-प्यारे , आसमान में पंख पसारे , दूर गगन में उड़ जाते , कहो, कौन हम है कहलाते?</p> <p>विद्यार्थी चाव से पहेली को सुनते हुए इसके उत्तर के रूप में पक्षी, चिड़िया, परिंदे इत्यादि उत्तर दे सकते हैं।</p> <p>पहेली का सही उत्तर आने के पश्चात पक्षियों के बारे में और अधिक जानकारी देते हुए शिक्षक 'हुदहुद' नामक पक्षी की कहानी सुनाएंगे, उसकी विशेषताएं एवं भिन्न-भिन्न नामों से अवगत कराएंगे। पाठ में आए नए शब्दों पर चर्चा की जा सकती है ,उनके विषय में विद्यार्थियों को बता कर उनसे छोटे-छोटे वाक्य बनाने को कहा जा सकता है।</p>	<p>विद्यार्थी हुदहुद नामक पक्षी की विशेषताएं एवं उसके भिन्न-भिन्न नामों से परिचित हो जाएंगे।</p> <p>विद्यार्थी सरल वाक्य बना पाएंगे।</p>
कहानी गढ़ना		<p>पाठ के आधार पर कुछ छात्रों से शब्द पूछे जाएंगे समूह बनाकर उन शब्दों से एक छोटी सी कहानी गढ़ने को कहा जाएगा।</p> <p>उदाहरण- सुंदर, चिड़िया, रंग-बिरंगा, घोंसला ,चेतावनी, गिद्ध, मदद</p> <p>अध्यापक विद्यार्थियों की कहानी गढ़ने में मदद कर सकते हैं।</p> <p>इसके अलावा विद्यार्थियों को पक्षियों के सुंदर चित्र बनाने को भी कहा जा सकता है।</p>	<p>विद्यार्थियों की कहानी गढ़ने की क्षमता का विकास होगा।</p> <p>Drawing and colouring skills of students will be enhanced.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
हमने क्या सीखा?	Video of the story Nadan Dost https://youtu.be/f9bk4UNfkkg	समूह में बांटकर छोटे प्रश्नों को पूछा जा सकता है, जैसे – हुदहुद के सिर पर क्या है ? एवं सही जवाब न आने पर अन्य विद्यार्थियों को ही उत्तर देने को प्रोत्साहित किया जा सकता है। The teacher may encourage the students to tell what they think could be done for birds and plants to protect them. The teacher may suggest them to put some water for birds daily, and also take part in plantation drives. To encourage them the following story may also be used– 'नादान दोस्त'	Students will be able to develop work ethics for team and group work. Students will be able to develop the values of care and responsible behaviour toward plants and birds.

Suggestions for Teachers:

Mask making of birds activity may be done. Water harvesting and save the water concept may also be included .

Extension of Learning:

Students can be asked to do the following activities-

- Leaf pasting activity of creating animals using dried leaves
- Poster making activity
- A bird feeder making activity can be done and students could be asked to place them at their home and feed birds.
- Asking them to plant a tree at home

Multidisciplinary Teaching - Learning Plan - 10

Theme - Working Together/Occupation

Integrated Subjects : EVS (Pochampalli, Relationship and Family, Our helpers), Hindi (पापा जब बच्चे थे), Art Education (Puppet Making), English (Pinocchio)

Duration: Minimum 8 hours

Specific Objectives: The students will be able to:

- make puppets and may inculcate the value of working together and appreciate art and craft work
- develop respect and empathy for all occupations and understand their need in our daily life
- recall and share the tools and equipments used by different people in their neighbourhood. For eg. sewing machine for tailors, broom and mop for sanitary workers
- understand the importance of neighbourhood, community living and participation
- explain the process of Pochampalli cloth weaving and craft work
- express their views confidently
- appreciate the concept of relationships and its importance
- strengthen LSRW skills and find out the meaning of new words, synonyms and opposite words from the text
- act and perform confidently

Teaching-Learning Resources :


Old colourful clothes, buttons, thread, fevicol, paper, crayons, scissors, charts, markers, blackboard, video of Pochampalli saree and its weaving process, video of any plantation drive, cleaning drive or any other group efforts

Prerequisite Knowledge : The students have:

- seen and observed people doing different work in the community
- seen people working together in the community during wedding and other functions

Presentation:


Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		A brief discussion may be initiated to assess students previous learning for the purpose of recapitulation.	Students will strengthen the concepts taught in previous class.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Puppet making working together	Old colourful clothes, buttons, thread, fevicol, paper, crayons, scissors, charts, markers, old socks	<p>The teacher may come in class with a puppet in hand and ask- ‘Do you know what this is?’ Let the students respond in their local/regional language. The following responses may come- doll, joker, puppet. They will be motivated to share their experiences on puppets and the teacher can write them on the blackboard. After that the teacher will ask students to form groups of five and provide the material needed to each group. They will be motivated to make a puppet using their creativity, imagination and previous experiences.</p>  <p>The teacher will help the students when needed, let the students name their puppets. After the completion of this activity, let the students come forward and share how they made the puppet. Here the teacher facilitates them to focus on the concept of working together.</p> <p>Let the students explore and decide if working alone is better or working together.</p>	Students will be able to make puppets and will inculcate the value of working together and appreciation for art and craft work.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Pochampalli	<p>Picture of cloth weaving and Pochampalli saree/ a video showing the weaving process</p> <p>Link:https://ncert.nic.in/textbook.php?deap1=23-27</p> <p>https://youtu.be/NDrQFGE_tWA</p>	<p>Connecting with the concept of working together, the teacher may tell about a family of weavers who work together to make sarees known as Pochampalli for their livelihood. The focus will be on:</p> <ul style="list-style-type: none"> • cloth weavers and their troubles • pochampalli craft work • relationships and family 	<p>Students will be able to explain the process of Pochampalli cloth weaving and craft work.</p> <p>Students will be able to express their views.</p>
Relationships and family	<p>Picture of: cleaning drive or tree plantation, Dussehra celebration (Ravan)</p> <p>Weblink https://youtu.be/faET6Jy92Qo</p>	<p>The teacher may ask the students to think where they have seen people working together. The following responses may appear:</p> <ul style="list-style-type: none"> • In wedding functions • Annual day celebration • Cleanliness drive (सफाई अभियान) • Celebration of festivals (रावण बनाने में) <p>Students can be allowed to think what would happen if one person has to do all the tasks in any one of the above mentioned acts.</p> <p>Let them discuss and conclude that family and neighbourhood help each other and together they are able to make difficult tasks easier.</p>	<p>Students will be able to appreciate the concept of relationships and its importance.</p> <p>Students will be able to know the importance of neighbourhood, community living and participation.</p>
Our helpers and occupations	Picture of occupational tools and equipments	<p>A discussion may be initiated with students asking how different people around us help us in our day-to-day life and its smooth functioning? The students will discuss in their groups and write the names of our helpers. They may be asked to think and write the name of the tools and equipments used by them.</p>	<p>Develop respect and empathy for all the occupations, people doing that occupation (our helpers) and understand their need in our daily life.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Tools and equipments	<p>Web link</p> <p>https://diksha.gov.in/play/content/do_31244338295452467224569?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</p>	<p>Let them present their work to the entire class.</p> <p>The following names appear: mason, electrician, plumber, milkman, tailor, sanitary workers, grocer, blacksmith, vegetable seller, hairdresser, watchman.</p> <p>The equipment used by them will also be discussed. Here the concept of different occupations may also be introduced.</p> <p>The teacher may tell them that puppet making is also an occupation. The teacher will focus the discussion on what would happen if these helpers do not do their work?</p> <p>Let them discuss and make the conclusion that everyone is equally important and we should respect all the occupations.</p>	<p>Students will recall and share the tools and equipments used by different people in their neighbourhood. For eg. sewing machine for tailors, broom and mop for sanitary workers.</p>
पापा जब बच्चे थे	<p>https://drive.google.com/open?id=1c4wbOvZLVij1yY_TcrnToQIivHlvN7Ga</p>	<p>इसी चर्चा को आगे बढ़ाते हुए विद्यार्थियों से पूछा जाएगा कि वे बड़े होकर क्या बनाना चाहते हैं? साथ ही उनको यह भी बताएंगे कि जब वे खुद छोटे थे तो कैसे हर थोड़े दिन बाद उनकी पसंद बदलती रहती थी।</p> <p>विद्यार्थी अपने-अपने पसंद के व्यवसाय का नाम लेंगे। विभिन्न व्यवसायों से जोड़ते हुए हिंदी की एक कहानी 'पापा जब बच्चे थे' को उचित भाव एवं उच्चारण के साथ पढ़ेंगे तथा विद्यार्थियों को चर्चा के माध्यम से नए शब्दों से परिचित करवाया जाएगा। विद्यार्थी उत्सुकता पूर्वक इस चर्चा का हिस्सा बनेंगे।</p>	<p>पाठ में आए नए शब्दों को संदर्भ में समझ कर उनका अर्थ ग्रहण करते हैं। विद्यार्थी अपनी सोच और भावनाओं को बगैर डर और संकोच के व्यक्त कर सकने योग्य बनते हैं। निजी अनुभवों को जोड़ते हुए उनसे उभरी संवेदनाओं और विचारों की मौखिक अभिव्यक्ति करते हैं।</p>
Art Education	Chits on which name of occupation is written	<p>कक्षा में समूह बनाकर उनको कुछ पर्चियां दी जाएंगी जिनमें व्यवसाय के नाम लिखे होंगे, बच्चों को उसके अनुसार अभिनय करना होगा तथा बाकी की कक्षा को यह पता लगाना होगा कि वे किस का अभिनय कर रहे हैं। विद्यार्थी अभिनय करेंगे एवं अनुमान लगाएंगे। कहानी के अंत में विद्यार्थियों का ध्यान इस ओर आकर्षित किया जाएगा कि एक अच्छा इंसान बनना सबसे ज़रूरी है। व्यवसाय से ही जोड़ते हुए शिक्षक English के पाठ Pinochhio को पढ़ा सकते हैं।</p>	<p>Students will be able to act and perform confidently.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Pinocchio	https://ncert.nic.in/textbook.php?deen1=9 -9	<p>The students may be asked to take a picture walk in which they observe the chapter and its pictures and frame a story on their own. They may do this task in their groups. Let them explore their creativity and come forward to share their thoughts with the class. The teacher may take their stories forward by telling them the story of Pinocchio with proper expressions, intonation and stress. The Students may be asked to read aloud the text and then give a silent reading as well. New words will be discussed with them and students will be made aware of some opposite words and synonyms from the text.</p> 	LSRW skills of students will strengthen and they will be able to tell the meaning of new words, synonyms and opposite words from the text.

Suggestions for Teachers:

- To develop empathy and respect towards all occupations and helpers, "Thank You" card making activity may be done. Those cards would be given to our helpers by the students.
- A role play activity can also be done for strengthening the concept of working together.

Extension of Learning:

- The students may ask their grandparents and parents about what they wanted to become in their childhood.
- They can make arrangements of Diwali (or any other festival of their choice) celebration to strengthen the concept of working together.

Multidisciplinary Teaching - Learning Plan - 11

Theme - Animals

Integrated Subjects: English (The Milkman's Cow), EVS (A Day with Nandu, Ear to Ear), Art Education (Origami Paper Work, Mask Making, Performing Art)

Duration: Minimum 9 hours

Specific Objectives: The students will be able to:

- imbibe kindness and sensitivity for animals
- develop the understanding that 'Kindness and love may succeed, where force can fail'
- appreciate the need of animals in our life
- make masks of their favourite animals
- enjoy the story of Nandu (elephant) and tell the name of animals used for traveling and carrying loads
- sensitise towards endangered animal species and understand the concept of wildlife centuries
- differentiate animals on the basis of:
 - ⇒ Ears can /can not be seen
 - ⇒ Hair/feathers on skin
 - ⇒ Lay eggs/give birth to young ones
- Strengthen and develop their LSRW skills
- Give example of the discipline followed by animals

Teaching-Learning Resources :




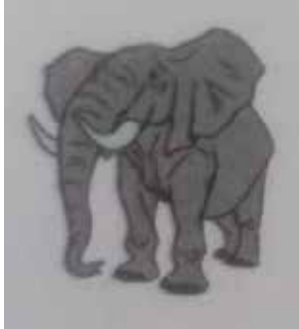
Colourful charts, crayons, thread, scissors, watercolours, origami sheets, markers, paper, chalk, blackboard, charts on which name of different animals is written

Prerequisite Knowledge : The students have:

- basic knowledge of the difference between birds and animals
- observed many animals in their neighbourhood
- seen elephants
- basic idea of modes of transport

**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		<p>A brief discussion can be done about the concepts taught in the previous class.</p> <p>The teacher may initiate the discussion by asking if they or their parents have ever helped any animals or birds or if they have any pet at home. Encourage students to come forward and share their story with the class. After listening to their stories the teacher may ask them to make groups and discuss the situations in which they feel bad the most. Let them discuss and the teacher may prompt them to think about the reasons due to which animals may feel bad.</p> <p>Let them generalise that animals too need love and care.</p>	Students will respond by answering the questions asked.
The Milkman's Cow	Link: https://ncert.nic.in/ncerts/l/deen106.pdf	Connecting with this discussion the teacher may tell the story 'The Milkman's Cow' with proper voice modulation and expressions, new words and describing words may be explained. The students will be given the chance to read silently and then read aloud one by one. The students may be motivated to focus on the gist of the story that "One should always be kind and loving".	<p>Students will Imbibe kindness and sensitivity for animals.</p> <p>They will strengthen and develop skills of silent/loud reading.</p>
Mask making, performing art	Colourful charts, crayons, thread, scissors, watercolours, origami sheets, markers, paper	<p>Let the students think about why love conquers force and hatred. And ask them to give other examples where love is respected more.</p> <p>Students may be encouraged to create their own story of kindness. The teacher may facilitate them by writing some words on the blackboard.</p> <p>The students may be given the required material and facilitated to make masks of the animals in their stories.</p>	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes								
		The teacher must ensure that each student is involved in the activity. All students should be given a chance to present their stories and act as well.	Students will make masks of their favourite animals.								
Ear to Ear	Chart, picture/videos of some animals.   	<p>After the completion of the previous activity the teacher will ask the students to discuss and gather information according to the table drawn on the chart.</p> <table border="1"> <thead> <tr> <th>Name of the animal</th><th>Ears can/ can't seen</th><th>Hair/ feather on their skin</th><th>Lay eggs/ give birth to the young ones</th></tr> </thead> <tbody> <tr> <td>Eg. elephant, monkey, cat, frog, lizard</td><td></td><td></td><td></td></tr> </tbody> </table> <p>Students will be encouraged to think of other animals/birds to be added in the table. On the basis of the tables made by them, their mistakes and queries will be discussed and explained by the teacher. The students can be asked to collect the pictures of different animals and paste in their copies.</p>	Name of the animal	Ears can/ can't seen	Hair/ feather on their skin	Lay eggs/ give birth to the young ones	Eg. elephant, monkey, cat, frog, lizard				Students will be able to differentiate animals on the basis of features such as ears, hair, etc.
Name of the animal	Ears can/ can't seen	Hair/ feather on their skin	Lay eggs/ give birth to the young ones								
Eg. elephant, monkey, cat, frog, lizard											
A Day with Nandu	Video/Image of the elephant 	<p>The students may be facilitated to think and make a list of how animals help human beings. The teacher may motivate them by giving enough hints and prompting them to think about the appropriate behaviour of human beings towards animals. The students may discuss in their groups and then present their thoughts. The teacher may summarise the students' thoughts and further explain the importance of animals in human's life.</p> <p>Connecting with the discussion the teacher may tell the story of Nandu elephant focussing on:</p> <ul style="list-style-type: none"> Group of elephants is called a herd 	Appreciate the need of animals in our life.								

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> How do elephants feel when kept in chains? On which animal have you taken a ride? Role of animals as mode of transport. <p>All the focussed points will be made clear with discussion.</p>	Students will be able to enjoy the story of Nandu (elephant) and tell the name of animals used for travel and carrying loads.
Endangered animals	<p>Fold chits of names of animals</p> <p>Audio of Voices of some animals</p> <p>https://youtu.be/t99ULJjCsaM</p>	<p>The teacher will encourage the students to come and pick one chit and act/mimic according to the animal's name written on that chit. Let the students act according to their creativity and help others to guess it right. Here the teacher may prompt them to tell about the discipline followed by animals (eg. discipline of ants, elephants may be discussed).</p> <p>At the end the students may be made aware about some endangered species (asian lion, bengal tiger, blackbuck etc) and wildlife centuries and be sensitised towards our responsibility in protecting and loving the animals.</p>	Students will be sensitised towards endangered animal species and develop the concept of wildlife centuries and learn about the discipline followed by animals.

Suggestions for Teachers:

- The teacher may let students explore names of National Parks by giving them some hints and asking them to locate these on the map of India.
- The names of young ones of the animals may be discussed with this theme.

Extension of Learning:

- The students may be given the task to search more about endangered species and list such animals.
- They may be asked to prepare posters on 'Save Animals'.
- The students may be asked to explore the names of different types of animal houses.

Multidisciplinary Teaching - Learning Plan - 12

Theme - Our Food

Integrated Subjects : EVS (Spicy Riddles, Taste Buds), Hindi (थप्प रोटी, थप्प दाल), EVS (Map), Art Education (Play/Natak/Abhinay)

Duration: Minimum 9 hours

Specific Objectives:

The students will be able to:

- develop respect for homemakers and value their efforts
- help their parents in domestic chores (kitchen work and outside work)
- list the names of spices, identify them and mention their uses
- locate the states where these spices are grown (on map)
- differentiate among the various spices on the basis of taste (sweet, sour and salty)
- discuss about their home states along with some neighbouring states
- make bread sandwiches on their own
- अभिनय करते हुए 'थप्प रोटी, थप्प दाल' नामक कहानी को प्रस्तुत कर पाएँगे

Teaching-Learning Resources:


Different spices (clove, black pepper, cumin, phanel, red chilli, turmeric) picture/video showing tongue and taste buds on them, political maps of India, markers, charts, papers, colours, some raw vegetables like cucumber, tomato, onion, bread (can be asked to bring from home on previous day)

Prerequisite Knowledge: The students:


- know about some spices
- know the taste of some dishes
- can tell the name of some states of India
- have eaten sandwiches before

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		A brief discussion may be initiated to assess students previous learning for the purpose of recapitulation.	Strengthen their concepts taught in previous class.
Spicy Riddles	Link: https://ncert.nic.in/textbook.php?deap1=25-27	<p>The teacher may initiate a discussion on who cooks food in their home. Why does only that person cook daily? How do you feel when you have to manage the whole group work alone? What if they have to manage the whole kitchen work or market work without anyone's help? Let the students discuss, assume, and conclude.</p> <p>The teacher may give feedback and right direction to help them reach the right conclusion. This discussion may lead them to realise that homemakers are equally important and they should offer their help in household chores whatever and wherever needed. Then the teacher will ask the following riddle to the students-</p> <p>‘Grind me and powder me to make your food look yellow I am mixed in oil by granny and applied to heal the wounds quickly’ The student may be motivated to solve the riddle.</p>	<p>Students will develop respect for home makers and value their effects.</p> <p>They will help their parents in domestic chores and sharing the responsibilities.</p>
Spices and their uses	Some chits on which name of spices are written and some slips on which some riddles explaining the spices are written, sample of spices (5 sets)	Students will be asked to form groups and will be provided with slips and asked to match the name of the spice with the riddle explaining it. Let them talk, discuss, explore and reach the conclusion by guessing the spices right.	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		The teacher will write their response on blackboard. They may be facilitated to explore more about the spices and their uses. Let them present and share their experiential knowledge about the spices used in their kitchen. Students can further be shown samples of spices and motivated to identify them. From this they may formulate/generalise the uses of different spices. Here the teacher may ask questions such as from where do they get these spices? How do they think these spices grow or are extracted? Let them think.	Students will list the names of spices, identify them and write their uses.
Hometown and neighbouring states.	Political maps of India.	<p>Teacher will try to look for any such response from above which relates to students' hometown. They will extend the discussion further to their hometown and some more neighbouring places. The teacher may present a political map of India. They may be provided with maps (in groups) and encouraged to locate the state of their hometown. The teacher may help them when needed. Here the students may be told about the states where spices like cumin, cinnamon, fennel, black pepper are largely grown and let them locate that states on the map.</p> 	<p>Discuss about their home states along with some neighbouring states.</p> <p>Students will be able to locate the states where spices are grown (on map).</p> <p>Vocabulary of students will be enhanced and new words will be learnt.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>They may be asked to name some famous dishes of a particular state or their hometown. Teacher will encourage them to write the names of spices, dishes and towns.</p> <p>A discussion may be initiated about their favourite dishes and they will be asked to think and discuss how those dishes are prepared.</p> <p>Students may be motivated to ask this question to their parents/grandparents and list the names of spices used in that particular dish.</p> <p>They may be asked to bring some raw vegetables like cucumber, tomato, onion, bread, some spices, lemon, sugar, salt and paper plates. The teacher may suggest them to bring these ingredients in group. The students may themselves distribute the responsibility of who will bring what in their group.</p>	
Tasting buds	Picture / video showing tongue with different tasting	<p>Next day the teacher may ask them to make bread sandwiches in their groups and motivate them to</p> 	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>include every group member. Let them collaborate and enjoy themselves. Some samples may be collected from them like lemon, sugar, salt or the teacher may bring some spices or some food items of sweet, sour, bitter and salty taste. Group wise one student will be called and blindfolded. They will be given one thing to taste and they have to tell the name of that thing. Let the students guess and feel the taste.</p> <p>The teacher may initiate the discussion on tasting buds present on our tongue. Let the students discuss at what portion of tongue they get a taste of sweet, salty, bitter, sour, chilly. A picture/video to strengthen this concept of tasting buds may be shown to them. They may be encouraged to draw that in their notebooks.</p> <p>The students may be given the task of collecting some spices in transparent packets and pasting those packets on a chart. The name of the spices may also be written below them. The teacher may help them whenever needed.</p>	Differentiate among various spices on the basis of their taste (sweet, sour and salty).
थप्प रोटी, थप्प दाल	<p>Link: https://ncert.nic.in/textbook.php?dhhn1=10-14</p>	<p>Historical background of the spices like clove- Indonesia, black pepper- Malabar coast, may also be shared. After this activities some knowledge of grains like wheat, rice and some pulses may also be shared.</p> <p>इसी चर्चा को आगे बढ़ाते हुए 'थप्प रोटी, थप्प दाल' के विषय में चर्चा की जाएगी एवं विद्यार्थियों से घरेलू खेलों से संबंधित प्रश्न पूछे जा सकते हैं। उनके द्वारा बताए गए खेलों जैसे घर-घर, छुपन-छुपाई आदि पर चर्चा करते हुए कहानी को सुनाया जाएगा एवं नए शब्दों पर चर्चा की जाएगी।</p>	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Art Education (Play/Natak/ Abhinay)		<p>After this the students may be motivated to present the play 'थप्प रोटी, थप्प दाल' in dialogue form .</p> <p>The students may present the play in dialogue form and learn coordination and teamwork. The teacher may help them whenever needed.</p>	<p>अभिनय करते हुए 'थप्प रोटी, थप्प दाल' की कहानी को प्रस्तुत कर पाएंगे।</p> <p>Language skills of students will be enhanced as they will be involved in writing dialogues.</p>

Suggestions for Teachers:

- The teacher may elaborate this lesson plan for including the poem 'Noses' (English) along with the concept of taste buds.
- Concept of ingredients may be included. Cereals and pulses can be elaborated with the concept of food.
- Healthy and fast food can also be discussed.

Extension of Learning:

- Discuss with their parents/grandparents about the spices they used to grow in their villages.
- Make charts on healthy food/unhealthy food.
- Make sprout chaat/aloo chaat.

Multidisciplinary Teaching - Learning Plan - 13

Theme - Unity in Diversity

Integrated Subjects : SST (हम सब भारतीय हैं), English (The Scholar's Mother Tongue), Art Education and Performing Arts.

Duration: Minimum 9 hours

Specific Objectives: The students will be able to:

- appreciate the importance of language for communication
- imbibe the feeling of equality and oneness
- sensitise towards North-Eastern and South Indian people
- tell about seven sister states (Arunachal Pradesh, Sikkim, Assam, Nagaland, Meghalaya, Mizoram, Tripura) and locate these states on a map
- learn to give importance and respect to everyone's mother tongue
- appreciate others irrespective of color, features, language and costume
- name some languages spoken in different states (Orissa, Karnataka, Assam, Andhra Pradesh, Maharashtra, Kerala)
- locate different states in the map of India
- perform and enact any play
- write and deliver dialogues with confidence

Teaching-Learning Resources: Chits on which some dialogues are written, map of India, video showing people of North-East, charts, origami sheets, fevicol, scissors, tape, colours

Prerequisite Knowledge:



- The students have seen the people of North-East and South Indian states.
- They have observed the difference in their language and appearance.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		A brief discussion may be initiated to assess students previous learning for the purpose of recapitulation.	Strengthen their concepts taught in previous class.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Importance of language	Slips on which some dialogues are written	<p>The teacher may start the discussion with a game called 'What I Said'? Some dialogues are written on the slips and students will come and pick one slip. They have to make the class understand, what is written in that slip without uttering a word. Let the students use their creativity to speak without using language. For eg. an old woman is holding a bag, a monkey is eating a banana, etc.</p> <p>Student will be asked what they found easier for communication- language or enactment/gesture? And why? Is the language of every person same? Have you seen someone talking in a language which is not understood by you? When? And how do you understand what is being said? Have you seen anyone making fun of others' language? Let the students discuss in groups and explore the questions asked and conclude the importance of language.</p> <p>The teacher will ask them to share their thoughts and summarise them. The teacher may tell them the story of Mogli from Jungle Book to help them understand that the language of love is most important .</p>	<p>Students will accept the importance of language for communication.</p> <p>Students will learn to give importance and respect to everyone's mother tongue.</p>
Seven sisters state	Map of seven sister states	<p>India is a country of diversity in terms of language, culture, climate, region, religion etc.</p> <p>इसी चर्चा को आगे बढ़ाते हुए शिक्षक "हम सब भारतीय हैं" की शुरुआत कर सकते हैं। इसके दौरान निम्न बिंदुओं पर चर्चा की जा सकती है:</p> <ul style="list-style-type: none"> पूर्वोत्तर क्षेत्र (सात बहनों का क्षेत्र), जलवायु की भिन्नता के कारण वहां के लोगों का खान-पान, रहन-सहन, रंग-रूप और पहनावा भिन्न और हमसे अलग है। भारत के मानचित्र में पूर्वोत्तर क्षेत्रों को दर्शाना। 	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
	<p>Link: https://www.youtube.com/watch?v=H6KJ8_jMyFs</p>	<ul style="list-style-type: none"> वीडियो के माध्यम से इन पहाड़ी क्षेत्रों के कठिन जीवन की झलकियां दिखाना। पर्वतीय क्षेत्र, मैदानी क्षेत्र, मरुस्थलीय क्षेत्र, दक्षिणी क्षेत्र, द्वीप समूह (समुद्र तटीय क्षेत्र) के विषय में जानकारी देना। <p>चर्चा करते हुए विद्यार्थियों से पूछा जा सकता है कि उनमें से कोई क्या पूर्वोत्तर राज्यों में घूमने गया है? अगर हाँ, तो कौन से राज्य में? वहाँ के निवासियों ने आपके साथ कैसा व्यवहार किया?</p> 	<p>Students will be able to tell about seven sister states (Arunachal Pradesh, Sikkim, Assam, Nagaland, Meghalaya, Mizoram, Tripura) and locate them on a map.</p>
The Scholar's Mother Tongue	<p>Political map of India</p> <p>Link: https://ncert.nic.in/textbook.php?deen1=6-9</p>	<p>इसी चर्चा को आगे बढ़ाते हुए विद्यार्थियों का ध्यान इस ओर आकर्षित किया जा सकता है कि भले ही हम सब रंग, रूप, भाषा, स्थान, वेशभूषा, धर्म इत्यादि में भिन्न हों परन्तु 'हम सब भारतीय हैं। हम सब एक ही देश 'भारत' के निवासी हैं।</p> 	<p>Students will imbibe the feeling of equality and oneness.</p> <p>They will be able to locate different states in the map of India.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Let students further discuss in groups on the questions asked and present their thoughts. This may be helpful to generalise the concept of unity and oneness among us.</p> <p>They may be asked to search the languages spoken in different states of India in groups (five states each group). They may themselves choose five states from the map of India. Also, they can be asked to search a word in four-five different languages for example maa, mother, aayi, mahtari, amma, etc. all are the words used for mother.</p> <p>Next day the teacher may ask them to present their work and ask some prompting questions. Connecting to the language Telugu spoken in Andhra Pradesh, the teacher may tell students about an interesting story “The Scholar’s Mother Tongue”. The students may be asked how they can find out someone’s mother tongue without asking them directly.</p> <p>Let students think and discuss on finding out the same. The teacher may tell them the amazing way adopted by Birbal once in the story “The Scholar’s Mother Tongue”. The story will be told with proper gestures, voice modulation, and expressions. New words may be explained by the teacher.</p>	Students will tell the meaning of new words and try to use them.
Art education and performing arts.	Charts, origami sheets, fevicol, scissors, tape, colours	The teacher may encourage students to form groups and convert the story in dialogue (play) form. They may also be given a chance to think of a different ending and present that story too. Students may be provided with charts, origami sheets, fevicol,	Students will be able to perform and enact any play. Students will be able to write and deliver dialogues with confidence.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>scissors, tape, colours etc. to create necessary props. The teacher will observe and make sure that all the students get an equal chance to be involved in the task.</p> <p>Let students enjoy the task and present their play in the class. The teacher may help them in dialogue writing.</p>	

Suggestions for Teachers:

- More stories of North-Eastern or South Indian people may be shared to sensitise the students about how bad one feels when others make fun of one's mother tongue.
- Project work on different states may be given depicting their culture, costume, food, jewellery etc.
- Some dialogues may be given to the students and they may be asked to write them in five different languages.
- Home and Abroad (EVS) may also be taught along with this plan.
- Concept of unity in diversity may also be explained.

Extension of Learning:

- The students may ask their parents/ grandparents about some more words which they use while speaking in the village.
- The students can be asked to also share their folk songs.

Multidisciplinary Teaching - Learning Plan - 14

Theme - Sports (Part-1)

Integrated Subjects : EVS (Hu Tu Tu, Hu Tu Tu), SST (खेल-खेल में)

Duration : Minimum 12 hours

Specific Objectives : The students will be able to:

- appreciate sports and its importance in our life
- develop true sportsmanship
- develop awareness about the game of kabaddi and its various names
- sensitize towards gender equality and criticize gender discrimination
- appreciate the efforts of female sports persons who achieve success and break barriers of gender inequality
- recognise and cite some examples of sportspersons who won medals for India in Olympics
- perform some physical activities and simple yoga exercises to keep themselves fit
- do simple breathing exercises
- tell about different sports played in India for eg. chess, cricket, football, hockey, volleyball
- read and collect information from simple smart charts
- strengthen LSRW skills and speak 3-4 lines on their favourite sportsperson


Teaching-Learning Resources:

Charts, colours, markers, fevicol, scissors, tape, videos of different games, videos of winning moments of different players, pie chart and bar graph, photos of famous sportspersons

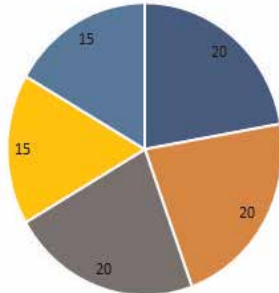
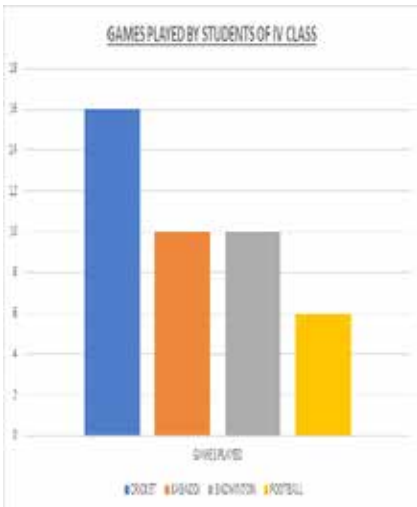
Prerequisite Knowledge: The students:

- have played many games for recreational purposes before
- have some information about some famous sports persons
- might have observed gender discrimination in their family or neighbourhood
- are aware of the basic concept of addition, subtraction and multiplication, and can read and comprehend simple sentence

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		A brief discussion may be initiated to assess students previous learning for the purpose of recapitulation.	Strengthen the concepts taught in previous class.
Discussion on games		The teacher will initiate the discussion asking students about their favourite game and how that game is played. The students may respond with pakdam pakdai, oonch neech ka papda, badminton, barf-pani, hide and seek etc. The teacher will ask them if they know any sportsperson and the game that they belong to? Students will that answer with the names like: Sachin, Virat Kohli, Mary Kom, Milkha Singh etc. The teacher may write their responses on blackboard.	Language proficiency of students will be strengthened.
Hu tu tu, Hu tu tu	Image of the game kabaddi Link: https://ncert.nic.in/textbook.deap1=10-27	<p>The teacher will then summarise their thoughts and tell them about the game of kabaddi, its rules of playing and its various names. The teacher may ask them if they know any local name of the game kabaddi.</p>  <p>The teacher may organise a match of kabaddi including all the students to reinforce their knowledge.</p> <p>The story of 'Three Sisters' from the chapter will be told and students' attention will be drawn towards gender discrimination. The students will share their observations in family and neighbourhood. The teacher will summarise their thoughts and students</p>	<p>Students will be able to tell about the game of kabaddi and its various names.</p> <p>Students will be sensitised towards gender equality.</p> <p>The students will be able to express themselves orally.</p> <p>They will appreciate the female sportspersons for achieving their goals despite all odds.</p>



		<p>will be made aware about the role they can play in breaking the prevailing inequality between boys and girls by discussing with their parents and neighbours.</p> <p>Examples from their surroundings will be taken up to motivate them, examples of female sportspersons like Geeta Phogat, Karnam Malleshwari, Saina Nehwal, P V Sindu etc. will be cited to make the students appreciate the efforts of females in achieving success despite all odds.</p>																							
Data interpretation (smart chart)	<p>Pie chart (roti chart)</p> <p>Bar graph</p>	<p>The teacher may show a pie chart to the class, depicting number of medals won by different states of India in the games. The students will try to understand the data and interpret the information. Following questions will be asked:</p> <p style="text-align: center;">MEDALS</p>  <table border="1"><thead><tr><th>State</th><th>Medals</th></tr></thead><tbody><tr><td>HARYANA_15</td><td>15</td></tr><tr><td>PUNJAB</td><td>20</td></tr><tr><td>BIHAR</td><td>20</td></tr><tr><td>SIKKIM</td><td>15</td></tr><tr><td>DELHI</td><td>20</td></tr></tbody></table> <p style="text-align: center;">GAMES PLAYED BY STUDENTS OF IV CLASS</p>  <table border="1"><thead><tr><th>Game</th><th>Number of Games Played</th></tr></thead><tbody><tr><td>Cricket</td><td>18</td></tr><tr><td>Badminton</td><td>10</td></tr><tr><td>Basketball</td><td>10</td></tr><tr><td>Football</td><td>6</td></tr></tbody></table>	State	Medals	HARYANA_15	15	PUNJAB	20	BIHAR	20	SIKKIM	15	DELHI	20	Game	Number of Games Played	Cricket	18	Badminton	10	Basketball	10	Football	6	<p>Students will be able to read and interpret the data.</p> <p>Students will be able to interpret and analyse the data.</p>
State	Medals																								
HARYANA_15	15																								
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Basketball	10																								
Football	6																								

		<ul style="list-style-type: none"> How many medals are won by Haryana? Which state got the highest medals? Which state got the least medals? <p>The students may be encouraged to read the data and write down the information asked. The teacher may help them wherever needed. Then, a bar graph is shown to them depicting the percentage of the games played by the children of class 4th.</p> <p>These questions may be asked:</p> <ul style="list-style-type: none"> Which game is played the most? Which game is played the least? How many children play badminton? <p>Let the students read and interpret the data and write their observations in their notebooks. The teacher may then summarise their responses.</p>	Writing skills of students will be enhanced.
खेल-खेल में चर्चा करना	इन खेलों से संबंधित कुछ वीडियो/चित्र इन खिलाड़ियों के चित्र एवं इनकी जीत से संबंधित वीडियो। https://youtu.be/klAbKqpTHpo	<p>खेल के बारे में और अधिक चर्चा करते हुए शिक्षक विद्यार्थियों को शतरंज, क्रिकेट, फुटबॉल, वॉलीबॉल, हॉकी, पोलो, कुश्ती, इत्यादि खेलों के विषय में बताते हुए इन खेलों के नियमों एवं खिलाड़ियों की संख्या के बारे में बताएंगे। साथ ही विद्यार्थियों को कक्षा के बाहर यह खेल खेलने का मौका दिया जा सकता है।</p> <p>जिन खिलाड़ियों में देश के लिए पदक जीते हैं उनकी चर्चा की जाएगी ताकि विद्यार्थियों में उनके लिए सम्मान की भावना जागृत हो सके (अभिनव बिंद्रा, गगन नारंग, साक्षी मलिक, पी.वी. सिंधु, विजेंद्र सिंह, मीराबाई चानू, योगेश्वर दत्त, लिंडर पेस)।</p> <p>Connecting to the latest discussion the students may be encouraged to come forward and tell three-four lines about their favourite sportsperson.</p>	<p>Students will be able to tell about different sports played in India eg. hockey, volleyball and polo.</p> <p>जिन खिलाड़ियों ने मेडल जीतकर देश को गौरवान्वित किया है उनके बारे में बता पाएंगे।</p>
Breath in, breath out (yoga)		After the discussion the teacher will ask them to sit in a calm position and breathing exercise will be conducted in the class/ playground.	Students can do simple breathing exercises.

Importance of physical activities and yoga	Videos/photos of simple yoga exercises https://youtu.be/A0dkwlrC6ok	The students will be facilitated to know how important physical exercises are. The students will be motivated and told that yoga keeps the body calm, positive and strong. One should practice yoga or physical exercise to stay fit. Videos of simple yoga will be played. Let the students do the simple yoga exercise with the help of the teacher.	Students will perform some physical activities and simple yoga exercises.
Art integration	Charts, colours, markers, fevicol, scissors, tape	The teacher may encourage students to make placards, posters, charts, etc. to promote fitness and physical exercises in the school. Their work will be appreciated by the teacher.	Students will be able to make charts, posters and placards.

Suggestions for Teachers:

- The teacher can continue the lesson plan by including the poem 'Run' (link: https://drive.google.com/file/d/1h9K5dooorg27CRGuKGjj0N72h_0N5Rd/view?usp=sharing).
- An inter-class sports competition may be organised.
- A campaign may be organised in the neighbourhood to promote fitness and yoga.

Extension of Learning:

- The students may discuss with their parents/grandparents about the discrimination they have faced or observed.
- The students may organise a campaign to sensitise the people in the neighbourhood about equality for girls and boys.

Multidisciplinary Teaching - Learning Plan - 15

Theme - Books

Integrated Subjects : English (Going to Buy a Book), EVS (Places Around Us), Maths (Addition, Subtraction, Multiplication and Division), Art Education (Bookmarks)

Duration : Minimum 9 Hours

Specific Objectives : The students will be able to:

- tell the names of some story books (Panchtantra, Arabian Nights, Malgudi Days)
- develop interest in reading and buying books
- tell the meaning of signs written in various places like library, doctor's place, post office, etc.
- describe places around us (library, market, school, hospital etc.)
- carry out a brief conversation involving seeking and giving information
- practice the usage of future tense
- describe and write about their favourite books in 4-5 sentences
- appreciate the concept of class library
- do basic mathematical calculations
- make bookmarks

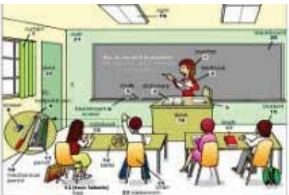
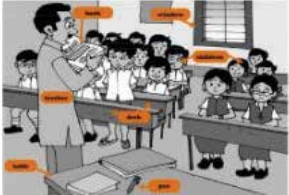

Teaching-Learning Resources:

Video/images of library, hospital, school, post office, etc, colours, old wedding cards, scissors, coloured charts, fevicol, image/video of a class library, newspaper cuttings

Prerequisite Knowledge : The students know :

- simple addition, subtraction and multiplication
- how to read and comprehend simple sentences in English


**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on previous class		A brief discussion may be initiated to assess students previous learning for the purpose of recapitulation.	The concepts taught in the previous class will be strengthened.
Places Around Us	<p>Video/images of Library, hospital, school, post office etc.</p>    <p>Link: https://drive.google.com/open?id=1CzQ8ulrды1AUbwTpSyqQARwR86YpBxM9</p>	<p>The teacher may start the class by showing the images/videos of library, hospital, school, post office, vegetable shop, toy shop etc. Let them form groups and discuss what are the words written in the places shown to them? They have to make the list in their notebooks. Let them share their list with others and other students may add the left out words. The teacher may write those words on the blackboard. For eg. for school, following words may appear- principal office, staff room, computer lab, reception, help desk, library, primary wing, stairs, hall, ground, sports room, etc.</p> <p>Connecting to this activity, the teacher may ask them from where can they get books to read? The students may respond by saying library, book shops or by borrowing from others. The teacher may write their responses on the blackboard and further ask them which type of books they want to read. Have they ever read any books other than their prescribed textbooks? If yes, name some. The teacher will write all the responses on the blackboard for further discussion. To motivate the students to read, the teacher may organise a visit to a nearby bookshop or central library.</p>	<p>Students will be able to describe places around us (library, post office, vegetable shop etc).</p> <p>Students will be able to tell the meaning of signs written in the library, doctor's place, toy shops, vegetable shops, post office.</p>
Books (Poem)		Connecting the discussion the teacher may recite the poem 'Books' with correct rhythm, expression,	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																		
		intonation and stress. The students may be asked to recite the poem in groups and underline the words which they find new or unfamiliar. They will be encouraged to guess their meaning according to the context and can be further explained by the teachers.																			
Addition, subtraction, multiplication and division	Link: https://drive.google.com/open?id=1CzQ8ulrddy AubwTpSyqQARWR86YpBXM	<p>Connecting with the above activity, the teacher may give the students a situation, where they have to go to a bookshop and buy books. They have only Rs.650 with them. Which books do they want to buy among the following and how many? (This is a group activity)</p> <table><tr><th>Name of the book</th><th>Price (in Rs.)</th><th>No.</th></tr><tr><td>Panchtantra</td><td>25</td><td>--</td></tr><tr><td>Doremon and Friends</td><td>30</td><td>--</td></tr><tr><td>Malgudi Days</td><td>40</td><td>--</td></tr><tr><td>Fairy Tales</td><td>15</td><td>--</td></tr><tr><td>Arabian Nights</td><td>35</td><td>--</td></tr></table> <p>Let the students work in groups to add, subtract, multiply and divide and complete the table. They will present their completed table in class and share their thoughts on how they calculate and formulate.</p>	Name of the book	Price (in Rs.)	No.	Panchtantra	25	--	Doremon and Friends	30	--	Malgudi Days	40	--	Fairy Tales	15	--	Arabian Nights	35	--	<p>Students will be able to tell the names of some story books (Panchtantra, Arabian nights, Malgudi days).</p> <p>Students will be able develop interest in reading and buying books.</p> <p>Students will be able do the basic mathematical calculations.</p>
Name of the book	Price (in Rs.)	No.																			
Panchtantra	25	--																			
Doremon and Friends	30	--																			
Malgudi Days	40	--																			
Fairy Tales	15	--																			
Arabian Nights	35	--																			
		The teacher will observe their calculation and give feedback.																			



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Going to Buy a Book		<p>The teacher may give more such questions to strengthen their skill of calculation.</p> <p>Connecting with the discussion the teacher may tell them a story of two children 'Going to Buy a Book'. The teacher will read the story (model reading) with correct pronunciation, expression and voice modulation. The students may be asked to read silently and then read aloud one by one. They may be motivated to discuss new words from the text and conclude their meaning.</p> <p>The teacher will summarise their discussion. The teacher will motivate them to imagine that if they go to the bookshop/ market the next day what will they do there?</p> <p>Write 5 sentences beginning with....</p> <p>I shall..... I shall..... I shall..... I shall..... I shall.....</p>	
Future tense	Newspaper cuttings	<p>The introduction of future tense may be given in structured format. Let the students recall and connect with their previous learning that in future tense we use WILL/SHALL. The teacher may ask them to find out such (future tense) sentences from the newspaper cuttings provided to them and try to predict their meaning. This activity can be done in groups, as well as individually. The teacher may ask them to write 4-5 sentences on their experience of buying books.</p>	<p>Students will be able to practice the usage of future tense.</p> <p>Students will be able to enhance their reading skills and creative expression.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Bookmarks	Colours, old wedding cards, scissors, coloured charts, fevicol	After the discussion, students may be provided with colours, old wedding cards, scissors, coloured charts, fevicol and are encouraged to make bookmarks (individual activity).	Students will be able to make bookmarks.
Class library	Image/video of a class library (Some schools already have class libraries in their schools) 	The concept of room library may also be used to encourage the students to read more and more books. They may be motivated to write/speak five lines on 'My favourite book.' The teacher may facilitate them to express their thoughts freely and help them whenever needed.	Students will be able to appreciate the concept of class library. Students will be able to describe their favourite books in 4-5 sentences.

Suggestions for Teachers:

- The teacher may organise quiz competitions on the books available in the library, to help students build a habit of reading books.
- A visit to the book fair can be organised.
- More situational problems to solve basic mathematical operations can be given.
- Teacher may also discuss the origin of books and can ask the students to make the cover page of books.

Extension of Learning:

- The students may be encouraged to donate their old books in the class library or to someone in need.
- The students can ask their parents/grandparents about the books they have read.
- They can be encouraged to make their own story books and asked to keep their books tidy and protected.

Multidisciplinary Teaching - Learning Plan - 16

Theme - Transportation

Integrated Subjects : EVS (Reaching Grandmother's House, Kinds of Transport), SST (दिल्ली से भारत की ओर), Maths (Speed, Distance and Time, Relationship between them) (Only Concept), Hindi (नाव बनाओ, नाव बनाओ), Art and Craft (Paper Boat), G.K.

Duration: Minimum 10 Hours

Specific Objectives: The students will be able to:

- share the experience of going to their grandparents or other relatives' homes
- tell about the means of transport and their kinds
- locate - Jammu, Kashmir, Punjab, Rajasthan, Gujrat, Maharashtra, Karnataka, Kanyakumari, Hyderabad, Kolkata on the map of India.
- know some facts about the above mentioned states
- recite the poem with proper expressions, rhythm, intonation and stress
- make a beautiful paper boat
- know about speed, distance, and time and the relationship between them


Teaching-Learning Resources: Map of India, paper, scissors, origami sheets, colours

Prerequisite Knowledge : The students have :


- travelled in different kinds of transport
- heard about some states and have some knowledge of their important and famous features

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Reaching Grandmother's House	Link: https://drive.google.com/open?id=1dtb5QVzTinCC1a-7npLQqxDefj9qq9UK4	At the beginning of the class the teacher may ask the students where their grandparents live. Do they live in different villages or states? The students will share the stories told by their grandparents and the values gained from them or the learning they inculcate may be shared with the whole class.	Students will be able to share the experience of going to their grandparents or other relatives' homes.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Kinds of Transport	Pictures of different kind of transport	<p>The students may note down the values which their grandparents taught them in their notebooks. This can be done in the groups. Taking forward discussion, the teacher may introduce the chapter- 'Reaching Grandparents House' and following points may be discussed-</p> <ul style="list-style-type: none"> • Different kinds of transport • Railway ticket • Concept of speed, distance and time, and their relationship • State- Kerala 	Students will be able to tell about the means of transport and their kinds.
Speed, Distance and Time, Relationship between them		<p>The students may be given the situation that if a train from Goa to Kerala took 24 hours to cover the distance of 1800 Kms, then what will be the speed of that train? Here the teacher may inculcate the concept of speed, distance, time and their relationship i.e $\text{speed} = \frac{\text{distance}}{\text{time}}$. They may be given more such questions related to bus, car, plane etc. and their speed to strengthen their concept.</p>	Students will be able to know about speed, distance, and time, and the relationship between them .
दिल्ली से भारत की ओर	Map of India	<p>Telling about Kerala, the students will be asked to observe the following in the map given to them in the groups-</p> 	Students will be able to locate Jammu, Kashmir, Punjab, Rajasthan, Gujrat, Maharashtra, Karnataka, Kanyakumari, Hyderabad and Kolkata on the map of India and tell some informations related to them.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Jammu, Kashmir, Punjab, Rajasthan, Gujrat, Maharashtra, Karnataka, Kanyakumari, Hyderabad and Kolkata. To continue with this activity 'दिल्ली से भारत की ओर' may be introduced by the teachers and the following points may be discussed-</p> <ul style="list-style-type: none"> • Different states and their characteristics. • Directions • Weather • Industries-(cotton, sugar and jewellery industries) • Rivers from these states 	
G.K		<p>After the discussion, the following worksheet of G.K may be given to them:</p> <ol style="list-style-type: none"> 1. Which state is known as the pink city of India? 2. Kolkata is situated on the bank of which river? 3. Which state of India is known as the Silicon Valley? 4. Which lake of Srinagar is world famous? 5. What is the capital of Andhra Pradesh?..... 	Students will be able to know some general knowledge facts about the above mentioned states.
Hindi (नाव बनाओ, नाव बनाओ)	Link: https://drive.google.com/open?id=1LbPXd3Z3hjHbvaoPkcYJtKh-a1_jy3Au	Rivers and water transport may be discussed and followed by the recitation of the poem 'नाव बनाओ, नाव बनाओ' with proper expressions, rhythm, intonation and stress. The students may recite the poem in groups/individually. The teacher will motivate them to recite the poem and describe new words and rhyming words from the poem.	Students will be able to recite the poem with proper expressions, rhythm, intonation and stress.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Art and Craft (Paper Boat)	Paper, scissors, origami sheets, colours	Distributing the required material, students may be asked to form groups and make a paper boat. Let them think creatively, discuss, and make a poem on boats. They may be motivated to write a few lines on their experiences of boating. 	Students will be able to make a beautiful paper boat and enhance their writing skills.

Suggestions for Teachers:

- The teacher may ask the students to make paper aeroplane as well.
- Famous dishes of any state may be discussed and prepared in groups. for e.g- Bhel Puri.
- Draw using thumb impressions of the grandparents.

Extension of Learning:

The students may:

- give 'Thank You card' to their grandparents
- learn to recite the favourite bhajan of their grandparents
- write five lines on any state
- do anything that makes their grandparents happy

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Class 4
Multidisciplinary Teaching Learning Lesson Plan

S.no.	Theme	EVS	Mathematics	SST	English	Hindi	Art/Physical Education
17	Fields and Fences	Basva's Farm	Fields and Fences	-	Alice in Wonderland	-	Scenery of Park
18	Trip	Omana's Journey	A Trip to Bhopal	-	-	-	-
19	Life Skills	Defence Officer Wahida	The Junk Seller	-	-	-	Role-play
20	Market	From Market to Home	Halves and Quaters	-	Going to Buy a Book	-	-
21	Sports	-	Long and Short	-	Adjectives	-	Long Jump and Race
22	Time	-	Tick!Tick!Tick!	-	Neha's Alarm Clock	-	-
23	Sharing	-	Tables and Shares	-	-	दान का हिसाब	-
24	Trees	The Story of Amrita	-	-	The Little Fir Tree	-	-

Multidisciplinary Teaching - Learning Plan - 17

Theme - Fields and Fences

Integrated Subjects : Math (Fields and Fences), English (Alice in Wonderland), EVS (Basva's Farm), Arts (Drawing a garden)

Duration : Minimum 9 hours

Specific Objectives: Students will be able to:

- understand and use the concept of 'Perimeter and Area' in their day to day life
- change meter into cm and vice-versa
- gather information about tools and steps needed to grow crops
- comprehend small text
- learn new vocabulary
- draw a picture of a garden

Teaching-Learning Resources: Ruler, thread, colours, measuring tape, videos and photographs


Prerequisite Knowledge : Students know four basic operations of math and are able to measure the length of a straight object and they have visited a garden.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Perimeter	Ruler, pencil, math book, thread, square sheet, notebook	<p>Ask the students to measure the length and breadth of their Math-magic book.</p> <ul style="list-style-type: none"> • Do all the students get the same measurement? <p>Now, ask them to measure the boundaries of different objects in their surroundings like geometry box, lunch box, duster, desk, notebook, etc.</p> <ul style="list-style-type: none"> • This time do they get the same answers? <p>Discuss with them the concept of 'perimeter'.</p>	Students are able to apply basic operations of numbers in daily life.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Now, create small groups of 4-5 students and give them some curved objects and ask them, how we can measure its perimeter/boundary. Let them try and brainstorm. Guide them how to use thread or square sheet to measure the perimeter of an object with curved boundaries.	Students will be able to explore the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit.
Measuring Units-Meters and Centimeter	Measuring tape, pencil, notebook	Class will be divided into small groups and students will be asked to measure boundaries of their classroom, corridor and field. Use this activity to introduce the concept of meters and centimeters and how to change meters into cm and vice versa. 1m = 100cm 1cm = 1/100m	Students will be able to calculate the total length of boundaries of regular and irregular shapes. Students will be able to convert metre into centimetre and vice-versa. Students will be able to estimate the length of an object and predict the distance between two objects.
Area		Ask the students to count the number of tiles in their classroom. <ul style="list-style-type: none"> What will happen if we use smaller or bigger sized tiles than this? Do we need more tiles or less tiles? Ask students to count the number of tiles in different rooms of their home. Discuss with them the concept of area. 	Students will be familiarised with the concept of area.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
From area to perimeter to know-how of farming	School ground, Gardener	<p>Take students to the school playground. Divide them into smaller groups of 4-5 students as per your class size. Ask them to measure the size of the flower bed. Ask them to observe the distance between two plants.</p> <ul style="list-style-type: none"> Students will observe that different sized flower beds have different numbers of plants. How is the soil prepared to sow seeds or plant the saplings? If it takes 10 min to prepare 1 sqm of land, how much time will it take to prepare 20 sqm land? <p>Students can gather more information about farming by talking with their parents or grandparents.</p> <p>Students will discuss and share the information, they have gathered with the class and then students will read the story 'Basva's Farm'.</p> <p>Students will write 5-6 lines about the methods of farming they have learnt through Basva's story and the information they have gathered.</p> 	<p>Students will be able to explain the process of producing and procuring food items from source to home (i.e. crops from field to mandi and home).</p> <p>After this activity students will be able to tell about the methods of farming and empathise with the hardships a farmer and his family have to face.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Imagination and creativity		Ask the students to design and draw a garden of their dreams. Also, ask them to write different measurements required (length and breadth of garden, width of path, size of flower beds, etc.)	Students will be able to draw a picture of garden.
Alice in Wonderland	https://g.co/kgs/mjLHHg	Teacher will read the chapter 'Alice in Wonderland' in English along with the students. The students will discuss and then share about their dreams.	Students will learn new words and their usage and will also share their dreams with the class.

Suggestions for Teachers:

Teachers can make use of ICT lab to share videos with the students. Teachers can sing the song 'Alice in Wonderland' by Bill Evans along with the students.

Extension of Learning:

Students can do some activities from the Math textbook on their own.

Multidisciplinary Teaching - Learning Plan - 18

Theme - Trip

Integrated Subjects : Maths (A Trip to Bhopal), EVS (Omana's Journey), English (Speaking and Writing skills)

Duration : Minimum 10 hours


Specific Objectives : Students will be able to :

- make plans
- perform four basic operations of mathematics
- devise importance of time management and develop schedule
- describe briefly orally or in writing about places and/or personal experiences in their preferred language
- write diary
- locate a place on map

Teaching-Learning Resources : Weblinks, photos, ICT

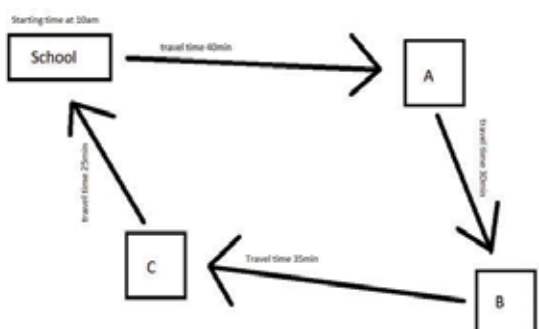
Previous Knowledge : Students have knowledge of four basic operations of mathematics. Students have experience of going on a trip.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Assessing previous knowledge		<p>Students are asked to share their experiences about any trip or school picnic they had gone to:</p> <ul style="list-style-type: none"> • Who planned the trip? • What did they like about the trip? • What preparations did they make before the trip? 	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																								
Divisions and data handling	https://diksha.gov.in/play/collection/do_313025061068791808111653?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3127709455644098561127	<ul style="list-style-type: none"> Students can imagine that each row in the class is a bus and they have to plan their own school picnic. Count the total number of students present in the class. Divide the students present such that each row will have an equal number of students. (Students will do the division themselves, teacher will only guide them). How many students do we have on each bus? Students will write the information in their notebooks while teacher will do the same on blackboard and the class will plan the schedule accordingly <p>Class and section- _____ Group number - _____ Name - _____ Total students- _____ Total number of students in a bus - _____ Total number of buses needed - _____</p> <table border="1"> <thead> <tr> <th>Destination</th><th>Time of arrival</th><th>Time of departure</th><th>Time needed to reach destination</th></tr> </thead> <tbody> <tr> <td>School</td><td>9:00 am</td><td>10:00 am</td><td>Time needed to reach destination from school is 40 minutes.</td></tr> <tr> <td>A</td><td>10:40 am</td><td>_____</td><td>1 hour for exploring the place. 30 minutes to reach A to B.</td></tr> <tr> <td>B</td><td>12:10 pm</td><td>_____</td><td>1 hour to explore the place. 35 minutes to reach B to C.</td></tr> <tr> <td>C</td><td>_____</td><td>2:45 pm</td><td>1 hour to explore the place and 25 minutes needed from C to school.</td></tr> <tr> <td>Return to school</td><td>3:10 pm</td><td>_____</td><td>_____</td></tr> </tbody> </table> <p>This plan is exemplary. Teachers can deduce the plan by discussion with the students.</p>	Destination	Time of arrival	Time of departure	Time needed to reach destination	School	9:00 am	10:00 am	Time needed to reach destination from school is 40 minutes.	A	10:40 am	_____	1 hour for exploring the place. 30 minutes to reach A to B.	B	12:10 pm	_____	1 hour to explore the place. 35 minutes to reach B to C.	C	_____	2:45 pm	1 hour to explore the place and 25 minutes needed from C to school.	Return to school	3:10 pm	_____	_____	Students will be able to learn about the concept of time and plan a schedule.
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																					
Drawing a plan/map		<p>Students will draw a map according to the above schedule in a guided format.</p> <div><p>Starting time at 10am</p><p>Guided map</p><ul style="list-style-type: none">Students will discuss the importance of using maps.Teacher can also assess the students after this activity according to the responses given by students.Teacher can also ask the students to replace destination A, B and C by the names of the places they want to visit.</div>	Students will be able to understand about the usage and importance of maps in their day to day life.																					
Speaking skills		Students will present their plan in front of other students and will also speak 3 to 4 lines on why they like to visit the place/ places they had mentioned in their plan.	Students will be able to describe briefly (orally) about the events and places.																					
Handling money	Pencil, paper, rate list	<p>Students along with their teacher will make a list of items for refreshment with their price.</p> <table><tr><th>S.No</th><th>Item</th><th>Price</th></tr><tr><td>1</td><td>1pkt biscuit</td><td>5/-</td></tr><tr><td>2</td><td>1pkt Namkeen</td><td>5/-</td></tr><tr><td>3</td><td>1pkt Frooti</td><td>10/-</td></tr><tr><td>4</td><td>1 muffin</td><td>5/-</td></tr><tr><td>5</td><td>2 bananas</td><td>10/-</td></tr><tr><td>Total</td><td></td><td>____/-</td></tr></table>	S.No	Item	Price	1	1pkt biscuit	5/-	2	1pkt Namkeen	5/-	3	1pkt Frooti	10/-	4	1 muffin	5/-	5	2 bananas	10/-	Total		____/-	
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>(This is just a suggestive list. Students can make their own.)</p> <p>Students will calculate:</p> <p>Money needed for refreshment of one student = _____</p> <p>Total money needed for refreshment of all students = _____ × _____ = _____/-</p>	Students will be able to apply basic operations of numbers.
Map reading and writing skills (Looking Around - Omana's journey)	Use Google Maps to locate a place and Google Earth to view a place. Map of India. https://diksha.gov.in/play/collection/do_31304217231610675212097?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3129647900701655041108	<p>Teacher will bring the map of India and the students will locate the places they want to visit on the map.</p> <p>Students will write 5 to 6 lines about their experiences of trip to any place. The students will share their write ups with their partners.</p> <p>Teacher can then further expand this activity by explaining to the students how we can share our experiences vocally or in writing with our friends. Then she will introduce them to Omana who had written about her journey in her diary so that the friend who couldn't accompany her in the journey due to fracture in her leg can know all about the experience Omana had on her trip.</p> <p>Teacher will also discuss with students the reasons why Omana needs to write a diary when she can share her experiences orally.</p> <p>Students will read the Chapter 'Omana's Journey' from their EVS, textbook.</p>	<p>Students will be able to locate places on a map by themselves with guidance from their teacher.</p> <p>Students will be able to describe their experiences in writing.</p> <p>Students will be able to write a diary entry.</p>

Suggestions for Teachers:

Teachers can use the knowledge students have gained from these activities for the chapter Omana's Journey from the book 'Looking Around'.

Extension of Learning:

Write a diary entry sharing your experiences about your visit to your grandmother's place.

Multidisciplinary Teaching - Learning Plan - 19

Theme - Life Skills

Integrated Subjects : Math (The Junk Seller), EVS (Defence Officer Wahida), Art Education (Role-play)

Duration : Minimum 10 Hours

Specific Objectives : Students will be able to:

- work effectively in groups
- communicate appropriately with others
- sensitize about gender issues and RTE (Right to Education)
- inculcate in themselves the importance and dignity of labour
- develop creative capacity such as doing role play, drawing pictures, etc
- use four basic operations of mathematics in their daily lives
- develop awareness about profit and loss
- sensitize about struggles of life and learn to not give up in the face of challenges

Teaching-Learning Resources : Pictures and videos depicting life of people of different professions (like junk sailors, mason, labourer, rickshaw puller, farmer etc.) markers, pen, pencil, paper, paper money, political map of India, etc

Prerequisite Knowledge : Students have basic knowledge of :

- addition, subtraction, multiplication and division
- group formation and how to organise group discussion
- junk collectors and different work people do to earn their livelihood

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	Videos/photograph depicting life of people like junk seller, rickshaw puller, farmer, etc.	Teacher will show the pictures and videos of some people like farmers, labourers, mason, junk sellers, etc.	Students will gain awareness about the life and work of different people.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																					
		<p>Then ask the students if they can identify these people.</p> <p>Suggestive questions to elicit discussion among students :</p> <ul style="list-style-type: none">Who are they?What do they do?Have you ever seen them?Do any of you know or can imagine what kind of challenges they face in their work? <p>From students’ responses , the teacher will guide them towards the life and work of a junk seller.</p>																						
Kabadiwali - a woman who sells junk	Pictures, videos of junk seller	<p>Let the students discuss what they do with the junk they have in their homes. Ask them to prepare a rate list of some items they sell to the kabadi wala.</p> <p>List the rate of junk items on blackboard and ask students to write it in their list and find out how much money they will get for their junk according to their list.</p> <table border="1"><thead><tr><th colspan="3">Rate - List</th></tr><tr><th>S. No.</th><th>Kind of item</th><th>Price of 1kg</th></tr></thead><tbody><tr><td>1</td><td>Waste paper</td><td>4/-</td></tr><tr><td>2</td><td>Newspaper</td><td>5/-</td></tr><tr><td>3</td><td>Iron</td><td>12/-</td></tr><tr><td>4</td><td>Brass</td><td>170/-</td></tr><tr><td>5</td><td>Plastic</td><td>10/-</td></tr></tbody></table> <p>This is an example. You can also add other items to the list in accordance with the list prepared by students. Let students separate items on the basis of the material it is made of.</p>	Rate - List			S. No.	Kind of item	Price of 1kg	1	Waste paper	4/-	2	Newspaper	5/-	3	Iron	12/-	4	Brass	170/-	5	Plastic	10/-	<p>Students will be able to do the segregation of different items on the basis of the material it is made of.</p> <p>Students will be able to add, subtract multiply 2 to 3 digit numbers.</p>
Rate - List																								
S. No.	Kind of item	Price of 1kg																						
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Defence officer Wahida	ICT Defence Officer: Wahida https://diksha.gov.in/play/collection/do_31310351938247065611590?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130394294966845441752	<p>Let students recall the junk seller in their area. Let them picturise a junk seller. Let them discuss if a female can also be a junk seller. Ask them to draw pictures of some professionals like- Defence officer, nurse, junk seller, teacher, etc.</p> <p>Discuss with them that a profession is not associated with any gender. Anyone can choose any profession according to his/her ability and interest.</p> <p>Read the chapter 'Defence Officer-Wahida' with students.</p>	Students will be sensitised towards gender inequality.
Loan and it's repayment	ICT https://diksha.gov.in/play/collection/do_313025061068791808111653?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31277094626299084811729	<p>Through the above discussion introduce them to Kiran-kabadi wali (a woman who sells junk).</p> <p>Form groups of 4-5 students each. Let each student choose a professional. Let them discuss the ability and requirements one should have for that profession. Each group will give a small presentation about their profession and it's requirements.</p> <p>To start any new work we need some initial payment/ money. And we can arrange this money by taking out a loan.</p> <p>Discuss with them different sources we can take loan from like bank, relatives, people in neighbourhood who give loans.</p> <p>Methods- how we repay our loan?</p> <p>Question for students to brainstorm - after opening the junk shop what do you think would have happened? Would you support Kiran for her work?</p>	Students will be able to gain awareness about gender equality in a society and about importance and dignity of labour.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes														
		Discuss with students about : <ul style="list-style-type: none">Gender equalityImportance and dignity of labour															
Journey of the junk		Let the students discuss, how junk collectors collect junk from households. Discuss with students, how small junk collectors collect junk from households on rickshaws, hand carts and sell it to junk shops (like Kiran’s Junk Shop) and then the junk shop owner sells the collected junk to big shops. You can draw a flowchart depicting the journey of the junk. Journey of the junk : <div><div>House Hold Junk</div><div>↓ Sold to</div><div>Junk Collectors</div><div>↓ Sold to</div><div>Junk Shop</div><div>↓ Sold to</div><div>Big Shop</div></div>	Students will be able to communicate with each other framing small sentences of their own.														
Profit and loss		Kiran sells this junk to big shop according to the rate list given below : <table><tr><th colspan="2">Rate List of Big Shop</th></tr><tr><th>Kind of junk</th><th>Price of 1kg</th></tr><tr><td>Waste paper</td><td>4.50/-</td></tr><tr><td>Newspaper</td><td>6/-</td></tr><tr><td>Iron</td><td>14/-</td></tr><tr><td>Brass</td><td>180/-</td></tr><tr><td>Plastic</td><td>12/-</td></tr></table>	Rate List of Big Shop		Kind of junk	Price of 1kg	Waste paper	4.50/-	Newspaper	6/-	Iron	14/-	Brass	180/-	Plastic	12/-	
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Now ask the students to calculate the total money on both the lists. Discuss with them about the cost price and sale price. Ask them how much money Kiran earned.	Students will develop awareness about profit and loss.
Role-play	Sign boards, play money, rate list board, balance, weight model	<p>Students enact a role-play of the Journey of Junk.</p> <p>One student will play the role of Kiran. Some students will play the part of common people in their houses who need to sell their junk. 2-3 students will play the role of junk collectors. One student will play the role of big shop owner where Kiran sells her purchased junk. Students will make sign boards and rate list boards. Students will also make small dialogues for role play.</p>	<p>Students will be able to perform role-play.</p> <p>Students will be able to write small dialogues.</p>
Presentation		<p>Students will be divided into small groups of 4-5 students. Give a pointer in each group to discuss and then each group will do a small presentation:.</p> <ul style="list-style-type: none"> Does being educated help Kiran in any way in running her junk shop? (Importance of education) Kiran was good in studies then why did she have to leave school? Do you think that all children get an equal chance to study? Make a table of the name, age and educational qualifications of your family members (every child needs education). 	Students will be able to express their ideas orally as well as in writing.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		After the presentation, teacher will explain to the students about RTE Act 2009 (this provides the right of free and compulsory education to each child aged 6 to 14 years). Teacher will also sensitise students about gender equality and importance of education.	Students will be made aware of the RTE Act 2009.

Suggestions for Teachers:

After the discussion, the teacher can introduce students to 'Anita and the Honey Bees'.

Extension of Learning:

Students can write 5 to 6 lines about the work their parents do and how they can help them.

Multidisciplinary Teaching - Learning Plan - 20

Theme - Market

Integrated Subjects : Maths (Halves and Quarters), EVS (From Market to Home), English (Going to Buy a Book)

Duration : Minimum 7 Hours

Specific Objectives : Students will be able to:

- work effectively in groups
- know how vegetables and fruits reach market
- communicate appropriately with different people
- develop habit of sharing
- develop creative capacity such as preparing dialogues, sign boards, etc
- use the concept of halves and quarters in solving problems
- do poem recitation

Teaching-Learning Resources : Markers, play money, models of weighing machines and other necessary materials for creating a market, videos, photographs etc.

Prerequisite Knowledge : Students know:

- the concept of half
- how to share and distribute equally
- group formation and how to organise group discussion

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Fractions	A4 sheets	Distribute one paper each among four students. Ask the students to share the paper between two students equally. Now ask these two students to share their portion with the remaining students of the group. Now discuss with students the concept of sharing, and halves and quarters.	Students will be able to divide a page into halves and quarters



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>‘One half makes two quarters’.</p> <p>Students will write their names on the slip of paper they have and with the help of their parents they have to make a list of the household items like fruits, vegetables, groceries they have bought along with amount paid and quantity bought.</p>	Students will be able to use the concept of halves and quarters in their daily life.
Poem recitation- Going to Buy a Book	<p>List prepared by students of grocery and vegetables. Videos and photographs of vegetable markets</p> <p>Weblink https://diksha.gov.in/play/collection/do_313025061068791808111653?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31277094670884864011943 </p>	<p>Teacher along with students will recite the poem ‘Going to Buy a Book’. Then let the students read the poem by themselves. Explain the poem and let the students discuss how the children bought the book in the poem. What are their own experience of buying anything from the market?</p> <p>The class will be divided into smaller groups of four to five students each. Show a video of a vegetable and fruit market to the students. Now ask them to bring out their list that they have prepared with the help of their parents and allow them to discuss and compare the quantity and price of the items.</p>	The students will be able to collect information regarding the price of different household materials.
Halves and Quarters		<p>Points on which the discussion can be guided:</p> <ul style="list-style-type: none"> • How many 250 grams makes 1 kg ? • If your mother brought 1kg Okra/bhindi and you are four members how much will each member get? • If the price of 1 kg potato is rupees 30, what will be the price of half kg of potato? 	While finding the price for 1kg, 1ltr, or 1dozen, students are using the properties of fraction.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> If a student got 250 grams of garlic for rupees 40, what would be the cost of 500 grams of garlic? How much is 250 grams of 1kg? How much is 500 grams of 1 kg? 1kg can be divided into how many 250 grams? 500 grams can be divided into how many 250 grams? <p>After the completion of this activity, each group may be asked to present their list and explain the prices according to the quantity of the items.</p> <p>Let them explain the details of their bills/lists. Ensure that all students from the group participate in the discussion</p>	
Role-play (Art integration and communication)	<p>Cardboard, markers, colours, paper currency, weighing scale</p>  <p>Pictures of different markets</p> 	<p>Students will enact a play depicting a vegetable and fruit market, grocery shopping, etc. We can take help from the chapter from 'Market to Home' of EVS and 'The Life of Vegetable Sellers'.</p> <p>Students will divide themselves into different groups such as wholesalers, retailers, employees, customers, etc.</p> <p>Based on their experience and information gathered from their surroundings, let them prepare a few dialogues that they hear in a real market.</p>	<p>Students will be able to develop their artistic abilities such as preparing dialogues, sign board, writing small dialogues.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Ask each group to prepare essential materials such as name boards, price charts, weighing machines, books, play money, sign boards, paper bags, etc. and organise the classroom in such a way that it looks like a mini market.</p> <p>Let them play the roles of different stakeholders.</p> <p>Let them discuss in the groups why the prices of different vegetables and fruits are changing daily? Why is there a difference in price of the same item sold at the same place? All the preparations are needed to be done by a seller before he starts his trade.</p> <p>Once the role-play is over, a discussion may be organised. Students will sit in their respective groups. The roles played by the different groups may be analysed. Based on purchase by the members from customer groups, discussion about the prices of different items and prices when its quantity changes etc. may take place.</p> <p>Let them share their experiences.</p> <p>Teacher along with students will read the EVS chapter 'Market to home'.</p>	<p>Students will develop an ability to identify locations using sign boards.</p> <p>They will also learn to communicate effectively.</p> <p>This activity will inculcate habit of sharing in them.</p>

Suggestions for Teachers:

Teachers can organise a field trip to a nearby market and let the students observe it keenly. Then they may be asked to do the role play. The chapter related with EVS and English (Reading the poem 'Going to Buy a Book') may be extended by including activities from EVS and English text books.

Extension of Learning:

As an extension of this activity, students can interview some fruit and vegetable vendors from their surroundings and write a report.

Multidisciplinary Teaching - Learning Plan - 21

Theme - Sports (Part-2)

Integrated Subjects : Maths (Long and Short), English (Adjectives and Degrees of Adjectives, Poem-Run), Physical Education (Race and Long Jump)

Duration : Minimum 8 Hours

Specific Objectives : Student will be able to

- guess distance between two points
- gain awareness about the concept of farthest and nearest
- use adjectives and degrees of adjectives
- participate in games like long jump, race, etc
- recite the poem, learn new words and rhyming words


Teaching-Learning Resources : Chart paper, markers, scale, scissors, measuring tape, chalk, videos of sports like racing, long jump, high jump, etc.


Prerequisite Knowledge : Students know the concept of long and short distance. They have participated in racing and other sports activities in school.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Previous knowledge	Height chart, chart paper, scale, colours, scissors https://pin.it/3F9s8jQ	Ask the students to stand in a line according to their heights. Let them do this activity by themselves. Initiate the discussion by asking who is shorter than whom or who is taller than whom, who is the shortest in the class and who is the tallest in the class? Let students create a height chart (in cm) in the group of five.	Students will be able to use adjectives and its degrees in their daily lives.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Long and short and other adjectives	<p>Videos and photographs</p>  <p>Web link https://diksha.gov.in/play/content/do_3129769722769489921758?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content</p>	<p>Motivate them to be creative in terms of designing of the chart. Students can now measure their heights using the developed height chart. Encourage them to verify their responses given in the beginning of the class.</p> <p>Let them select three names in order of their height and frame a sentence comparing their heights, along with it, introduce them to the concept of adjectives and degrees of adjectives like tall, taller, tallest; short shorter shortest, etc.</p> <p>Write five words to describe your friend or partner.</p> <p>‘Adjectives are describing words used to describe nouns and pronouns’. For example - Good, fat, thin, beautiful, long, easy, etc. Let them form sentences using these words to compare these traits among the students. Let them find out which word they used while comparing two students and words they used when comparing among a group or class (more than two). Discuss about degrees of adjectives and its usage and rules to change the degrees of adjectives.</p>	<p>After the completion of this exercise students will gain awareness about the distance between two points, height, length, etc.</p>
Measurement of height and distance	<p>Measuring tape, chalk, paper, pen</p> <p>https://youtu.be/PYykBvNchuU</p>	<p>After measuring their heights on the scale, ask students to write their heights on the height chart. Now, you can initiate the discussion by asking them how much a student is shorter or longer than the other.</p> <p>Show students some videos and photographs of games like long jump, high jump and race.</p>	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Distance between two points	Measuring tape, videos, photographs https://diksha.gov.in/play/collection/do_3131 0351933986406411183 ?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&307452665772441618088	Let them discuss how and in which unit the players have measured the distance of their long jump, high jump or the distance they had covered in the race. 	After the completion of this activity, students will be able to measure the distance in metres. They will also be able to develop awareness about start and finish points. Students will also be able to develop their stamina and participate in different sports activities.
How near how far		After the discussion let the students measure the distance between two points. Guide them wherever necessary. Introduce them to the starting and finish points. Explain to the students units of measurement of length- centimeter and meter. Conversion of unit $1\text{m} = 100\text{ cm}$ $1\text{ cm} = 1/100\text{ m}$	
Poem recitation- Run		Teacher will recite the poem 'Run' from the English book 'Marigold' with students. Students will find new words and rhyming words from the poem. Let students explore when and why we need to run.	After the completion of this activity, students will be able to recite the poem and know rhyming words.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Long jump and race		<p>Take students to the playground and divide them into groups of 7 to 8. Ask them to prepare ground for a 100 metre race.</p> <p>Divide the group for 100 metre race, 200 metre race and long jump. Select a few referees from the students. Let them do the preparations by themselves with your guidance. How are they going to complete the 200 metre race? Take help from the school PET for this activity.</p> <p>Students will take photographs and make a video of the event and will write a report.</p>	
Height	Measuring tape chalk, rope, etc.	Students had already measured the height in activity 1. Now ask them to measure the height of the classroom. Now let them find out the height of their school without the need to measure with a measuring tape. Let them guess the height of nearby objects like trees or poles by comparing the height with the height of the room.	Students will be able to gain awareness about concept of height and height of nearby objects.
Distance	Measuring tape chalk, pen, notebook	Divide the class into groups of 4 to 5. Let them discuss how much time it takes to reach school accordingly. Let them find out whose house is nearest and whose is farthest. After the discussion, let each group present their report in front of the class. You can extend this activity by asking students to measure the distance from their classroom to the nearest and farthest water cooler.	Students will be able to develop awareness about the concept of distance - far and near.

Suggestions for Teachers:

Teachers may start with discussing the activities first with their school PET to ensure full cooperation and smooth management of the activities.

Extension of Learning:

Students may visit a nearby park for morning exercise and then asked then to find out how much distance they can cover if they take one, two or three rounds of the park.

Multidisciplinary Teaching - Learning Plan - 22

Theme - Time

Integrated Subjects : Maths (Tick- Tick -Tick), English (Neha's Alarm Clock)

Duration : Minimum 8 Hours

Specific Objectives : Student will be able to :

- develop a good habit of doing their work on time
- learn about time
- know about the time duration
- read and understand the given text
- prepare a time table for their daily schedule
- familiarise themselves with the concept of date and time
- get familiar with their body's biological clock (circadian rhythm)

Teaching-Learning Resources : Clock, alarm clock, number cards, clock models (cardboard, markers, screw, compass, ruler), calendar, videos, etc.


Prerequisite Knowledge : Students know the concept of time and are familiar with alarm clock and its use.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge		<p>Let the students share their daily schedule in the class. Let them find out - at what time do they wakeup? At what time do their parents wake up? What is the time difference in waking time of both?</p> <p>Let the students discuss among themselves at what time they wake up to reach school on time. Discuss with the students, how they wake up in the morning to reach school on time.</p>	Students will become familiar with the concept of time.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
	https://diksha.gov.in/play/collection/do_31310351931922841611735?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_313076140074590208111527	Students may give various responses like- some set an alarm in an alarm clock or mobile phone, their parents wake them up in the morning, etc. Let them discuss if it has ever happened that they woke up on time in the morning even though no one wakes them up. Let them ponder over 'why it happens'. Read aloud the chapter 'Neha's Alarm Clock' with students.	Students will be familiarised with their body's biological clock. Students will be able to read fluently.
What is the Time?	Clock model, video https://diksha.gov.in/play/collection/do_313025061068791808111653?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_31277094573316505611939	Students will make a clock model with moving hands. Explain to them about the hour hand and minute hand of the clock and how to read time on a clock. The class will be divided into smaller groups of five-six students each. Each student in the group will write their daily schedule on a paper. Let them exchange their schedules with each other. Students will present each other's time schedule on a clock model. Discuss with students that a clock is divided into 12 equal parts and each part represents one hour, So, there are 12 hours presented in a clock. 1 hour is further divided into smaller units called minutes. 1 hour = 60 minutes	Students will be able to read time accurately from the clock. Students will become familiar with the working of clock.
Role-play of a clock	Number cards, card board, marker	Divide the class in groups of 14 students each. 12 students will sit in a circle representing a clock with a number card from 1 to 12. Two students will play the role of hour hand and minute hand (choose students for hour hand and minute hand according to their height so as to show the difference in the length of two hands of the clock).	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		When 1 group is performing, other groups can give different times to be shown on the clock and also observe if the group has performed well. (This activity can also be used for peer assessment). Video and photographs of the activity could be made and shared with the students.	Students will be able to tell time accurately.
Time management		Let the students find out among themselves 'Importance of Time Management'. Allow them to discuss freely. Let them prepare a time table for their daily schedule for better time management. Students will follow this time table for a week and will write 5-6 lines sharing their experiences, about how it helped them in their time management.	Students will prepare a time table for their daily schedule.
24 hours in a day	Train tickets, digital clock, photographs, ICT 	<p>Show some train tickets to the students (You can choose any bills or tickets which show time on it). Students will tell and highlight the time written on the ticket.</p> <p>Explain the students about the 24 hour clock. Make use of your ICT lab or mobile phones or tablets to show them a digital clock.</p> <p>Let the students explore -</p> <ul style="list-style-type: none"> An analogue clock is divided into 12 hours but how many hours are there in a day? How will we show 24 hours in a 12 hour clock? <p>Students may tell about morning or evening or some may even know about AM and PM. Explain to them that time from 12 midnight onwards till 12 noon is AM while from 12 noon onwards till 12 midnight is called PM.</p>	Students will be able to change 24 hour clock to 12- hour clock and vice versa.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes										
		<div>How to convert a 24 hours clock to a 12 hour clock and vice-versa.</div> <table><tr><td>Time by a 24-hour clock (written on Train Ticket)</td><td>Time by your watch (12-hour clock)</td></tr><tr><td>08:00 hours (example)</td><td>08:00 am (8 o'clock in the morning)</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>	Time by a 24-hour clock (written on Train Ticket)	Time by your watch (12-hour clock)	08:00 hours (example)	08:00 am (8 o'clock in the morning)							
Time by a 24-hour clock (written on Train Ticket)	Time by your watch (12-hour clock)												
08:00 hours (example)	08:00 am (8 o'clock in the morning)												
Days, months and years	Calendar, paper slips, Web link- https://diksha.gov.in/play/collection/do_31310351933986406411183?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130591015979663361851	<div>Students will write their date of birth on a slip of paper. Let them form groups according to their birth month (Same birth month students should be in the same group). Students will arrange their date of births in an ascending order. Let them check their ascending order list by marking on the calendar.</div> <div>Let them find out the age difference between the oldest and the youngest student.</div> <div>Repeat the exercise by rearranging the groups on the basis of the same date or the same year.</div>	Students will be able to read and mark dates on calendar.										

Suggestions for Teachers :

Teacher can further use the above activity for explaining 'Changing Times' of EVS.

Extension of Learning :

Students can be asked to prepare a calendar marking important events of their life.

Multidisciplinary Teaching - Learning Plan - 23

Theme - Sharing

Integrated Subjects : Math (Tables and Shares), Hindi (दान का हिसाब)

Duration : Minimum 8 Hours

Specific Objectives : Student will be able to:

- make tables on their own by combining other tables
- multiply upto 3 digit numbers
- divide upto 3 digit numbers
- read aloud sentences in Hindi and summarise them
- develop the habit of helping others and sharing

Teaching-Learning Resources : Table charts, videos, marbles, multiplication games, cards, baskets, etc.

Prerequisite Knowledge : Students already know about the concept of tables, multiplication, sharing and can read Hindi text.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	Blackboard, chalk	Two students will stand facing towards the board at a distance from each other. Both the students will write one number from 1-10 on the blackboard, rest of the students in class will tell the product of those numbers. Teacher can evaluate student's understanding of multiplication tables.	Students will become familiar with the concept of multiplication.
Multiplication tables	Box of marbles, 3 baskets	Through this activity, students will be able to make a multiplication table. Divide the class into groups of 3. Give each group a number such that the third group will get the number which is the sum of numbers given to the other two groups.	

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students will mark their basket with the number assigned to them (for e.g. the numbers assigned are: 3,5 and 8). Three students will work as referees (1 for each group). Assign a number from 1-10 to each student in the group. Students with assigned numbers will come to the front and pick marble from the box that is the product of his team number and number assigned to him/her. The referee will then count the marbles in their respective basket and write the answer on the blackboard. Team with the most correct answers will be declared the winner.</p> <p>Now, ask the students to correct their mistakes. Let them observe the tables on the blackboard and discuss their findings. Give students some other number combination and ask them to make the third table on their own.</p>	Students will be able to make a table by adding products of other two numbers.
Multiplication (upto 3)	Beads, string, Web links- https://www.timestables.com/games/ https://www.prodigygame.com/in-en/blog/multiplication-games/	<p>Explain students how to multiply two numbers by giving different examples.</p> <p>Students have to make a necklace of 15 beads. They have to make 12 such necklaces. Let them decide how many beads they require.</p> <p>Teacher can make use of ICT lab to explain the rules of multiplication to the students through different games. (Link given)</p> <p>Let the students observe how the value of a product increases with increase in the value of numbers multiplied.</p>	Students will be able to multiply 2-3 digit numbers.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
दान का हिसाब		Share with them the story 'दान का हिसाब' from their Hindi book 'Rimjhim'. Read the story with them. To understand the concept of doubling, one number is given to the first student and then the next student has to double the number, which will further be doubled by the third student and so on.	Students will be able to comprehend the Hindi story 'दान का हिसाब' and help others in the time of need.
Division by sharing		Let the students recall what they all share and with whom in their daily life. Probe to find/ motivate them to discuss how they share the items brought in the house by the elders. What are the things they want to share with their friends and loved ones? Did they enjoy sharing sweets with their friends on their birthdays or in general? Ask them to share their views and feelings with the class. Teacher may evaluate the strategies they use to share the things and their communication skills.	Students will be able to experience the joy of sharing.
Division (upto 3 digits)	Marbles, 4-5 small boxes, Weblink- https://diksha.gov.in/play/content/do_313079670202925056112046?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content https://diksha.gov.in/collection/do_31310351933986406411183?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_313079670468304896111899	Through this activity students will be able to perform division. Let the students divide themselves in groups of 4-5. Give students some marbles and ask them to divide them equally among all the groups. Teachers can repeat the activity by changing the number of groups or changing the number of marbles. Ask the group members to distribute the marbles equally among group members and write their data after every change. Teacher will then explain how to do division on the blackboard. Teachers can take help from videos to show the process of division.	Students will be able to divide 2-3 digit numbers.

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**Suggestions for Teachers:**

Teachers may also use other activities like multiplication cards for teaching-learning activities. The teacher must prepare beforehand to use the ICT lab.

**Extension of Learning:**

As an extension of this activity, students may be given problems of multiplication and division representing their daily life to solve by themselves. Also, students can play and invent different games based on multiplication and division.



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Multidisciplinary Teaching - Learning Plan - 24

Theme - Trees (Part-2)

Integrated Subjects : EVS (Story of Amrita), English (The Little Fir Tree)

Duration : Minimum 8 Hours


Specific Objectives : Students will be able to:

- know the importance of trees in our lives
- gain knowledge of products we get from trees
- understand humans dependence on plants
- conserve their environment
- respect individuality
- seek happiness and satisfaction in their means
- become more confident about themselves

Teaching-Learning Resources : Videos and photographs on Bishnoi community of Rajasthan, video links, paper, scissors, colours, etc.


Prerequisite Knowledge : Students already know about some of the products we get from trees, importance of trees in our life, their likes and dislikes.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	<p>Pictures and slideshow,</p> <p>Weblink-</p> <p>http://www.slideshare.net/dhaveji/save-trees-159371168?from_m_app=android</p>	 <p>Teacher will show some pictures and slides related to trees and let the students discuss and share their views about these pictures and slides.</p>	Students will be able to identify different varieties of plants and the importance of plants in our lives.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Let the students engage in discussion about different varieties of trees they know about or have seen in their surroundings. Let them make a list of 10 different plants. Give them the freedom to use the name of the plants in their regional language. Students will then present their list and also tell what they get from these plants or what they like about these plants. After the presentation by the students, the teacher with students will draw a word web about the products we get from plants/trees. The teacher will then explain about the importance of plants in our lives. Teacher can also ask the students to plant a tree and take care of it.	
Story of Amrita	Drawing sheet, colours, ICT Web link https://diksha.gov.in/play/collection/o_31310351938247065611590?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_3130880845866598401371	Students will draw a picture of their favourite tree and name the parts of the tree. Let them discuss what they like about the tree. Teacher will discuss with the students about the festivals they celebrate during which trees are worshipped. Ask them to name some of these trees which are used for worshipping. The teacher will then read the EVS chapter 'The Story of Amrita' along with the students. After reading the chapter, explain to the students, the importance of conservation of forests. Also, discuss with them about the famous Chipko movement.	Students will understand the need for forest conservation. Students will know about the parts of a tree.
The Little Fir Tree	Pictures of a fir tree	Students will write/tell the things they like about themselves and the things they wish to change about themselves. The teacher can start the activity with himself, thus motivating the students to share their views.	Writing skills of students will be enhanced.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
	<p>Web link- https://diksha.gov.in/play/collection/do_31310351931922841611735?referrer=utm_source%3Dmobile%26utm_campaign%3Dshare_content&contentId=do_313080944259792896114554</p>	  <p>Show students some images of fir trees. Let them discuss if they are familiar with this tree. Now read the English story 'The Little Fir Tree' with voice modulation along with the students. Explain to the students about respecting individuality, feeling of happiness and feeling satisfied in whatever we have.</p>	Students will learn to respect individuality.

Suggestions for Teachers:

Teachers can discuss and show some videos on how our culture promotes the importance of trees in our lives.

Extension of Learning:

As an extension of this activity, students may make a Christmas tree and decorate it.

EVS

Connecting Chapter:- Going to School,
Omana's Journey

Concepts covered:-

- Planning journey
- Indian heritage and monuments
- Modes of transport
- Railway station
- Online ticket booking
- Our helpers
- Types of bridges

Mathematics

Connecting Chapter:- Trip to Bhopal

Concepts covered:-

- Four number operations
- Time
- Distance
- Data handling
- Comparing numbers
- Money

**Travel
(Concepts dealt)**

Art Integration

Creation of travelogue

Language

Concepts covered:

- L (When they listen to others and comprehend the message)
- S (When they see their experiences)
- R (When they read the text)
- W (When they write about their journey)

ICT

Concepts covered: web search, online
ticket booking

Social Studies**Connecting Chapter:-**

Bharat: Ek Parichaay

Concepts covered:

- Physical features of few Indian states
- Political map work
- Map colour key

EVS**Connecting Chapter:-**

Going to School, Omana's Journey

Skills developed

- Know about things to do in the journey
- Plan a journey
- Know and appreciate Indian heritage and monuments
- Awareness of various modes of transport
- Experience of railway station
- Booking a ticket
- Know and appreciate helpers
- Know ways to cross river
- Know and identify types of bridges
- Know and identify local transport/ animals used in various states
- Know pathways in various regions

Mathematics**Connecting Chapter:-** Trip to Bhopal**Skills developed**

- Optimizing and using 4 number operations
- Calculating time duration
- Converting units distance
- Organising data in table
- Calculating and comparing fares
- Counting large numbers
- sharing and dividing the objects

**Travel
(Skills developed)**

Art Integration**Skills developed**

through creating a travelogue

Language**Skills developed**

- L (When they listen to others and comprehend the message)
- S (When they share their experiences)
- R (When they read the text)
- W (When they write about their journey)

ICT

Skills developed: Through exploring various states and their monuments through internet, learning online ticket booking

Social Studies**Connecting Chapter:-** Bharat: Ek Parichaay**Skills developed**

- Know and identify physical features of few Indian states
- Mark Indian states in political map
- Know the map colour key

Multidisciplinary Teaching - Learning Plan - 25

Theme - Travel

Integrated Subjects : EVS (Omana's Journey, Going to School), Social Studies (भारत: एक परिचय), Art Education, Language, ICT

Duration : Minimum 13 hours

Specific Objectives: Students will be able to:

- optimize, perform four number operations in daily life and appreciate their importance
- compute simple calculations orally
- calculate time duration
- use Google Maps
- convert units of distance
- identify various types of fuels required in vehicles
- identify eco-friendly fuels and their importance
- collaborate and work in teams
- explore Indian rivers
- develop leadership quality
- tell different means of transport
- relate time and distance
- realise the importance of planning any event
- appreciate Indian art forms, and monuments
- locate Indian states, and rivers on map
- identify and appreciate the role of helpers in our life
- inculcate dignity of labour
- develop value for money
- develop LSRW skills
- book a train ticket

- develop sensitivity towards animals
- know and identify types of bridges
- know about the animals used for travelling
- know pathways in different states to reach a place
- admire the beauty in nature
- sensitize about environment friendly ways of travelling

Teaching-Learning Resources: Chalkboard, videos and photographs of helpers, pictures and videos of monuments, political map of India, samples of tickets of various means of transport, videos/ pictures of various Indian heritage like Bhimbetka caves, video/picture of Indian rivers, fuel bills, video related to filling stations, samples/ pictures of Warli, Madhubani art, pictures/ videos of boats, videos/ pictures of Indian railways, platform, pictures of helpers like ticket checker, janitors, station master, colours, sheets (for developing travelogue), pictures of Indian cuisine, beads, models of bridges, etc.

Prerequisite Knowledge: Students are aware of: Indian Currency, four number operations, organising and interpreting data table, modes of transport, units of distance, reading time, helpers in community, railway as mode of transport and group formation.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Connecting with previous knowledge		Teacher may initiate discussion by asking students where did they go during their vacation? How did they travel to that place? What all did they see during the journey? Students can be motivated to write the name of place they visited and important information about that place in their notebooks.	Students will recall their experiences, organise their thoughts and develop speaking skills. Students will be able to enhance their writing skills.
Tabulating and interpreting data (Calculating numbers using number operations)	Chalkboard, beads (may be used by students for grouping and finding number of buses required)	Let the students guess the number of people that can travel in a bus. They may recall their experiences of travelling in bus.	Students will be able to collect and organise data. They will be able to divide themselves into groups and appreciate group work.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Their responses will be recorded on chalkboard. Students can be asked to divide themselves in groups of five. Groups will find the number of students in each grade and will organise the collected data in table. On the basis of their initial response about number of persons that can travel in bus, they will calculate number of buses required for taking all the students from class 1-5 for picnic. Let the students estimate the answer and then solve it using any method. They can be provided with beads to explore the answer. Students can further be given different situations, for eg.- if seating capacity of buses is decreased by 15, how many buses will be required?	Students will be able to apply number operations. They will be able to tell the method used for calculation.
Calculating time	Pictures/ video of Bhimbetka, video/ picture of river Narmada, Google Maps	Let the students share the time they take to reach school from home. Students can also be asked to estimate distance from home to school. This will help them explore relation between time and distance. They will then be shown video/ picture of Bhimbetka and introduced with the picnic plan from the chapter 'Trip to Bhopal'. Further, students will be given opportunity to explore the distance to the Bhimbetka caves. Let them use Google Maps for this. Let them think what else is required to calculate time and then calculate the time required to reach the destination.	Students will explore ways to calculate time duration.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Estimating length, width of river		<p>Explorations can be done using different modes to reach the destination. Google Maps is to be used for this activity. Students can be asked to explore the time taken to reach if they walk, use bike, bus or train, etc.</p> <p>Their responses may be summarised by teacher after knowing how they calculated the time duration.</p> <p>Through Google Maps, students may be encouraged to explore rivers that might be crossed on the way.</p> <p>Showing the video/picture of the river, they will be motivated to guess the width of the river.</p> <p>Facts can then be shared by the teacher related to river's length, width and depth.</p> <p>Students can be given the opportunity to explore the names of other rivers and their location in India. They will mark the rivers on map.</p>	Students will become aware of river Narmada's dimensions and will also be able to know various Indian rivers and their locations.
Fuel and its types	Diesel rate slips, petrol rate slips, chits with tank capacity of few vehicles, picture/video of filling station	Teacher will ask the students about how they think vehicles operate? What all is needed for them to work?	

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>From their varied responses, teacher will help them focus upon fuel required to run a vehicle. The teacher will ask them to share their experiences of petrol pumps/ CNG pumps if any. They will be shown pictures/videos of fuel filling stations.</p> <p>Let the students explore about fuel used in buses. Through their responses, the teacher will help them realise that diesel, CNG are used as fuels. Let them think about the difference between two fuels and share their thoughts with others. The teacher may thus draw their attention towards environment friendly fuels.</p> <p>They will be then given rate list of petrol, diesel, CNG in Delhi and one other state, and fuel tank capacity of certain vehicles like bus, car, bike. The students will be asked to divide themselves in groups of five. Chits and rate list along with tank capacity will be given to each group. The students will calculate the amount required to fill the tank of each given vehicle, using each kind of fuel. Groups will compare the amounts and discuss cost effectiveness of fuels. Each group will then share their observations. The teacher may help the students think about the kind of fuel they should use and why?</p>	<p>Students will be able to learn the value of money.</p> <p>Students will be sensitised towards use of eco friendly resources.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Exploring Bhimbetka, Indian art forms	Picture/video of Bhimbetka, pictures/sample of Warli, Madhubani art	<p>Students will watch and observe the video/picture of Bhimbetka. They will record their observations in notebook, related to what they saw. They will be given opportunity to think about 100 or 1000 years ago and appreciate the art forms/paintings done in those times. Further they will be asked to share their observations.</p> <p>Teacher will then elaborate the number of paintings these caves have, kind of paintings and symbols that are drawn in the caves. Pictures of the same will be shown. Discussion may focus upon the animals in that era as depicted in the paintings. Pictures/samples of various art forms like Warli, Madhubani will be shown to students so that they appreciate Indian art.</p>	<p>Students will be able to observe things keenly.</p> <p>Students will be able to appreciate and value our heritage, monuments and art forms.</p>
Mathematical puzzles	Puzzle cards	Puzzle cards with simple mathematical puzzles as given in the chapter 'Trip to Bhopal, pg 30-31' will be distributed in groups. Students will be encouraged to solve those puzzles and any one member of the group will be asked to share the solution and the strategy used to solve with others. Teacher may facilitate them whenever needed.	Students will be able to solve mathematical puzzles orally and describe the strategies used.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Relating time, distance and money	Pictures of various boats, list of boat type, ticket price and trip time	<p>Let the students share their experiences of boating. They will be motivated to describe their boat and the number of people it can board.</p> <p>Pictures of different kinds of boats will be presented. Students will be provided with a list mentioning the type of boat, ticket price and trip time. They will be asked to divide themselves in groups of four. Within the group they have to study the list and think which boat would they prefer for boating and why? They will then be sharing their choice and reason to other groups.</p> <p>Students may be evaluated on the basis of their response and choice of boat. Evaluation will be done on the basis of trip cost effectiveness, consideration of trip time and correct calculation.</p> <p>Students may be asked to plan a trip/ picnic.</p>	<p>Students will learn to value money.</p> <p>Students will select most cost effective option.</p> <p>Students will be able to appreciate group work.</p>
Omana's Journey (Writing diary)	Computer and internet (Indian railways.gov.in), videos/pictures related to trains showing their compartments, seats etc.	<p>Teacher will discuss if students have ever kept a record of any of their journey or have written to someone about their journey. Listening to students' response teacher will take them to read the text of Omana's Journey.</p> <p>Students will be motivated to read the Omana's diary from the chapter. They will be given an opportunity to do silent reading and then reading aloud.</p> <p>Let students share their experience of train journey if any.</p>	<p>Students will be able to pen down their journey.</p> <p>LSRW skills of students will be enhanced.</p>

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Booking ticket online		<p>Let students explore how train tickets are booked and share their observations.</p> <p>They will then be explained the process of online ticket booking through Indian railways website. Further, offline booking process will also be explained.</p> <p>Students may be asked to try booking online ticket.</p> <p>Students will share what all they carry when they go on a trip. Where do they keep those things in train compartment?</p> <p>They will share their observations and experiences.</p> <p>Videos of train compartments will be shown to recollect their experiences and sensitize them towards appropriate behavior in train.</p>	<p>Students will become aware of the process of booking online and offline tickets.</p> <p>Students will be able to tell about train and its compartments.</p>
Railway Station	Pictures/ videos of railway station, picture of ticket checker, picture of other helpers	<p>Students will be asked to share how they think government finds people travelling illegally, i.e. without paying. Students will give varied responses.</p> <p>Taking the responses teacher will help them recall about ticket checker. Let students think about the role, responsibilities, uniform of ticket checker. Teacher may organise their thoughts by showing related pictures or videos.</p> <p>Students may be asked to tell what all they see when they reach railway station and on platform.</p>	<p>Students will be able to know legal ways to travel.</p> <p>They will be able to appreciate the role of ticket checker.</p> <p>They will be able to show appropriate behavior while travelling.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>What do they enjoy the most? They will observe a video/picture of platform and share their observations with others.</p> <p>Their observations will be elaborated and mentioned on the board. Students will also note them in their notebooks. Students may be asked to mimic voices of few people that they see on platform, like tea vendor, pakoda wala etc.</p> <p>The teacher will draw their attention towards the people working on platform. The students will discuss in groups and share their observations. The teacher will help them organise their thoughts by showing pictures of coolie, ticket counter, janitors, guards, train driver, station master and will ask them to pick any one and write about how they help us. The students will also be motivated to think if there are any other people also who help them at railway station.</p>	<p>Writing skills of students will be enhanced.</p> <p>They will be able to value the helpers at railway station.</p>
Going to School	Pictures of places depicting students going to school in various regions, pictures of bridges, political and physical map of India	Teacher will let students tell how they commute to and from school. Discussion will focus on the mode of transport used by them. Let them recall what they see when they come to school.	They will be able to appreciate team work and learn to work together.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Locating a state on map		<p>Connecting with their experiences, teacher will show them pictures of various states depicting students going to school from the chapter 'Going to school'.</p> <p>Students will observe the pictures and note their observations.</p> <p>Let students recall and explore how they pass through a water logged street during rains. On the basis of responses, the idea of bridge will be introduced.</p> <p>Students might respond by placing of bricks or wooden plank to cross the street.</p> <p>Showing the pictures again, let them think about varied physical features of the state, their location in map.</p>	<p>Students will be able to appreciate diversity in states.</p> <p>They will be able to locate and mark a state on map.</p>
Project Work	Models of bridges, travelogues, ICT for locating places	<p>Students will divide themselves in group of five and pick up one state given in text. Project work will be given to each group wherein they explore the physical features of that state, mode of transport used in that state, its location on map. They can use internet to search the information. Preference of allotting a state to a group can be given on the basis of their belongingness to that state (if any).</p> <p>Students will be encouraged to present their project through PPT.</p>	<p>Students will be able to integrate art and prepare travelogue.</p> <p>They will be able to use ICT to expore information.</p>

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>They will also be expected to prepare a travelogue of that state that includes monuments, food, places to visit, famous things of that particular state. Teacher may hang political and physical map of India in class for students to refer.</p> <p>Teacher will facilitate them for identifying, reading and applying map key.</p>	
Types of bridges	Models of bridges	<p>From the group presentations teacher will discuss the kinds of bridges that are formed on the basis of the physical attributes of the region.</p> <p>The discussion will also be around the paths in different regions. Chapter 'Going to School' text will be referred. Students will prepare models of bridges in groups and explore features of the same.</p> <p>Post that, exposition could also be planned. Students can dress in their state's traditional dresses and can present various information about the state, like food (sample can be kept), miniatures/ pictures of places to visit, dance of the state, festival of the state, regional language and regional song of the state can be written on chart/ sung/ played online. Travelogue, models of bridges can also be made the part of exhibition.</p>	<p>Students will work in teams.</p> <p>They will value others opinions.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Picking any such pictures from the presentation, the teacher will draw student's attention towards the use of animals for transportation. Connections can be made with historical times. Let the students think if it is wise and appropriate to use animals for transportation in today's time.	Student will become sensitive towards animals.

Suggestions for Teachers:

Teacher may encourage students to try any one Indian art form. Teacher can motivate them to write a diary.

Extension of Learning:

Students can help pets. They can spread awareness in community about right use of eco-friendly fuel. For this they may organise nukkad natak and publish their handmade newspaper for community.

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