

Multidisciplinary

Teaching-Learning Plans



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

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Multidisciplinary Teaching-Learning Plans-Class-5

ISBN: 978-93-93667-25-0



State Council of Educational Research & Training, Delhi

March, 2022

1700 Copies



Published by:

State Council of Educational Research & Training, Delhi

Printed by:

Raj Printers

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



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Date : 14/3/2022

D.O. No. : F.12.1/2022/REK/412

Message

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

Modules:-

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

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

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


(RAJANISH SINGH)



स्वाध्यायान्ता प्रमदः

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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

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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.

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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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S

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ix

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E

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G

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H

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K

L

M

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1

2

3

4

CONTENTS

S. No.	Theme	Page No.
1.	Market	1
2.	Parts and Wholes	8
3.	Means of Transport	13
4.	Space	18
5.	Polar Region	23
6.	Harvest	26
7.	Communication (Part-1)	32
8.	Communication (Part-2)	38
9.	Forest	44
10.	Water (Part-1)	49
11.	Water (Part-2)	58
12.	Super Senses	63
13.	Food	69
14.	Story Reading and Writing	74
15.	Travel	79
16.	Measurement	85
17.	Mosquitoes (Part-1)	91
18.	Mosquitoes (Part-2)	97

N

O

P

Q

R

S

T

xi

U

V

W

X

Y

Z

1

2

3

4

5

6

7

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x

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A

B

C

D

E

F

G

xii

H

I

J

K

L

M

S. No.	Theme	Page No.
19.	Constitution of India (Part-1)	103
20.	Constitution of India (Part-2)	110
21.	Clock (Part-1)	117
22.	Clock (Part-2)	124
23.	The Journey of Gulliver (Part-1)	131
24.	The Journey of Gulliver (Part-2)	136
25.	Marine Life	140

Multidisciplinary Teaching - Learning Plan - 1

Theme - Market

Integrated Subjects: EVS (Travel), Language, Art Education, ICT, Mathematics (Fractions-Parts and Wholes, Smart Charts)

Duration: Minimum 8 Hours

Specific Objectives: Students will be able to:

- work effectively in groups
- communicate appropriately with different people
- become sensitive towards environmental issues
- develop creative capacity such as preparing posters, drawing pictures, sign boards, etc.
- apply the concept of fractions and equivalent fractions in solving problems related to different situations
- express the information provided using tables and bar graphs
- interpret the provided information through a bar graph in different life situations

Teaching-Learning Resources:

Chart paper, markers, tables, fake rupee notes, models of weighing machine and other necessary materials for creating a market, videos, photographs, etc.

Prerequisite Knowledge:

- Students know the concept of fraction.
- Students know how to represent data in tabular form.
- Students have knowledge about group formation and how to organise group discussion.
- Students are familiar with markets and different items/materials available at different shops.

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Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	Videos/photograph of nearby markets	<p>Teacher may facilitate a discussion on dinner the students have taken on the previous day.</p> <p>Students may be asked to elicit the different food grains, vegetables, oils, fruits, etc. required for preparing those items.</p> <p>Discussion may also focus on from where they get these items and who brings it to their home, etc.</p> <p>Now the videos/photograph of two or three nearby markets may be shown to the students. Let them watch/observe it.</p> <p>Let them share their experience about those markets.</p>	Students will be able to communicate about their market experience.
Fraction, Equivalent Fraction	Purchase bills either dummy or original, chart paper and marker	<p>Form 4 to 5 groups and each group may analyse the purchase bill given to them. (Teacher may either prepare dummy bills or use bills received from shops.)</p> <p>Let the students explore the details on the bills. Ask them to discuss about the different items and their prices.</p> <p>Let them prepare few bills based on the prices shown on their bills.</p>	Students will be able to understand the concept of fraction, equivalent fractions, converting fractions into decimals and vice-versa by linking it with real-life situations.

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L

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>For example, if their bill shows that 1 Kg tomato costs ₹17, let them prepare a bill, where they purchased 1 and half Kg tomato.</p> <p>They may prepare more such dummy bills similarly.</p> <p>While finding the price for 1 Kg/1L/1 dozen, the students are using the property of fractions. The teacher may observe how the students are converting the prices and facilitate them in the process.</p> <p>After the completion of this activity, each group may be asked to present it to the whole class.</p> <p>Let them explain the details of their bills and how they prepared the new bills. Ensure that all students from the group participate in the discussion</p>	<p>The students are able to collect information in the form of price of different household materials and prepare them in the form of a table and bar graph and interpret them.</p>
Expressing data using bar graph	Graph paper/chart paper ICT	Discussion may be done about the quantity and price of different items.	

Concept

Teaching-Learning
Resources

Teaching-Learning Activities

Expected Learning
Outcomes

Let the students discuss with their parents and prepare a price chart. (Home activity-individual)

Item	Price per Kg/L/Dozen
Tomato	
Onion	
Rice	
Wheat	
Egg	
Apple	

In the next class, they may be asked to discuss in groups the price chart prepared by each one.

They may be asked to see any difference in the prices of any items and let them share view about the price change in the same item. Teacher may observe the group discussion and see the chart prepared by the different students and ask them to prepare bar graph depicting the data.

Ask the group to form a consolidated price table and present it in their respective groups. Provide opportunity to prepare bills using computer. While presentation of each group, other group members may be encouraged to ask questions such as what will be the value of 2 kg of rice?

If the price given is ₹140 then how many dozen egg will you get, etc.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Creating dialogues, posters, model sign boards, location maps, etc.	Picture of different markets	<p>Provide opportunity to the students to explain their experience of shopping at any market place.</p> <p>Let the students explore about different types of people present (stakeholders) in a market such as wholesalers, retailers, employees, farmers, customers, etc.</p> <p>Divide the students into different groups such as Wholesalers, Retailers, Employees, Farmers, Customers, etc.</p>	The active participation of the students in this role-play and their experience during the play and during the discussion later will ensure the following outcome enhancement in their artistic abilities such as preparing posters, boards, models, writing skills, ICT skills, ability to identify locations using sign boards, maps, etc.
Communicate effectively in a role play	Chart paper, markers, posters, sign boards, location maps, tables, paper bags, play money, models of weighing machine and other necessary materials for creating a market, ICT	<p>Based on the students' experience and information obtained from their parents, let them prepare a few dialogues that may happen in a real market daily.</p> <p>Ask each group to prepare essential materials such as name boards, advertisements, price chart, weighing machine, racks, bill books, play- money, sign boards, paper bags, etc. and arrange the classroom like a mini market.</p> <p>Let them use a computer for preparing charts, name boards, advertisements, bill books, etc.</p> <p>Let them play the roles of different stakeholders.</p>	Students will also improve their ability to write a travelogue and communicate effectively.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Conduct interview		<p>Teacher may ask the members from customer groups to conduct an interview with farmers, who are selling their material directly to the wholesalers and then to retailers and to customers.</p> <p>Let them elaborate how the prices of different vegetables and fruits are changing daily.</p>	During the experience sharing as well as the role play, motivate students to explain the different environmental issues prevalent at market places and let them provide their suggestions about addressing those.
Prepare report		Once the role-play is over, a discussion may be organised. Before the discussion, they may be asked to sit in their respective group and prepare a brief report about their experience. The roles played by the different groups may be analysed. Based on the purchase by the members from customer groups, discussion about the prices of different items, prices when the quantity changes etc. may be discussed. Also, let them share their experience.	Students will be able to enhance their writing skills.

Suggestions for Teachers:

Teacher may start with organizing a field trip to a nearby market and letting the students observe it keenly. Then they may be asked to do the role-play. The chapter related with EVS may be extended by including few more activities such as writing a travelogue, detecting faulty food materials etc.

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Extension of Learning:

As an extension of this activity, students may be asked to prepare a chart consisting of prices of different items purchased in their home in four different weeks. Let them prepare the monthly requirements and the amount they are spending. They may also see how the prices for a particular item is changing weekly/daily.



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Multidisciplinary Teaching - Learning Plan - 2

Theme - Parts and Wholes

Integrated Subjects: Social Studies (National Symbols, International Organizations), Math (Fractions) Language, Art Education, ICT

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- work effectively in groups
- communicate appropriately with different people
- discuss and use contexts/situations from daily life in activities to develop understanding about fractional part of a group
- compare fractions through various ways like paper folding, shading of diagram etc.
- develop the idea of equivalence of fractions through various activities
- identify the National Symbols
- express themselves effectively
- build their imaginative skills and story writing

Teaching-Learning Resources:

Chart paper, cardboard, markers, flags, pictures, etc.

Prerequisite Knowledge:

- Students have seen the flag of our country.
- Students recognise different shapes such as rectangle, triangle etc.

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Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Flag	Pictures of Indian flag	<p>The teacher may facilitate a discussion on our flag.</p> <p>Students may be asked to draw and colour our national flag.</p> <p>Teacher may ask some questions such as, what is the colour of the middle one-third of the flag?</p> <p>Where will you draw the Ashoka Chakra? How much of the flag would you colour green?</p> <p>Now, the pictures of our flag may be shown to the students. Let them /observe it.</p> <p>Let them share their experience about the flag.</p>	Students will be able to draw our country's flag.
Parts, International Organisations and flags of different countries	Pictures of different flags cardboard, colours, pencil, eraser, etc.	<p>Students will be asked to form 4 to 5 groups, and each group may analyse the flag of a country.</p> <p>Let them explore the flag.</p> <p>Students will be asked questions related to the parts. Ensure that all the students from the group participate in the discussion.</p> <p>Discussion may be done about International Organisations and flags of different countries.</p>	

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Let them discuss. Teacher may ask:</p> <p>How many flags have three colours? Are all the coloured parts equal in these flags?</p> <p>Students may be asked to design a flag and colour it.</p> <p>Students will then be asked to make a circle.</p> <ul style="list-style-type: none"> • Divide it in two parts. • Divide it in four parts. • Colour each part with different colour. <p>Teacher can provide more such practice activities.</p>	<p>Group discussion will help to improve the communication ability of the students.</p> <p>Drawing and colouring abilities of the students will enhance.</p> <p>Students can make equal parts and also colour different parts with different colours.</p>
Pattern in Parts	Colours, papers	<p>Teacher may provide the opportunity to the students to make different patterns by colouring some square grids. They can be asked what part of the square did you colour? What part is white?</p> <p>The follow up discussions for all these activities will play an important role in developing children's conceptual understanding of fractions.</p>	<p>Students' colouring skills will be enhanced. They will easily understand the concept of parts.</p>

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C

D

E

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10

H

I

J

K

L

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>The use of concrete things (such as matchsticks, bottle caps, etc.) will help children make sense of equivalent fractions such as $\frac{1}{2} = \frac{2}{4}$.</p> <p>Students must make their own fraction strips using papers of different sizes. Encourage them to compare the strips by colouring them into different fractions.</p> <p>Teacher may show a picture displaying only half of the petals of a flower or half of a box and ask the students to complete the flower or box. Many similar activities can be done in class.</p>	Students can make equal parts and also colour different parts with different colours.
From a part to the whole	Pictures of coins and rupee note, paper, chart paper, markers, ICT	<p>Rupees and Paise activity can be organised. Teacher will ask the following questions:</p> <p>a) How many paise make one rupee?</p> <p>b) Is 50 paise half of one rupee?</p> <p>c) 25 paise is _____ part of one rupee.</p> <p>Students can be encouraged to think of what part of a day they spend in different activities.</p>	Students' conceptual understanding of fractions will be enhanced.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes										
Shopping list		Teacher can provide the list of items along with their price and ask questions based on parts and whole.	Students will be understand the concept of a part of the whole.										
		<table><tr><th>Items</th><th>Price in ₹ (per KG)</th></tr><tr><td>Tomato</td><td>20</td></tr><tr><td>Potato</td><td>20</td></tr><tr><td>Onion</td><td>30</td></tr><tr><td>Carrot</td><td>50</td></tr><tr><td>Brinjal</td><td>30</td></tr></table> <p>a) How much will 5kg of tomato cost?</p> <p>b) How much will 2 kg of potato cost?</p> <p>c) Swati wants 2 kg of tomato. How much will it cost?</p>	Items	Price in ₹ (per KG)	Tomato	20	Potato	20	Onion	30	Carrot	50	Brinjal
Items	Price in ₹ (per KG)												
Tomato	20												
Potato	20												
Onion	30												
Carrot	50												
Brinjal	30												

Suggestions for Teachers:

Teacher can bring real price lists and bills to discuss in the classroom.

Extension of Learning:

Students may perform various activities with family for the practice of parts and wholes.

Multidisciplinary Teaching - Learning Plan - 3

Theme - Means Of Transport

Integrated Subjects: EVS (Different means of transport), Mathematics (Tally Marks and Bar Graphs), Language, Art Education, ICT

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- work effectively in groups
- communicate appropriately with different people
- voice opinions on environmental issues such as noise pollution
- develop creative capacity such as preparing posters, drawing pictures, signboards, etc.
- apply the concept of bar graphs and tally marks in recording the data of a variety of things with a large number
- identify different means of transport
- differentiate between means of transport
- analyse the changes in means of transport with time

Teaching-Learning Resources: Chart paper, markers, models of means of transport, pictures, etc.

Prerequisite Knowledge:

- Students know the concept of transport.
- Students have knowledge about the group formation and know how to organise group discussion
- Students are familiar with the means of transport.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Means of transport	Pictures of means of transport	The teacher may facilitate a discussion on the means of transport that students take to reach the school.	Students will be able to communicate about the means of transport.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students may be asked to name the different means of transport.</p> <p>Discussion may also focus on the means of transport used by most of the students.</p> <p>Now, the pictures of means of transport may be shown to the students. Let them watch/observe it.</p> <p>Let them share their experience about different means of transport.</p>	
Different means of transport	Some toys or models (of different means of transport), flash cards of different means of transport, notebook, marker, ICT, etc.	<p>Group Activity:</p> <p>Students will be asked to form 4 to 5 groups, and each group may analyse toys or models related to the means of transport given to them. Teacher may either prepare flashcards or toys.</p> <p>Let the students explore the models.</p> <p>Ask them to discuss about the different means of transport.</p> <p>Let them classify the means of transport. After the completion of this activity, each group may be asked to present it to the class.</p> <p>Let them explain the means of transport. For example, one group can talk about land transport, while other group will discuss water transport and so on.</p>	Students will be able to classify the means of transport.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																		
Importance of different means of transport	Pictures of different means of transport	<p>Teacher may facilitate a discussion on the importance of means of transport. The first means of transport and the invention of wheel can be discussed. Different means of transport and how they are useful to us can also be discussed.</p> <p>Ask students to discuss with their parents and ask them to take a round of their neighbourhood to find out and note how many types of means of transport are there and use tally marks to note the number. Teacher may discuss the process with the students. Students may use ICT for the same.</p>	<p>Students realise the importance of means of transport.</p> <p>They can tell how life was before the invention of wheel.</p>																		
Use of tally marks and bar graphs	Paper, chart paper, markers, posters, sign boards, and other necessary materials for creating means of transport	<table border="1"><thead><tr><th>Means of transport</th><th>Tally marks</th><th>Number</th></tr></thead><tbody><tr><td>Car</td><td></td><td></td></tr><tr><td>Bus</td><td></td><td></td></tr><tr><td>Cycle</td><td></td><td></td></tr><tr><td>Boat</td><td></td><td></td></tr><tr><td>Rickshaw</td><td></td><td></td></tr></tbody></table> <p>In the next class, they may be asked to discuss in groups and prepare tables. Let them discuss the table and ask them to prepare a bar graph.</p> <p>They may be asked to observe any difference in the number of means of transport found in the neighbourhood and let them share their views.</p>	Means of transport	Tally marks	Number	Car			Bus			Cycle			Boat			Rickshaw			Students can effectively use tally marks and prepare bar graphs.
Means of transport	Tally marks	Number																			
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher may observe the group discussion and see the chart prepared by the different students.</p> <p>Ask the group to form a consolidated chart and present it to the whole group. Let them conclude the means of transport largely used.</p> <p>While each group presents, other group members may be encouraged to ask questions such as why only a particular transport is largely used?</p> <p>Provide opportunity to the students to explain their experience of travelling in different means of transport.</p> <p>Let them explore different means of transport in their community.</p>	
Role-Play		<p>Divide the students into different groups such as land transport, water transport and air transport.</p> <p>Based on their experience and information obtained from their parents, let them prepare a few dialogues that might be said if means of transport could talk.</p> <p>Teacher may ask each group to prepare essential materials such as name boards, charts, etc. and arrange the classroom like a gathering of means of transport. Let the students use computer for preparing charts, name boards etc.</p>	It will enhance the communication skills of students.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Let them play the roles of different means of transport. Let them elaborate how different means of transport work.</p> <p>Once the role-play is over a discussion may be organised. Before the discussion, they may be asked to sit in respective groups and prepare a brief report about their experience. The roles played by the different groups may be analysed.</p> <p>The students share their experience.</p>	Students can differentiate between different means of transport and trace the changes in means of transport over the time etc.
Environmental Concerns		<p>Teacher may discuss the changes in the means of transport over the time, the road safety rules, wise use of petrol, noise pollution, etc.</p> <p>Teacher may facilitate the discussion about the possible options for reducing the number of vehicles on the road and what would happen if you do not get petrol or diesel.</p>	Students will develop sensitivity towards the environment.

Suggestions for Teachers:

Teacher may organise a field trip to the neighbourhood and let the students observe it keenly. Then they may be asked to do the role play afterwards. Teacher may include few more activities related to noise pollution, road safety rules, save oil etc.

Extension of Learning:

As an extension of this Activities, students may be asked to imagine a company that has given them a chance to design a new vehicle. What kind of vehicles will they design?

They will write about it as well as draw its picture and colour it.

Multidisciplinary Teaching - Learning Plan - 4

Theme - Space

Integrated Subjects: EVS (Space), Social Studies (Globe), Language, Art Education, ICT

Duration: Minimum 8 hours.

Specific Objectives: Students will be able to:

- work effectively in groups
- express their ideas freely
- communicate appropriately with different people
- express interest to learn about the newer researches, discoveries and inventions in physics; such as, about space programme of India
- develop creative capacity such as preparing posters, drawing pictures, etc.
- observe the night sky and learn new things

Teaching-Learning Resources: Chart paper, markers, globe, pictures, etc

Prerequisite Knowledge:

- Students know we live on planet earth.
- Students have knowledge about the group formation and how to organise group discussion
- Students are familiar with the moon and stars.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	Pictures of Earth	The teacher may facilitate a discussion on the shape of the Earth.	Students will be able to ponder on what our Earth really looks like?

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students may be, asked to make a drawing of the Earth and show where they live on the Earth.</p> <p>Discussion may also focus on the shape of the globe and why we don't fall off.</p> <p>Now, the pictures of Earth may be shown to the students. Let them observe it.</p> <p>Let them share their thoughts.</p>	
Globe	Few globes	<p>Group Activity-</p> <p>Ask students to form 4 to 5 groups, and each group may be given a globe and are expected to analyse it.</p> <p>Let them explore the globe.</p> <p>Encourage them to discuss about the shape of the Earth. What are they able see on the globe? Let them express freely.</p>	Students can raise questions and imagine things about space.
Spaceship	Pictures of space travel of Sunita Williams and Kalpana Chawla	Teacher may share the pictures of Sunita Williams and Kalpana Chawla in spaceship and facilitate discussion on what they see in the pictures. The photographs given can be used to initiate discussion and to help the students to raise questions and imagine the things in space.	

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>The teacher can also make them aware of the first man and woman to go into the space.</p> <p>Teacher may also discuss the means of transport that can be sent to the space.</p> <p>Teacher provides the opportunity for students to imagine that the class is a spaceship and the students can do a role play.</p> <p>Pictures of space travels of Sunita Williams and Kalpana Chawla can be used to initiate discussion and provide a sense of the earth's gravity.</p>	<p>Students' imagination skills will enhance.</p> <p>Students can name the means of air transport.</p>
Moon		<p>Teacher may facilitate the discussion on moon and ask questions regarding the shape of the moon.</p> <p>Teacher may ask the students to observe the sky at the night under the supervision of parents. Let them share their ideas/ observation.</p> <p>Teacher may include the following Activities.</p> <p>Under the supervision of parents, look at the moon for the next 15 days starting from tonight and draw what it looks like.</p>	<p>Observation power of students will enhance.</p> <p>Students can share their observations and express themselves.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher may initiate discussion on full moon and new moon.</p> <p>The festivals related to the moon can also be discussed.</p> <p>The students may be asked to write and share a poem on space, stars, moon, etc.</p> <p>Teacher may encourage the students to observe the sky and discuss with their parents why stars are not visible nowadays as they used to be fifty years ago.</p>	
Communicate effectively in a role-play		<p>Divide the students into different groups and ask them to present their observations in the class.</p> <p>Based on their experience and information obtained from their parents, let them prepare a few dialogues that may be said if stars, moon and Earth could talk. Ask each group to prepare essential materials such as name boards, charts, etc. and arrange the classroom like a gathering of moon, stars, Earth, etc.</p> <p>Let the students use computer for preparing charts, name boards, etc. Let them play the roles of different celestial objects. Let them imagine and elaborate the experience of life in space.</p>	Students will be able to enhance their artistic abilities.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prepare Report		Once the role-play is over, a discussion may be organised. Before the discussion they may be asked to sit in their respective groups and prepare a brief report about their experience. The roles played by the different groups may be analysed. Let them share their experience.	Students will be able to explain the different environmental issues and let them provide their suggestions about addressing those.

Suggestions for Teachers:

Teacher may organise a trip to a Planetarium and let the students explore it. Then they may be asked to do the role play afterwards. Few more activities such as India in Space, stories of the people who have travelled to space can be included.

Extension of Learning:

As an extension of learning, students may be asked to imagine that they are talking to Earth. Prepare the dialogue what would you say to the Earth?

Write about it. Draw its picture and colour it.

Multidisciplinary Teaching - Learning Plan - 5

Theme - Polar Region

Integrated subjects: Social Studies (Polar region, season), Language, Art Education

Duration: Minimum 8 hours

Specific Objectives: Students will be able to

- describe the geographical location of polar region
- express why Arctic region at north pole is oceanic and Antarctic region at south pole is snow-clad
- recite a poem in a rhythmic manner
- list the names of the animals found in polar region
- build up their creativity in writing simple poems

Prerequisite knowledge:

- Students have a little knowledge of globe and world map from previous class .
- Students may be able to recall the names of oceans and continents.
- Students are aware that poems should be recited in rhythm.
- Students know that the earth revolves around the sun in an orbit.

Teaching-Learning Resources:

Small globe, a bulb, political world map, photographs of polar animals, drawing sample of origami bear, origami sheets, balloon, cotton, fevicol, etc.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite Knowledge	Globe or world map	Teacher may initiate the discussion by showing the globe or world map and asking the students to identify and name the oceans. Let the students divide themselves into different groups based on the names of these oceans.	While following the instructions, students will learn to communicate and become capable of locating the different regions on maps or globe.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Teacher can channelise the discussion on the names of oceans and their respective locations</p> <p>Teacher may ask the students about the climate of the polar region as per their geographical location.</p>	Recitation inculcates confidence while doing stage performance.
Seasonal change and winters		<p>The students may be encouraged to recite any poem or lines on winter season in any language.</p> <p>Teacher discusses about how winter occurs.</p> <p>Teacher must give an insight to the students about change in seasons and let them think to reach a conclusion by telling the geographical location of different continents with respect to the position of the sun.</p> <p>Let them discuss where the sunrays fall more and less on the earth.</p> <p>Teacher can demonstrate this concept by taking three students from the class by making them The Earth , The Sun and The Moon to show how revolution and rotational process cause season change in a year.</p>	By understanding the end result of the concept, students can develop the skill of logical reasoning .
Climate at polar region		<p>Teacher will explain the concept of tilted centre of axis towards the sun. This leads to six months of long day time in north polar region and six months of less night time.</p> <p>Students may be encouraged to find out the names of famous places at both of the poles where there is 6 months of day time and 6 months of night time?</p>	Students can identify signs, directions, location of different places visited in maps and predicts the direction in context of positions at different places for a location.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Question can be asked such as why is Greenland called the Land of Midnight Sun?	
Polar animals	Pictures showing arctic animals	Teacher shall encourage the students to identify some animals of the north pole region like polar bear, walrus, seal, arctic fox, etc. and south pole region animals like penguins, arctic tern, great albatross and blue whale. Let the students discuss more about these based on their experience.	Students will be able to develop curiosity to know about the wild life of different places on earth.
Art integration	Sample drawing, paper folding bear, origami paper, thick chart, colours, fevicol, pair of scissors, etc.	Teacher can involve the students to draw polar region using their imagination and encourage them to write a poem. Students can be engaged to make a polar bear with cotton and balloon. Paper folding polar bear can be demonstrated. Teacher can give freedom to the students to draw water polar animals or they can be encouraged to draw any thought as per their choice from the class discussion, students can be encouraged to make masks.	By creating poster/ drawing, students will be able to enhance their imagination skills . Paper folding develops motor skills in students and enhance their concentration along with hand-eye coordination.

Suggestions for Teachers:

Teacher can encourage the students to read more about polar region.

Extension of Learning:

Students can be asked to discuss about the phenomenon of seasons with their family. They can write a poem on seasons.

Multidisciplinary Teaching - Learning Plan - 6

Theme - Harvest

Integrated subjects: EVS, Social Studies, Math, Language

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- explain the importance of crop yield
- construct the relationship between crops and festivals
- develop sensitive attitude towards every section of the society
- describe the unity in diversity in India
- state the relation of festivals with harvesting
- tell the journey from sowing of seeds to transporting them to the market
- make festival related pictures / rangoli / kites etc.

Teaching-Learning Resources:

Map of india, newspaper, origami paper, fevicol, broomstick, thread, chart showing crops of rabi and kharif season, festival chart, marker pen, market equipment, blank chart, etc.

Prerequisite Knowledge:

- Students know about festivals like holi, diwali, dussehra, eid, christmas etc.
- Students know the stories related to these festivals.
- Students have an understanding about group discussions.
- Students know the names of the states of india.
- Students know about the unit of kilo weight and transaction of money.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite Knowledge		Teachers may provide opportunities to the students to discuss one religious and one national festival.	Students will be able to improve their spoken language, pay attention to the nuances of the language and incorporate it into writing.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Harvest festivals	Map of India	<p>Through discussion, students may talk about those festivals, in which grains or farming etc. are used.</p> <p>The teacher and students will discuss in detail about Makar Sankrant or Til Sankrant while taking the subject forward.</p> <p>Students will be asked to mark those states in the map of India where khichdi and jaggery are eaten during Sankrant and groundnut revdi, gajjak are eaten on Lohri.</p> <p>Discussion can be done on 'Kite Festival' in Gujarat and 'Pongal' celebrated in Tamil Nadu.</p>	Students will give independent comments on the basis of their experiences, draw arguments and conclusions from their point of view.
Kite making	Newspaper, origami paper, fevicol broomstick, thread	<p>The teacher will provide an opportunity to the students to make a kite out of newspaper or origami paper.</p> <p>Teachers will encourage the students to make a collage of pictures or rangoli according to their interest related to the festival.</p> <p>After drawing the picture, the student should be encouraged to share the information about their creative expression with everyone.</p> <p>The teacher should make proper arrangements to display the kites made in the classroom itself.</p>	Students will learn to make kites.
Rabi, kharif and zaid crops	Pictures of rabi and kharif crops, chart showing content	<p>Students will write the names of vegetables, fruits and grains eaten during winter, summer and rainy days and share their experiences.</p> <p>The teacher should discuss about these crops in detail through a video and tell about the fruits, vegetables and grains that are grown in kharif, rabi and zaid.</p>	Students will understand the hardwork put in during sowing of crop to ripening. According to the production of fruits and vegetables, students will be able to know little by little about the change in their diet.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities				Expected Learning Outcomes
		Name of the crop	Time of sowing Crop	Crop ripening time	Yield	
		Kharif	May- June	Sep - Oct	Paddy (Rice), maize, ground-nut, soy-abean, urad, moong, cotton, arhar etc.	
		Rabi	October-November	March -April	Wheat, spices, chick-peas, peas, oats, mustard etc.	
		Zaid	March-May	July - August	Vegetables on vine like bitter gourd, water-melon, melon, pump-kin, okra, beans, etc.	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Other festivals related to crop harvesting	Festival chart	<p>Baisakhi (in Punjab)</p> <p>Bihu (in Assam)</p> <p>Sarhul (in Jharkhand by Santhal and Aoraon tribes)</p> <p>Ghughutia (in Kumaon)</p> <p>Onam (in Kerala)</p> <p>Pongal (in Tamil Nadu)</p> <p>Kite Festival (in Gujarat)</p> <p>Encourage students to establish links between terrain, climate resources and cultural life.</p>	Feeling the diversity of India, students will be able to associate themselves with the states, food habits and festivals of each other.
Arithmetic (Multiplication and Division)	Chalk and blackboard	<p>Students may learn to make delicious and nutritious food by using math and estimation properly in the kitchen. For example-</p> <p>If you take half a bowl of lentils and one and a half bowls of rice to make khichdi for five people. Teacher may ask questions such as, what is the quantity of ingredients for twenty people?</p> <p>Or if 15 kg of jaggery is worth Rs 900, then how much will one kg of jaggery cost?</p>	Students will be able to perform basic arithmetic operations in problem solving questions.
The journey of seeds from agriculture to market	Chart Paper, marker pen, market equipment	<p>The students will be given an opportunity to present all the phases of the rice crop (from transplanting to market identification) through role playing Activities like-</p> <p>Group 1</p> <ul style="list-style-type: none"> • Seeds for growing crops • Seed planting • Irrigation • Insecticide • Harvest at ripening 	Students will be able to understand the social system of the market, create awareness about the black marketing spread in the society, generate a sense of gratitude towards the hard work of the farmer. Students will be sensitised about not wasting food.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Group 2</p> <ul style="list-style-type: none"> Transporting paddy to cellars Drying paddy Paddy threshing/ use of thrasher Separating rice and bran <p>Group 3</p> <ul style="list-style-type: none"> Determination of MSP Set selling price Sell to the warehouse owner Transporting goods to the warehouse Sell to the market wholesaler <p>Group 4</p> <ul style="list-style-type: none"> Adulteration of goods by wholesaler Manipulating a few grams while making a package Creating shiny and beautiful packets <p>Group 5</p> <ul style="list-style-type: none"> Becoming a customer Discussing different rates at different shops etc. 	
Question on cost price and selling price and profit/loss	Blank chart, chalk, blackboard	<p>The teacher may discuss the subject matter to familiarise the students with the understanding and concept of new terms of cost price, selling price, profit, loss etc. Question can be asked such as-</p> <p>1) If the cost price of one kg of rice is ₹15 and the selling price is ₹20, then what is the profit or loss in rupees?</p>	Students will be able to learn how to solve such questions in daily life.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>2) Mukesh bought 20 kg of wheat flour from a wholesaler for ₹200, then he divides the flour into 5 kg packet each and sold them for ₹100 per packet, then tell how many packets he made and how much profit or loss did he make?</p> <p>Such questions can also be solved by discussion and answering in groups.</p>	

Suggestion for Teachers:

Students may be made aware that sprout chaat can be made by carrying out the process of seed germination by increasing this content in sequence.

Extension of Learning:

Students can write any method of making any dal, vegetable, sweet, sherbet etc. of their choice.

Images of cereals and vegetables grown in rabi and kharif crops can be drawn and pasted.



Multidisciplinary Teaching - Learning Plan - 7

Theme - Communication (Part-1)

Integrated subjects: EVS (Means of communication), Language, Art Education

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- explain the definition of communication and its means clearly
- describe about the types of letters
- tell the difference between a format and an informat letter
- tell the medium of correspondence used on the digital platform
- list the symbolic and written forms of communication
- explain the utility of collection of objects
- tell modes of speed post and parcel delivery methods
- tell about Pincode numbers with respect to the area, sub-region and post office codes
- understand the connection between the weight of the object and the rate of sending it to different states for speed post or courier service charges

Teaching-Learning Resources: Mobile, pincode, flashcards, sample letters, etc.

Prerequisite Knowledge:

- Students are familiar with the concept of means of communication.
- Students aware of correspondence.
- Students are aware of the new digital platform of communication and social media .
- Students are capable of doing basic calculations.
- Students are aware of the moving mail vans on the road.
- Students have seen the letter box
- Students are not aware about the importance of pincode although they have heard about pincode.
- Students know the difference between kilograms and grams.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Communication	Mobile or other internet compatible equipment available with the teacher	<p>Teacher may begin the class activity by assessing the prior knowledge of students with a discussion on the summary of the work done in the previous class.</p> <p>All the students will be given an opportunity to speak on the subject of communication and what they understand by it?</p> <p>Teacher may ask questions like,</p> <ul style="list-style-type: none"> • Since when this communication system does exist in this world? • What was the need for it? • How was this system operated in ancient times? • Is communication made for humans only? • Guided discussion may be carried out. 	Students will inculcate confidence and courage in them to speak independently on their views about communication.
Means of communication in the present time	Mobile phone to show symbols or flash cards, social media pdf	<p>Teacher may discuss about the latest means of communication.</p> <p>For this, charts, flash cards, pictures, etc. can be used. The discussion may include the experiences of the students so that the students can combine previous experiences with new knowledge to develop greater understanding.</p> <p>Teachers will accept the experiences, knowledge of the students and where ever necessary they will make clarify further clarification and make a network of the suggested words on the blackboard like-</p>	Students will pay attention to the nuances of the language and build their oral language skills.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Email, WhatsApp, Facebook, Twitter, mobile phone, computer, internet, wifi, skype, video calling, Zoom, Google Meet, etc.</p> <p>Teacher will divide the class into five groups named after the same platform. (Gmail, WhatsApp, Facebook, Twitter, Instagram, etc.)</p> <p>The teacher can then briefly expand the functions of these different mediums and try to get answers from the students.</p>	
Ancient ways/ means of communication	Evolution of communication	<p>With the help of ICT or flashcards, the teacher can show a systematic sequence to establish connection between ancient and modern means of communication.</p> <p>All the students are expected to share the detail about postal letter, inland letter, foreign letter, speed post letter, parcel, money order, postage stamp, envelope and telegram.</p> <p>Discussion may be facilitated that in today's time if we do not have facilities like phone or internet what could be the consequences.</p>	Students will pay attention to the specifics of various events happening around us and respond orally to them and ask questions.
Importance of PINCODE	Pincode	<p>What is Pincode? Teacher and students may discuss this in detail, how the PIN numbers are determined by the code of the state, area and post office respectively.</p> <p>Its use ensures that the letter reaches the correct post office faster. For this, you can also use ICT.</p> <p>Teacher makes the students understand about the Aadhar Card and Voter Card.</p>	.

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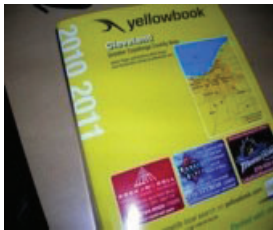
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																
Letter writing skills	Sample letter forms	<p>Encourage students to write a letter to any of their classmates by giving postcard samples.</p> <p>Give students an opportunity to discuss the importance of postage stamp on postal paper.</p> <p>Teacher can discuss about formal and informal letters and explain the working of post office through an activity (such as sorting and delivering the letters by appointing a postman in the class).</p> <p>Discussion on the difficulties faced by the postman can be held.</p>	Students will be able to check and modify their writing with better understanding.																
Speed post (Basic calculations) Import and Export		<p>Teachers can get students to speed post math questions in groups through the given table. (Oral and written)</p> <table border="1"> <tr> <th>Sr. No.</th><th>Postal Article / Item</th><th>Types / Details</th><th>Postal Rate (in INR)</th></tr> <tr> <td>01</td><td>AERO-GRAM-ME</td><td>-</td><td>15.00</td></tr> <tr> <td>02.</td><td>LETTER (Surface)</td><td>Up to 20 grams (For all countries) For every additional 20 grams or part thereof up to 2000 grams</td><td>20.00 10.00</td></tr> <tr> <td>03.</td><td>SMALL PACKETS</td><td>Up to 100 grams. (For all countries) For every additional 100 grams or part thereof up to 2000 grams.</td><td>60.00 45.00</td></tr> </table>	Sr. No.	Postal Article / Item	Types / Details	Postal Rate (in INR)	01	AERO-GRAM-ME	-	15.00	02.	LETTER (Surface)	Up to 20 grams (For all countries) For every additional 20 grams or part thereof up to 2000 grams	20.00 10.00	03.	SMALL PACKETS	Up to 100 grams. (For all countries) For every additional 100 grams or part thereof up to 2000 grams.	60.00 45.00	<p>Oral questions will improve the mental math practice of the students.</p> <p>By understanding the postal service system, students will also be able to understand the system of import and export of goods.</p>
Sr. No.	Postal Article / Item	Types / Details	Postal Rate (in INR)																
01	AERO-GRAM-ME	-	15.00																
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<div>04. PRINTED PAPERS</div> <div>Up to 20 grams (For all Countries) For every additional 20 grams or part thereof up to 2000 grams.</div> <div>15.00</div> <div>10.00</div>	
Pincode directory and telephone directory		<p>Students of all the groups will be asked to write each other's phone numbers along with their names and addresses on a page.</p> <p>Then get all the students to write these phone numbers in ascending and descending order and discuss according to the subject matter.</p>	Students will be able to understand the importance of diary and the usefulness of noting important dates and special moments.
Art Integration	Old paper, newspaper fevicol, scissors etc., used t-shirt /skirt /jeans/ pant, thread, stitching needle, etc.	<p>The teacher may demonstrate how to make any type of greeting card and envelopes. Discussion on how should we move towards no plastic use can be held. Making of paper bag Activities can be executed.</p> <p>Teacher can demonstrate stitching of a cloth bag by using old clothes.</p>	Student will be able to increase the work efficiency due to development in the ability of art skills and aesthetic sense.
Postage stamp collection	ICT	<p>Talking to students about the tradition of collecting-</p> <ul style="list-style-type: none"> Collection of stamps called Philately Collection of coins called Numismatics Collection of postcard Deltiology Collection of videos Collection of toys 	Students will be able to enhance their growth of general information in the English dictionary

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> Collection of comics <p>Teacher can share information about Dolls' Museum, Rail Museum, Metro Museum and National Museum.</p>	
The story of the world's last Pigeon Postal Service by a report		Pigeon Postal Services in the world were closed in 2008. The last postal service was in the Cuttack region of the Indian state of Orissa. However, around 150 Belgian homer pigeons are being kept at the Police Training College in Cuttack and Angul for ceremonial purposes.	To develop the understanding of the students to form their own opinion by making them aware about the developments happening in the society.

Suggestions for Teachers:

- Students may be asked to write format and informat letters.
- A report can be given to write.
- A visit can be organised to the nearest post office.
- Students may be asked to write their pincode and also the name of the areas having pincode as theirs. What is the Pincode of the student's house? Which areas come in their pincode, write its name.
- What is the method of online home delivery?

Extension of Learning:

Students can collect cartoons of their choice at home and do other collection related activities like newspaper report cutting, short story book collection, bottle caps, buttons collection, etc.

Multidisciplinary Teaching - Learning Plan - 8

Theme - Communication (Part-2)

Integrated Subjects: EVS (Communication and Modes of communication), हिन्दी (चिट्ठी का सफर) and Mathematics (Basic arithmetic calculations)

Duration: Minimum 5-6 Hours

Specific objectives: Students will be able to:

- become aware of the environment around them
- express their feelings through communication among themselves
- understand the feelings expressed by others
- discuss the advantages and disadvantages of different modes of communication
- communicate appropriately
- develop their imagination and creativity
- send messages by letter, invitation cards, etc.
- solve common arithmetic problems in daily life
- explain the development journey of the communication modes

Teaching-Learning Resources:

Recorded sounds of different animals and things (ICT), blackboard, letter and calendar

Prerequisite Knowledge:

All the students have heard the sounds of animals, birds and instruments in their surroundings. Students may be aware of various modes of communication.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Previous knowledge based activity	Any recording related to the sounds of various animals or birds Or some other sounds like school bell ringing, temple bell ringing, phone ringing etc.	The teacher tells all the students to listen carefully to the different sounds around them and try to distinguish them. For this activity, teachers can also use YouTube videos, or a speaker.	Students will be able to become aware of the various sounds existing in their environment.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Extended activity	Audio /video clips of a few voices	<p>Can you tell a little more about someone from the voices you all have heard?</p> <p>For example, through the voice of a person, we are able to know his/her feelings of happiness, anger, sadness etc.</p> <p>By paying attention to the different sounds, they try to express their feelings about the sounds.</p>	Students will be able to recognise and understand the expression of any individual by listening
Means of information	ICT	<p>Teachers may ask the students-</p> <p>Do we receive information only through voices?</p> <p>If not, then tell/write about all those things/means from which we get different information.</p> <p>Activity-</p> <p>Let the students prepare a list of sources of information, or ask them to prepare a video giving information about the different sources of information.</p>	Students will be able to collect, organise and present information about the various means of information in an aesthetic way.
Means of sending information		<p>If you have to send the given information what means will you use and why?</p> <ul style="list-style-type: none"> • To wish your friend a happy birthday • For leave sanction from the principal • To tell about the epidemic spread in the city • To warn the whole city against any danger that may come 	Students will be able to analyse the situations and choose the right mode of communication for sending information.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		A discussion may be organised on the advantages and disadvantages of various means of information in groups.	
Means of communication used in ancient times		<p>Did our ancestors also send messages in the same way as we are sending today? If not, how would they have conveyed the messages? This topic would be discussed.</p> <p>In small groups, the students will collect information about this from their elders in the family such as parents and grandparents. A discussion may be organised the next day.</p>	Students will be able to get acquainted with the system used by their grandparents to send messages.
चिट्ठी का सफर (हिन्दी)	किसी के द्वारा प्राप्त कोई भी चिट्ठी	शिक्षक विद्यार्थियों को एक चिट्ठी दिखाते हैं और उससे ध्यानपूर्वक देखने के लिए कहते हैं और फिर उन्हें इस पत्र से जुड़ी हुई जानकारी बताने के लिए कह सकते हैं। जैसे: यह चिट्ठी किसने लिखी है? किसको लिखी है? भेजने वाला का क्या पता है?	विद्यार्थी चिट्ठी लिखने के लिए आवश्यक बातों के बारे में जान पाएंगे और किसी को पत्र भेजते समय इनका ध्यान रख पाएंगे।
Calendar as an information medium	Calendar	<p>Do we get some information from the calendar? If yes, then which information do we get?</p> <p>Let students discuss:</p> <ul style="list-style-type: none"> • Which month of the year is it? • What is the date today? • What day is it? 	Students will be able to recognise the calendar as a medium of information and will be able to tell about the information received from a calendar.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																																				
Extension Activity based on calendar		<p>The teacher asks all the students to mark the month of their birth in the month table written on the blackboard.</p> <table><tr><td>January</td><td>I</td><td>1</td></tr><tr><td>February</td><td>II</td><td>2</td></tr><tr><td>March</td><td></td><td></td></tr><tr><td>April</td><td>III</td><td>4</td></tr><tr><td>May</td><td></td><td></td></tr><tr><td>June</td><td>III</td><td>3</td></tr><tr><td>July</td><td></td><td></td></tr><tr><td>August</td><td></td><td></td></tr><tr><td>September</td><td></td><td></td></tr><tr><td>October</td><td></td><td></td></tr><tr><td>November</td><td></td><td></td></tr><tr><td>December</td><td></td><td></td></tr></table> <p>After the turn of all the students, the teacher can ask the students different types of questions related to the table. like:</p> <ul style="list-style-type: none">• How many students are present in the class today?• In which month were the maximum number of students born?• In which month were the least number of students born? <p>(Note: Teacher can also provide an opportunity to frame such questions and let them ask those questions to their peers.)</p> <p>Activity</p> <p>All the students will make a decorative invitation card to invite their friends on their birthday.</p>	January	I	1	February	II	2	March			April	III	4	May			June	III	3	July			August			September			October			November			December			
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																												
		<p>Which friends/relatives would you like to invite on your birthday? Write their names. Now, ask them to count the number of friends and relatives they have invited.</p> <p>Total number of friends and relatives</p> <p>= _____</p> <p>What would you offer/serve them in your birthday party? (Write the names of five or six food items.)</p> <table border="1"> <thead> <tr> <th>Items</th><th>Quantity</th><th>Price/Unit</th><th>Total amount</th></tr> </thead> <tbody> <tr> <td>Cake</td><td>1</td><td>350</td><td>350</td></tr> <tr> <td>Samosa</td><td></td><td></td><td></td></tr> <tr> <td>Rasgulla</td><td></td><td></td><td></td></tr> <tr> <td>Packet of chips</td><td></td><td></td><td></td></tr> <tr> <td>Packet of biscuit</td><td></td><td></td><td></td></tr> <tr> <td colspan="3">Grand total</td><td></td></tr> </tbody> </table> <p>Find out, how much money you will need to organise this party.</p> <p>Who can help you and what kind of help they can provide you in organising the birthday party?</p> <p>Organise a discussion on this in class.</p> <p>By what means would you like to send the invitation letter that you have prepared for your friend.</p> <p>All of you have to send this invitation letter to your classmate by post.</p>	Items	Quantity	Price/Unit	Total amount	Cake	1	350	350	Samosa				Rasgulla				Packet of chips				Packet of biscuit				Grand total				<p>Students will be able to do calculation.</p> <p>Students will be able to make the necessary plans before starting any work and will be able to play their active role in the programs held in the family and society from time to time.</p>
Items	Quantity	Price/Unit	Total amount																												
Cake	1	350	350																												
Samosa																															
Rasgulla																															
Packet of chips																															
Packet of biscuit																															
Grand total																															

Suggestions for Teachers:

An attempt has been made to add only a few sub-topics in the above lesson, you can easily add other sub-topics as per your convenience and the demand of the classroom environment. It is expected from you that you will provide proper opportunities to the students to present the work and appreciate the work done by them.

Extension of Learning:

- Displaying information about the development sequence of different means of communication by drawing pictures
- Displaying the benefits of various means of communication by making chart

Multidisciplinary Teaching - Learning Plan - 9

Theme - Forest

Integrated Subjects: EVS (Whose Forest?), हिन्दी (फसलों के त्योहार), Social Studies (Maps), Dance, Art

Duration: Minimum 5-6 Hours

Specific Objectives: Students will be able to:

- explain about the tribal community
- become aware of the reasons for the reduction of forests
- tell about the things they can get from the forest
- find out how jhoom farming makes the soil/land fertile
- develop a sense of respect for the tribal people
- explain the importance of forest and become aware of planting more and more trees
- tell about the objectives of the institution founded by Suryamani
- show the states with large forest cover on the map of India
- list the traditional dances of different states and appreciate their dancing skills
- discuss about the festivals celebrated after the harvesting of crops in different states and recognise and appreciate the unity in diversity prevailing in our country

Teaching-Learning Resources:

Paper, colour, pencil, drawings made by students, videos available on mobile phone, map showing forest areas, speaker, etc.

Prerequisite Knowledge:


Students know about forest and wild animals.


Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Drawing Activity	Paper, colours and pencil	Draw the picture of any animal or bird of your choice and add beautiful colours to it. Teacher can display the pictures made by the students in front of everyone and boost their morale.	Students will be able to enhance creative potential.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Tell about your picture	Drawings made by students	Ask the students to speak a few lines on the pictures made by them. (In any language)	Students will be able to talk about their drawings more easily and they will be able to develop the ability to express themselves by speaking.
To classify	Drawings made by students	To classify the different pictures as- <ul style="list-style-type: none"> • Pets and wild animals • Flying and non-flying animals • Living on land and living in water • Egg-layers and mammals 	Students will be able to classify animals on the basis of different traits.
Things from the forest		‘Wild animals are found in the forest’. What else do we get from the forests?	Students will be able to name the things, they get from the forest.
Some other benefits of forests		What would happen if all the trees in the forests were cut down? Discussion may be initiated on this topic in the class and ideas given by the students should be written on the blackboard.	Students will be able to tell the importance of forest in the context of environment.
Importance of forests for tribal people		The teacher asks the students: Can you tell how important the forests are for the tribal people?	Students will be able to understand the importance of forest in the lives of tribals.
Information about tribal people	Videos available on YouTube https://www.youtube.com/watch?v=2mIm-Wm3onhA https://www.youtube.com/watch?v=-Fe5ApRW_f1A	Would you like to live in the forest? Why/why not? Give two reasons. Or Can you tell about any person who loves forest and wants to live in forest? Today we will talk about one such woman who loves to live in the forest and she is very much in love with the forest. Her name is Suryamani.	Students will be able to tell about the life of tribal people.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>Suryamani (Here teacher can provide opportunities to the students to learn about various people and movements related to the forest conservation like Sunderlal Bahuguna, Jadav Molai Payeng, Chipko Andolan etc.)</p>	Students will be able to appreciate the work done by Suryamani.
Information about Torang		In Torang, Suryamani does a lot to keep her tribal lifestyle, dance and music alive. Would you like to do something like this for your community? What would you like to preserve?	Students will be able to give information about Torang and will also be able to explain the purpose of setting up Torang.
Extended activity		<p>Are there any organisations like Torang in Delhi also, where we can get to know about things in the earlier times?</p> <p>Let them find out this information from their parents/ elder siblings or any other member of family/ community.</p> <p>Provide opportunities to all the students to share their information in the class the next day.</p>	Students will get to know about the various museums located in Delhi.
Map activity	Map showing forest cover of India	<p>Looking at this map, find answers to the following questions:</p> <ul style="list-style-type: none"> Name the states having the maximum area under the forests. Where is Suryamani's state Jharkhand on the map? 	Students will be able to answer the map-based questions by understanding the map.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> Name the states around Mizoram with the help of a map. 	
Jhoom farming in Mizoram		<p>Can you tell about Jhoom farming?</p> <p>Discussion can be organised to know the views of the students on this topic.</p> <p>After the discussion, the teacher tell the students about jhoom cultivation.</p> <p>Then motivate the students to tell the difference between normal farming and jhoom farming.</p> <p>Let us try to know the benefits of jhoom cultivation with the help of students.</p>	Students will be able to tell the benefits of jhoom cultivation.
Cherao dance of Mizoram	Video showing (Cherao dance)	<p>A festival is celebrated in Mizoram after the harvest. The 'Cherao' dance is performed in this festival. Have you ever seen Cherao dance?</p> <p>Video of people performing 'Cherao' may be shown to all the students through YouTube.</p> <p>If possible, students should be given opportunity to dance 'Cherao'.</p> <p>Try to know about the traditional dances performed in different states.</p>	Students will be able to respect the customs of other states and appreciate their art.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
हिन्दी विषय फसलों के त्योहार	Ncert यूट्यूब चैनल, स्पीकर NCERT कक्षा-5, पाठ 'फसलों के त्योहार', का लिंक https://www.youtube.com/watch?v=-JISzmgF2hWo	आप सभी के गाँवों में फसल पकने के बाद कौन- कौन से त्योहार मनाए जाते हैं? अपने परिवार के सदस्यों से पूछकर आना। सभी विद्यार्थी अपने गाँवों में मनाए जाने वाले त्योहारों के बारे में बताने का प्रयास करते हैं। शिक्षक-साथी यहाँ पर विद्यार्थियों को अन्य राज्यों में मनाए जाने वाले फसलों से संबंधित त्योहारों के बारे में बताने हेतु इस वीडियो लिंक का प्रयोग कर सकते हैं।	विद्यार्थी अपने गाँव में मनाए जाने वाले त्योहारों के बारे में जान पाएंगे और दूसरों से अपना अनुभव साझा कर पाएंगे। विद्यार्थी विभिन्न राज्यों में फसलों की कटाई के बाद मनाए जाने वाले त्योहारों के बारे में बता पाएंगे व हमारे देश में व्याप्त विविधता में एकता की सराहना कर पाएंगे।

Suggestions for Teachers:

The activity given in this plan are suggestive. You can choose other useful activity according to the time and situation.

Extension of Learning:

- Collect the news related to forests from the newspaper.
- What can be done to protect forests?
- Describe the impact of the factory on the land and trees.
- Make a chart showing the name of crop related festivals and their states.
- Draw charts related to the famous dances of different states
- Organizing drama and discussion in the classroom to explain the impact of deforestation on the environment.

Multidisciplinary Teaching - Learning Plan - 10

Theme - Water (Part-1)

Integrated Subjects: EVS (Water resources, water pollution), Art Education, Math

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- work effectively in groups
- communicate appropriately with different people
- express concern over environmental issues like water scarcity, water pollution and water conservation
- locate places on the world map
- explain the concept of water table and water cycle
- appreciate old ways of water conservation
- describe about water resources, uses of water, causes of water pollution , measures taken to reduce water pollution and ways to conserve water
- interpret and read Jal Board bills
- develop sensitivity towards the use of plastic
- express the importance of planting trees and try to plant a tree in their vicinity like school/home/ nearby park
- create posters on water pollution and water conservation

Teaching-Learning Resources:

Mobile phones or smart board or flashcards, pictures of many heritage sites, Jal Board bills, textbook, etc.

Prerequisite Knowledge:

- Students are aware about water as a source of life.
- Students are familiar with the concept of water pollution.



- Students are acquainted with names of water bodies like river, sea and oceans from their previous class.
- Students are familiar with historical places.
- Students are able to perform four arithmetic number operations.
- Students are aware that one of the cause of flood is cutting forests.
- Students know the concept of fractions.

Presentation:

Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Connecting with prerequisite knowledge	Chalk and board, mobile phone, videos, world map, globe	<p>Teacher may initiate discussion by showing a video of rain accompanied by facilitating students to recreate the sounds of rain.</p> <p>Let them recite any songs or stories related to rain. The discussion may be done about rain water and then about water in general.</p> <p>Students will be asked to name the most important and essential element in human life for survival that is present in abundance on the earth by showing them the world map or globe.</p> <p>Students will look at the map and be able to recall five big water bodies (oceans) present on the earth .They should be motivated to write the name of these on the board/in the notebook.</p>	Students will form groups and work effectively in the group. They learn to discuss silently, confidently with each other and learn about team spirit.

Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>A brief group discussion may be carried out to recall continents and related topics.</p> <p>Teacher can ask the students to divide themselves in a group of five according to the names of the oceans they mentioned.</p>	
Heritage water resources	ICT/chart depicting water resources in the heritage buildings	<p>Further discussion will be initiated by showing some pictures of famous historical monuments. Students will be asked to identify them and the state to which they belong.</p> <p>A brief group discussion may be carried out on the importance of heritage buildings by students themselves and let them think about the lives of the people who lived in that era.</p> <p>Also elicit information from them about how the students carry out their daily chores, from where they get water and how they restore it.</p>	The discussion related with historical monuments and the source water during those stage will help them to gain awareness about the life during the ancient period.
Water resources	Pictures of rivers, lakes, ponds, glaciers, handpumps, tubewells, etc.	<p>Students can be asked to write five names of water sources in their respective groups. Let them prepare a chart and present the same to the whole class.</p> <p>Guided discussion may be carried out to find ancient methods to get fresh water and water for other purposes.</p>	Working in groups will encourage them to improve their communication skill and will learn to respect each other.

Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Old ways to conserve water	Picture of bavdis, well, Ghadsi Sar step well	<p>After showing pictures of designer stepwell of old days, discussion should be stimulated among groups to find out from where water comes in these wells or closed water tanks when there was no electricity.</p> <p>Students' responses should be addressed and noticed.</p> <p>Teacher then narrates the story of King Ghadsi from the book.</p> <p>Teacher may explain the concepts of steps in a well and elaborate it to make them understand about wise use of water and relate it to their daily life and so on.</p>	Students will be able to develop sensitivity towards their culture and heritage, aspects of contemporary life, gender, and social inequality.
Water conservation		<p>After this, students will be encouraged to share their experiences regarding water shortage and water conservation at home or other places or any incident they could recall.</p> <p>Students may be encouraged to perform any activity on lok geet and lok nritya of their culture.</p> <p>In every state of India, many festivals and rituals are incomplete without water.</p> <p>Points can be discussed on water harvesting and water conservation and written on the chalkboard.</p>	The discussion will help the students to conceptualise the different phases of water cycle.

Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Water cycle and water table	3D Animation movie on water table 3D water cycle	<p>Let the students work in four or five groups. They may organise a group discussion and teacher may prepare a few guiding questions and circulate in groups. Also, encourage the groups to come up with few more questions like -</p> <ul style="list-style-type: none"> • Where does water go from wet clothes and potted plants? • What happens to water that rises up in the atmosphere? • What happens to more water rising up from rivers, sea, lakes, ponds, oceans etc.? • What happens when the clouds can not hold too much water ? Where does water go after rain? <p>Students themselves will summarise the steps of the water cycle without the terminology and teacher may further help them to relate the terminology such as evaporation, sublimation, precipitation, etc.</p> <p>Let the students ask the questions to other group members and their responses may be discussed.</p> <p>A small experiment can be done in the class.</p> <p>For example-</p>	<p>The discussion will help the students to conceptualise the different phases of water cycle.</p> <p>Students will be sensitized to follow good habits of not throwing garbage, worship idols, garland, polybags, packets, water bottle, etc. in water bodies.</p>

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Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		A pot of a plant is to be watered till it overflows. Students will notice that extra water is seeping down, here the teacher can help students to understand the concept of water table through student initiated discussion.	
Reading Jal Board bills	Old Jal Board bill, copy of different households	<p>Teacher will distribute few Jal Board bill copies to each group (at least three copies to one group).</p> <p>Teacher will encourage students to find out the following details in their copies of bills-</p> <p>KNO</p> <p>Meter type</p> <p>Bill date</p> <p>Meter reading date (current and previous)</p> <p>Bill amount</p> <p>Let the students discuss them in groups. Following discussion points may be provided:</p> <ul style="list-style-type: none"> • What is the type of meter and what does it mean? • What is the difference between two consecutive bill amounts? • Based on the bill, how can you calculate the amount for 1 day? 	<p>This discussion will help the students to read and comprehend different types of bills.</p> <p>They also enhance their ability in computing and drawing skills.</p>

Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>If ₹ 3766 has been spent in 62 days, what is the per day amount the Jal Board bill incurred?</p> <p>Make a bar graph showing units and days based on the bills provided.</p> <p>Let the students discuss other charges mentioned in the bill such as consumption charges, sewerage charge, service charge, etc.</p> <p>Each group may share their discussion findings with the whole class.</p> <p>Discussion may be encouraged on the services provided by the Jal Board. Toll free number 1617 can be shared with the students for any sewer, drainage, water logging problem.</p> <p>Students may be encouraged to collect water/electricity bill available at their home or with their neighbours. Ask them to prepare a similar chart and graph individually. Let them discuss their individual report in their respective group next day. Teacher may facilitate during the group discussion.</p>	

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Concept	Teaching- Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																								
Water Pollution	Pictures and movie clips on water pollution can be shown	<p>Further discussion may lead to finding the causes and factors of water pollution. Dissemination of garbage can cause clogged sewer, drainage, trash goes into the rivers which makes fresh water polluted and decreasing the quality of water, etc.</p> <p>Small experiments can be done in the class to show how water is polluted or a video can be shown to them</p>																									
Art integration	ICT/ poster samples	<p>Students will be asked to write five factors causing water pollution and measuruse to reduce it. They may be encouraged to create posters on water pollution, no use of plastic or write slogans related to these issues.</p> <table><tr><th>No. of members</th><th>Washing car (No. of buckets)</th><th>Cleaning house (No. of buckets)</th><th>Washing clothes (No. of buckets)</th><th>Watering plans (No. of buckets)</th><th>Total usage of water</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Students will be encouraged to make assignments keeping in view the locality students live in and the needs of the society.</p>	No. of members	Washing car (No. of buckets)	Cleaning house (No. of buckets)	Washing clothes (No. of buckets)	Watering plans (No. of buckets)	Total usage of water																			<p>Students will be able to make connections and draw inferences.</p> <p>Creative expression leads to sensitisation of students towards the hard work done by the people who deal in these occupations like bedsheet printing dyeing, mehndi artists etc.</p>
No. of members	Washing car (No. of buckets)	Cleaning house (No. of buckets)	Washing clothes (No. of buckets)	Watering plans (No. of buckets)	Total usage of water																						

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Suggestions for Teachers:

Teachers may continue this topic to cover contents from other subject as well. She can take the students to the nearby historical pond, baavdi or any other water resource. Nala can also be shown to watch the flow of sewer drainage and water pipes of Jal Board.

Extension of Learning:

Students will be encouraged to make a groupwise collage on the issue of increasing population that leads to the depletion of many natural resources. Mention factors and give suggestions/measures that can be taken to overcome the situation. A working model on soil erosion and still model on water cycle can also be given as a group project.



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Multidisciplinary Teaching - Learning Plan - 11

Theme - Water (Part-2)

Integrated Subjects: हिन्दी (पानी रे पानी), EVS (Every Drop Counts)

Duration: Minimum 5-6 Hours

Specific Objectives: Students will be able to:

- understand the importance of water and learn to use water appropriately
- tell about the sources of water available at different places
- identify the water sources available in ancient times
- appreciate the ancient methods of saving water
- internalise the various ways to save water and adopt them in their life
- reduce the wastage of water
- develop the spirit of working together
- learn to work in groups
- appreciate the work done by the kings of ancient times for water conservation


Teaching-Learning Resources:

Pictures related to water problems, charts and colour pencils

Prerequisite Knowledge:


Students are familiar with water problems. They also have knowledge about different sources of water.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Start a discussion with a picture	Pictures showing water problems		Students will be able to share their experiences, while relating the different pictures to their daily lives.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																				
		<p>Showing the picture, the teacher may ask the students to tell a few things about the picture.</p> <ul style="list-style-type: none"> • Why is it so crowded here? • Does this tanker come every day? • If it does not come every day, why is it so? • Is water available everywhere in the same way? <p>Some other questions of this type can also be asked to speed up the discussion. The purpose of these questions is to provide an opportunity to the students to share their experiences.</p>	Students will be able to share their experiences, finding different pictures related to their daily lives.																				
Information about water sources available at other places		<p>Where does the drinking water in your home come from?</p> <p>Where does drinking water come from at the places mentioned in the table?</p> <p>Discuss this with the students.</p> <table border="1"> <thead> <tr> <th colspan="4">Drinking water sources</th></tr> <tr> <th>In city</th><th>In village</th><th>In hilly area</th><th>On islands</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </tbody> </table>	Drinking water sources				In city	In village	In hilly area	On islands													Students will be able to know about the water sources available at different places.
Drinking water sources																							
In city	In village	In hilly area	On islands																				
Get acquainted with water reserves		<p>Have you ever heard someone saying that water has stopped coming from hand pump in the ground?</p> <p>Think why would this happen?</p>	Students will be able to explain the various reasons for not getting water and will be able to present their ideas easily.																				



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activities related to underground water storage	Picture related with underground water	 <p>The teacher shows the pictures to the students and asks-</p> <p>What are these three pictures trying to tell us?</p> <p>Teachers may help them from time to time to take the discussion in the right direction. Such as, Picture A- There is underground water and there is a tap.</p> <p>With the help of the picture shown above, the teacher tries to explain about the water storage of the earth.</p>	<p>Students will learn about underground water storage.</p> <p>They will also be able to tell a few ways of water conservation.</p>
Ancient water sources		<p>Today we get water from the taps installed in the house.</p> <p>Was water available to us like this even 50 years ago?</p> <p>Try to get information from your family members in this regard.</p>	Students will be able to know about the water sources available in ancient times.
Expanding understanding of water harvesting		<p>At present, we use tanks to store water.</p> <p>Do we store water like this even 50 years ago? Find out.</p> <p>What were the sources of water storage in ancient times and from where did those sources get water?</p>	Through this Activities, students will get an idea about the methods adopted to save rain water in ancient times.
Suggestion to solve problem		Finding drinking water is a difficult task today. What would you like to do so that we do not face water shortage in future?	Students will be able to adopt habits related to proper use of water.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes							
Make other people aware about right usage of water		<p>What can you do to make other friends and the people of the society understand the right use of water?</p> <p>All students should be given an opportunity to speak on this topic. The suggestions given by the students must be written on the blackboard.</p> <table><tr><td>Suggestions</td></tr><tr><td>•</td></tr><tr><td>•</td></tr><tr><td>•</td></tr><tr><td>•</td></tr><tr><td>•</td></tr><tr><td>•</td></tr></table>	Suggestions	•	•	•	•	•	•	Students will be able to tell about different ways of making people around them aware.
Suggestions										
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Explain by example		<p>Why is the earth called a piggy bank?</p> <p>By giving the example of a piggy bank, this topic can be discussed further. It can be told that as, we take out money from our piggy bank whenever we need and when we have more money we put it in the piggy bank. Similarly, water is like money and earth is like a piggy bank.</p>	Students will be able to develop habits related to water conservation and its proper use.							
Efforts for regular water supply	Pen and paper	<p>Drinking water is not coming in your area. What will you do then?</p> <p>Write a complaint letter to the officers of the Jal Board regarding non-availability of drinking water in your area.</p>	Students will be able to solve water related problems. They will be able to play the role of a responsible and aware citizen in the society.							



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Extended activity	Colours, paper, etc.	Organise water-related slogan writing competition, drama, etc. in the classroom. Demonstrate the work done by the students in the school.	Creative skills will be developed in the students.

Suggestions for Teachers:

In the above lesson, an attempt has been made to add only a few sub-topics, you can easily add other sub-topics as per your convenience and as per the requirement of the class and subject.

- Water pollution and its causes
- Few poems based on the theme 'Water'

The above activity including the lesson plan is just an example before you that how you can teach by combining different subjects in your class together. You are free to modify the above plan as per the requirement of teaching-learning process and the same is expected of you.

Extension of Learning:

- Formation of a committee to prevent wastage of water in the school
- To make the people of your locality aware about the proper use of water
- Write a few poems on charts based on the theme 'Water'

Multidisciplinary Teaching - Learning Plan - 12

Theme - Super Senses

Integrated Subjects: EVS (Super Senses), हिन्दी (बाघ आया उस रात), Social Studies (National Forest Sanctuaries)

Duration: Minimum 6 Hours

Specific Objectives: Students will be able to:

- discuss about the senses of animals
- appreciate the different senses of animals
- describe the behavior of different animals
- describe the changes in the behavior of different animals before a natural disaster occurred
- describe how different animals inform their peers when they feel threatened
- tell about the National Parks located in different states
- explain the need of National Parks
- demonstrate compassion, love and a sense of responsibility towards animals
- discuss the importance of working in the groups
- learn that injured animals and birds can also be cured by medicine and treatment
- learn about organizations that treat injured animals and birds and help them in times of need

Teaching-Learning Resources:

Some scented items like rose flower, cardamom, coriander etc., picture showing the sleeping time of animals in shaded form, picture of tiger or mask of tiger, map showing National Forest Sanctuaries

Prerequisite Knowledge:

The students use their senses to recognise many objects. They have also seen some animals using these senses.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity	Rose flower, cardamom, coriander, etc.	Teacher gives students opportunities to smell certain things and ask them to find out what they are. (rose flower, cardamom, coriander etc.)	Students will be able to smell and identify things based on their experiences.

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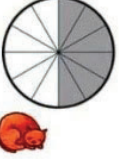
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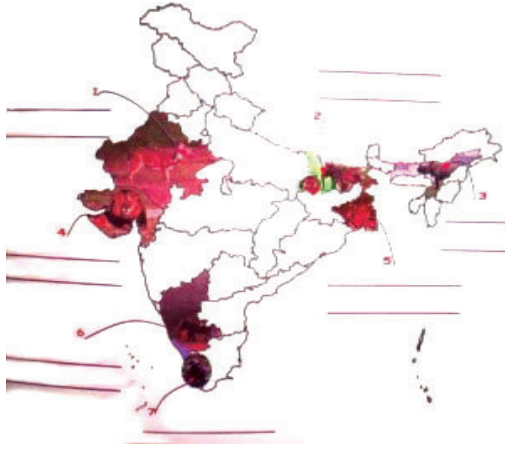
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																
Other ways to identify things		<p>How can you recognise things?</p> <table> <tr> <td>By Touch</td><td>By Seeing</td><td>By Hearing</td><td>By Tasting</td></tr> <tr> <td>Hot-cold</td><td></td><td></td><td></td></tr> <tr> <td>Soft-hard</td><td>Things, animal</td><td>Sound of animals, birds</td><td>Orange, mango, lemon</td></tr> <tr> <td></td><td></td><td></td><td></td></tr> </table>	By Touch	By Seeing	By Hearing	By Tasting	Hot-cold				Soft-hard	Things, animal	Sound of animals, birds	Orange, mango, lemon					Students will be able to tell other ways to identify things.
By Touch	By Seeing	By Hearing	By Tasting																
Hot-cold																			
Soft-hard	Things, animal	Sound of animals, birds	Orange, mango, lemon																
About animal senses	Videos/photographs etc.	<p>We all recognise objects by smelling, touching, seeing, hearing and tasting. Are these qualities also found in animals and birds?</p> <p>Initiate the discussion to know the understanding of the students on this topic.</p>	They will be able to develop understanding of the sense organs found in animals.																
Activity (in group)	Some sweet food items like sugar, jaggery, or a piece of laddu etc.	<p>The teacher can ask the students to do an activity by dividing them into group- Put some sugar grains, jaggery or any sweet thing on the ground. Now wait for the ants to come. Observe now-</p> <ul style="list-style-type: none"> • After how long did the ant come in? • Did an ant come first or did the whole flock gather? • What do ants do with food? • Where do they go from that place? • Do they follow each other in a line? <p>At the end of the activity, the teacher asks all the groups to share their observations and come to a common conclusion.</p> <p>(Note: Let them discuss the way the other animals/birds recognise objects/materials etc. Use some videos/photographs)</p>	Students will learn about the behavior of ants.																
Motivation to work in groups		The teacher may ask question such as- What did you learn from the way ants work?	Students will be able to understand the importance of working in a group.																

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
How does a mosquito find us?		The teacher may ask- Mosquitoes find us wherever we go in the room. How do you think this happens?	Students will be able to understand that mosquitoes find us by smell and body heat.
Difference in sight in animals/ birds		Do all animals/birds have the same vision? Teachers can initiate discussion on this topic with the students. Teachers may ask related questions from time to time to provide the right direction to the discussion. Such as- <ul style="list-style-type: none"> Which bird has front facing eyes? Which animals have better vision at night compared to day time. 	The student will be able to appreciate the various abilities of seeing in animals/ birds.
The relationship between hearing power and ear size		Does everyone hear the same? Is there some relationship between ear size and hearing power? Teachers try to know the views of the students on this topic.	Students will be able to understand the relationship between hearing power and the size of the ears.
Behavior change of animals before storm and earthquake		Whenever we feel any danger, we alert our partner by speaking or calling someone to help us. Think and tell what the animals would have done in this situation? Animals are predisposed to natural disasters. In this topic, the teacher can give an example to the students- In December 2004, few tribes that live in the forests of the Andaman Islands, noticed the animals behaving in a different manner. They guessed some danger. So they moved away to a safer part of the island. Soon after, the islands were hit by the tsunami but these people were saved.	Students will be able to understand about the ability of animals and birds to feel natural disasters before they occur.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Sleeping time variation in animals	Picture showing the sleeping time of animals in shaded form	<p>The teacher will ask the students whether all animals have the same sleeping time. Give an example.</p> <p>The teacher tells the students that the sleeping hours of some animals have been shaded in the picture.</p> <p>The students are asked to represent this time as a fraction.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Cow _____</p> </div> <div style="text-align: center;">  <p>Giraffe _____</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Python _____</p> </div> <div style="text-align: center;">  <p>Cat _____</p> </div> </div>	<p>Students will be able to describe the sleeping characteristics of animals .</p> <p>Students will be able to display the sleep time interval of animals in fractions.</p>
‘बाघ आया उस रात’ (कविता)	बाघ का चित्र पुस्तक	<p>शिक्षक विद्यार्थियों से चित्र में दिखाए गए जानवर के बारे में बताने के लिए कहेंगे।</p> <p>क्या आप में से कोई बाघ से संबंधित कविता सुना सकता है?</p> <p>चलिए, आज हम कविता ‘बाघ आया उस रात’ को सुनते हैं।</p> <p>(कविता सुनाने के लिए शिक्षक नीचे दिए गए लिंक का प्रयोग कर सकते हैं।)</p> <p>https://www.youtube.com/watch?v=vO9TS3Yys0w</p> <p>कविता सुनने के बाद शिक्षक विद्यार्थियों के साथ निम्न बिन्दुओं पर चर्चा कर सकते हैं:-</p> <ul style="list-style-type: none"> उस रात को और क्या-क्या हुआ होगा? बाघ कहीं काम नहीं करता, न किसी दफ्तर में, न कॉलेज में, तो बाघ दिन भर क्या-क्या करता होगा? 	<p>विद्यार्थी बाघ के बारे में बताने का प्रयास करेंगे जिससे उनमें आत्मविश्वास का विकास हो जाएगा।</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Decrease in numbers of tigers and some other animals	Map showing National Forest Sanctuaries	Facilitate the students in organizing a discussion in groups. Let them discuss the following: Why do tigers come out of the forest to the cities? Find out the reasons.	Students will be able to tell the reasons for the entry of wild animals into the cities.
National Forest Sanctuaries		What is the government doing to save tigers and other animals? Find out the names of the wild life sanctuaries shown on the map and the state in which they are located? 	Students will be able to appreciate the work being done by the government for the protection of wild animals. Students will be able to tell the names of various national parks located in India.
जीवों का इलाज		क्या ये जानवर व पक्षी हमारी तरह बीमार या घायल भी होते हैं? तो फिर ये किस प्रकार ठीक होते होंगे?	विद्यार्थी जान पाएँगे की घायल जानवर और पक्षियों को भी इलाज व दवाइयों द्वारा ठीक किया जा सकता है।
घायल जानवरों व पक्षियों का इलाज करने वाली संस्थाएँ		घायल जानवरों व पक्षियों को इलाज द्वारा ठीक किया जा सकता है। क्या हमारे शहर दिल्ली या जहाँ हम रहते हैं वहाँ पर कोई संस्था ऐसी है जो घायल जानवरों व पक्षियों का इलाज करती है? हम सब इसके बारे में पता करके आएँगे। अगले दिन ऐसी संस्थाओं के बारे में विद्यार्थियों से जानकारी एकत्रित कीजिए और स्वयं भी कुछ संस्थाओं व हेल्पलाइन नंबरों के बारे में बताइए जहाँ से घायल जानवरों व पक्षियों के इलाज हेतु सहायता मिल सके।	विद्यार्थी जानवरों व पक्षियों के इलाज करने वाली संस्थाओं के बारे में जान पाएँगे और जरूरत के समय पर घायल जानवरों व पक्षियों की सहायता कर पाएँगे।

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Suggestions for Teachers:

All the above given activity have been given for your help. You are free to choose activity. All these activities are suggestive.



Extension of Learning:

- Creating different animal masks
- Imitating animals wearing masks
- To make charts, slogans etc. to make people aware about the safety of animals
- Charting various institutions and helpline numbers related to the treatment of animals and birds and putting them on the board in the school.



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Multidisciplinary Teaching - Learning Plan - 13

Theme - Food

Integrated Subjects: EVS (From Tasting to Digesting), Basic Mathematics, Art Education, Language

Duration: Minimum 5 hrs

Specific Objectives: Students will be able to:

- identify different types of food
- identify and understand the food needs of different people
- adopt good habits like avoiding food wastage and sharing of food
- develop the qualities of respecting the food habits of other people
- choose a balanced diet keeping in mind the nutrients of the food
- solve common problems related to multiplication and division

Teaching-Learning Resources:

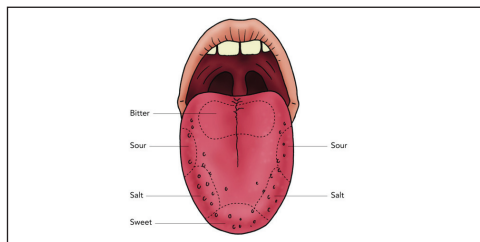
Flash cards of chips, tamarind, rasgulla, ice cream, some vegetables etc., common food items such as lemon, tamarind, salt, jaggery, fennel, cumin, coriander, some fruits and vegetables, etc.

Prerequisite knowledge:

Students recognise the taste of different foods.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Discussion on morning breakfast		Teachers can provide an opportunity to the students in the classroom to start a conversation about the breakfast/meal they ate in the morning, like- What did you eat in breakfast in the morning?	Students will be able to feel themselves connected with the teacher.
Taste of food	Flash cards of chips, tamarind, rasgulla, ice cream, some vegetables, etc.	The teacher can discuss the taste of different food items with the students based on the answers given by them and also ask about the taste of some items by showing them pictures. Discussion can be done on whether they like the taste of the particular food item or not.	Students will get to know each other's likes and dislikes.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes										
Food identification (By smell and taste)		<p>The teacher may ask students to identify which food items they can smell and which they can taste. Teachers can make a list of it on the blackboard with the help of students.</p> <table><tr><th>BY SMELLING</th><th>BY TASTING</th></tr><tr><td>Lemon</td><td>Tamarind</td></tr><tr><td>Orange</td><td>Chili</td></tr><tr><td>Mango</td><td>Salt</td></tr><tr><td>-</td><td>-</td></tr></table>	BY SMELLING	BY TASTING	Lemon	Tamarind	Orange	Chili	Mango	Salt	-	-	Students will be able to use their experiences of taste and smell to identify different food items.
BY SMELLING	BY TASTING												
Lemon	Tamarind												
Orange	Chili												
Mango	Salt												
-	-												
Activity based on identification of food items	Common food items such a lemon, tamarind, salt, jaggery, fennel, cumin, coriander, some fruits and vegetables, etc.	<p>Related to this, teachers can organise activities based on real experience in the classroom, in which students try to identify different things by smell and taste.</p> <p>In this activity, the teacher can also ask the students on which part of the tongue, most of the taste gets detected.</p> 	Students will be able to identify different food items based on the real-life experiences.										
Digestive process identification		The teacher asks the students to identify the different stages of the process of digestion and write all the stages of the digestion process in the correct order on the blackboard.	Students will be able to develop their own understanding of digestion.										
Enhancement of information related to the digestive process	Video (ICT)	Teachers can use this video link to explain the digestion process inside the stomach which is titled as- ‘A Stomach with a Window’ https://www.youtube.com/watch?v=z_h6QtRjcEc	Students will be able to understand the process of digestion.										

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																		
Plate with balanced diet		<p>'What do we eat in a day? And how much?'</p> <p>The teacher can discuss this topic with the students in the class. The teacher shows some meal tables on the blackboard.</p> <p>Teachers, taking the help of the students, try to understand the platter of balanced food.</p> <table><tr><th>A</th><th>B</th><th>C</th></tr><tr><td>Chapati</td><td>Chowmein</td><td>Chapati</td></tr><tr><td>Pulses</td><td>Chips</td><td>Pulses</td></tr><tr><td>Vegetable</td><td>Chapati</td><td>Rice</td></tr><tr><td>Rice</td><td>Sauce</td><td>Fruits</td></tr><tr><td></td><td></td><td>Salad</td></tr></table>	A	B	C	Chapati	Chowmein	Chapati	Pulses	Chips	Pulses	Vegetable	Chapati	Rice	Rice	Sauce	Fruits			Salad	<p>Students will be able to tell about a balanced diet and adopt it in their eating habits.</p>
A	B	C																			
Chapati	Chowmein	Chapati																			
Pulses	Chips	Pulses																			
Vegetable	Chapati	Rice																			
Rice	Sauce	Fruits																			
		Salad																			
Full and nutritious meal, the right of all children		<p>What do you do if you don't like tiffin food? Teachers and students can discuss this topic in the class. Teachers can ask the students that how many chapatis are left in their house in the afternoon?</p> <p>Teachers can make a table and present this activity on the blackboard so that the students can understand the wastage of food.</p> <table><tr><th>No. of chapati wasted</th><th>No. of students</th><th>Total no. of chapaties</th></tr><tr><td>1</td><td>40</td><td>40</td></tr></table> <table><tr><th>Chapaties wasted in 30 days</th></tr><tr><td>30 x 40 = 1200</td></tr></table> <p>If the cost of a chapati is ₹ 3, then what will be the cost of the chapaties that are wasted in a day in our homes? And how much will this cost in a week and a month? Now think carefully about how much food we waste.</p>	No. of chapati wasted	No. of students	Total no. of chapaties	1	40	40	Chapaties wasted in 30 days	30 x 40 = 1200	<p>Students will be able to do simple calculations.</p> <p>Students will be able to understand the unintentional wastage of food.</p>										
No. of chapati wasted	No. of students	Total no. of chapaties																			
1	40	40																			
Chapaties wasted in 30 days																					
30 x 40 = 1200																					

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Discuss, if a child eats six chapatias in a day, then how many children could have been fed by the chapatias wasted by our class in a month? “How to reduce or eliminate this wastage of food?”	
Measures to prevent food wastage		<div>Teachers can initiate discussion on this topic with the students and try to find various ways to reduce it through mutual discussion and incorporate them into daily routine.</div> <div><div>Tips to reduce food waste</div><div>Take as much food in the plate as you are hungry.</div><div>Developing shared eating habits</div><div>Cook food as per need.</div><div>If the extra food has been prepared, then immediately deliver it to the needy.</div></div>	Students will be able to understand the importance of food.
Extended Activities		<div>Teachers motivate the students to perform activities like drawing pictures, performing street plays, slogan writing, etc. related to preventing food wastage and display the activities done by them in the school.</div> <div><div>FOOD WASTE</div><div>NOT IN GOOD TASTE</div></div> <div>Teachers also introduce the students to new ideas, such as community fridges.</div> <div>Some NGOs have started community fridges.</div>	<div>Confidence will be developed in the students.</div> <div>By working together, the spirit of mutual cooperation will be developed.</div>

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		A fridge is kept outside a community in which people keep food items that are more than what they need, that is, left over and that is suitable for someone else's use. Whoever are the needy people of our community, they can take food as per their requirement from here.	

Suggestions for Teachers:

Some parts given in the textbook were not included in this, but you must include them while teaching these subjects. All the above given activities are given for your help. You are free to choose activities. All these activities are suggestive.

Extension of Learning:

Students can get pictures drawn on the topics related to taste, digestion, good eating habits, balanced diet, etc.

Multidisciplinary Teaching - Learning Plan - 14

Theme - Story Reading and Writing

Theme: Integrated Subjects: हिन्दी (स्वामी की दादी) (Math (Number Pattern and Fraction), Language (Story Writing))

Duration: Minimum 5 Hours

Specific objectives: Students will be able to:

- develop the feeling of love and respect for the elderly persons
- develop their imagination power
- understand the feelings expressed by others
- gain knowledge of interpersonal relationships and develop the sense of respect for those relationships
- compose a story on the basis of the given points
- create pattern based on numbers
- comprehend fractions and use it to solve problems in daily life

Teaching-Learning Resources: Speaker, paper, pen, etc.

Prerequisite Knowledge:

Students know how to read books. From time to time, the students have also heard stories from their family members.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
बातचीत (कहानी सुनाने के लिए वातावरण तैयार करना)		शिक्षक विद्यार्थियों से बातचीत करते हैं। जैसे- आप सब कैसे हो? आपके परिवार में कौन-कौन हैं? आपको परिवार में कौन सबसे ज्यादा पसंद है और क्यों?	विद्यार्थी अपने परिवार के सदस्यों के बारे में बताते समय खुशी का अनुभव कर पाएंगे।

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>परिवार के किसी सदस्य ने आपको कभी कोई कहानी सुनाई है? यदि हाँ, तो उन कहानियों के नाम बताइए।</p> <p>(ध्यान देने योग्य बात इस प्रकार की गतिविधि में ऐसे विद्यार्थियों को अवश्य भागीदार बनाएँ जो कक्षा में बहुत कम बोलते हैं।)</p> <p>क्या आप आज कोई कहानी सुनना चाहेंगे-संभवतः सभी बच्चे कहानी सुनाने के लिए उत्सुक होंगे।</p> <p>चलो आज हम एक दादी और उनके पोते की कहानी सुनते हैं।</p>	
कहानी सुनना व सुनाना	कोई भी ब्लूटूथ स्पीकर यंत्र जिसके द्वारा विद्यार्थियों को कहानी सुनाई जा सके।	<p>(कहानी सुनाना प्रारम्भ करने से पूर्व शिक्षक विद्यार्थियों को बताएँगे कि कहानी को ध्यानपूर्वक सुनना है क्योंकि कहानी खत्म होने के बाद हम में से कोई भी, किसी से भी, इस कहानी से जुड़े प्रश्न पूछ सकता है।)</p> <p>कहानी: https://www.youtube.com/watch?v=BbWLcrsSfg8</p>	विद्यार्थियों में ध्यानपूर्वक सुनने की योग्यता का विकास हो जाएगा।
कहानी की पुनरावृत्ति		शिक्षक विद्यार्थियों को इस कहानी को अपने शब्दों में लिखने व सुनाने के अवसर प्रदान कर सकते हैं।	मौखिक अभिव्यक्ति व लेखन कौशल का विकास हो जाएगा।
कहानी के नाम का टाइटल ट्री बनवाना	पेपर और पेन	<p>इस कहानी का नाम है-‘स्वामी की दादी’</p> <p>क्या आप सभी इस कहानी का कोई नया नाम सोचने में मेरी मदद कर सकते हो? सभी विद्यार्थी कहानी को नया नाम देने का प्रयास करते हैं।</p>	विद्यार्थी को अपनी सृजनात्मकता प्रस्तुत करने के अवसर प्राप्त हो जाएगा और वह कहानी को नया नाम दे पाएंगे।

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Questions related to the story and based on them some other questions related to the social environment of the students		<p>“उसके पिता पुलिस अधीक्षक हैं। वह यहाँ की पुलिस के सबसे बड़े अफसर हैं।”</p> <p>Who said this sentence? And to whom?</p> <p>Answer: _____</p> <p>Find out now:</p> <ul style="list-style-type: none"> Who is the top officer of your school? <p>Is there any office near your house and school also? Tell their names.</p> <p>Next week, we all will discuss about the work of the officers whose offices are located near us. Let us see, how will you collect the information and for this you can take the help of any of your family members.</p> <p>(Note for Teacher: In this discussion, we can talk about our Police Station, Post Office, Electricity Department, Education Department, etc.)</p>	Students will get to know about the work of various officers and will be able to play the role of an informed citizen in the society.
Evaluation question and extended Activities related with the statement		<p>“अरे नहीं, उसे सौ में से नब्बे मिलते हैं।”</p> <p>Who said this sentence? And Who got ninety out of a hundred marks?</p> <p>Answer: _____</p> <p>Rajan got ninety out of hundred marks. And if in the table given below, the marks of five students are written in descending order and the difference of marks obtained by any student is 3, then find the marks of all.</p>	<p>Students' pattern making ability will be developed.</p> <p>Mental ability will be developed.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																														
		<table><tr><th>S.No.</th><th>Name</th><th>Marks obtained</th></tr><tr><td>1</td><td>Sofia</td><td></td></tr><tr><td>2</td><td>John</td><td></td></tr><tr><td>3</td><td>Rajan</td><td>90</td></tr><tr><td>4</td><td>Swami</td><td></td></tr><tr><td>5</td><td>Dipak</td><td></td></tr></table> <p>Or</p> <p>$A > B > C > D > E$</p> <table><tr><th>Name</th><th>A</th><th>B</th><th>C</th><th>D</th><th>E</th></tr><tr><td>Marks</td><td></td><td></td><td>90</td><td></td><td></td></tr></table> <p>(Note for Teacher: In these type of questions, we can practice the numerical pattern by changing the numbers and difference between the numbers.)</p>	S.No.	Name	Marks obtained	1	Sofia		2	John		3	Rajan	90	4	Swami		5	Dipak		Name	A	B	C	D	E	Marks			90			The students will be able to understand the pattern and apply it in daily life.
S.No.	Name	Marks obtained																															
1	Sofia																																
2	John																																
3	Rajan	90																															
4	Swami																																
5	Dipak																																
Name	A	B	C	D	E																												
Marks			90																														
Evaluation question		<p>“किसी सवाल का जवाब देने में वे दूसरों के मुकाबले दसवाँ हिस्सा वतक लेते थे।”</p> <p>Who said this sentence? And to whom?</p> <p>Answer: _____</p> <p>If Swami’s grandfather used to take one-tenth of the time given to answer any question, then what part of the time would you take to answer that question?</p> <p>If 1 hour (60 minutes) is given to answer, then find the time taken by the other person as per the table given below?</p>	Students will be able to evaluate their memory.																														

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																		
Extended activity		<table> <tr> <th>Name</th> <th>Time (in part)</th> <th>Time (in min)</th> </tr> <tr> <td>a</td> <td>1/10</td> <td></td> </tr> <tr> <td>b</td> <td>1/5</td> <td></td> </tr> <tr> <td>c</td> <td>1/12</td> <td></td> </tr> <tr> <td>d</td> <td>1/6</td> <td></td> </tr> <tr> <td>e</td> <td>1/3</td> <td></td> </tr> </table> <p>(Note for Teacher: In this question, you can make other questions by changing the time and students can be given an opportunity to understand it as a fraction/ part by colouring the circle or square.)</p>	Name	Time (in part)	Time (in min)	a	1/10		b	1/5		c	1/12		d	1/6		e	1/3		Students become familiar with the concept of fractions.
Name	Time (in part)	Time (in min)																			
a	1/10																				
b	1/5																				
c	1/12																				
d	1/6																				
e	1/3																				
विस्तारित गतिविधि		<p>कहानी बुनो :</p> <p>आपको नीचे कुछ बिन्दु दिए जा रहे हैं उनके आधार पर कहानी बनाओ :</p> <ul style="list-style-type: none"> ● किसान ● उसके तीन पुत्र ● खेती का बँटवारा ● सूखी नहर ● मेहनत ● कुआँ ● अच्छी फसल <p>विद्यार्थी अपनी क्षमता के आधार पर कहानी की रचना करेंगे और उन्हें कक्षा में कहानी सुनने का अवसर दिया जाएगा।</p>	विद्यार्थियों में रचनात्मक लेखन की क्षमता का विकास हो पाएगा।																		

Suggestions for Teachers:

Teacher can also get the story made by the students to be acted out in the class.

Extension of Learning:

The students should be asked from time to time to play different characters which are related to his/her environment. This will develop confidence in them. They will be able to express their feelings more effectively. Their imagination and creative power will also get developed if gives the opportunities.

Multidisciplinary Teaching - Learning Plan - 15

Theme - Travel

Integrated Subjects: EVS (A Shelter So High) हिंदी (राख की रस्सी, तिब्बत से संबंधित जानकारी), Social Studies (Maps)

Duration: Minimum 6 Hours

Specific Objectives: Students will be able to:

- tell about the people living in hilly areas
- explain the reason for wearing heavy woolen clothes by the mountain people
- make a list of items to be used there, before going to any cold mountainous area
- try to solve the problem only by the means available with them at the time of trouble
- name items that get from animals for use in daily life
- establish the relationship between terrain, climate, resources (food, water, shelter, livelihood) and cultural life
- know about Tibet, its people, houses and environment
- tell about the famous cities of our country

Teaching-Learning Resources:

Textbook, speakers, map of India, map of the world etc.

Prerequisite Knowledge:

- Some students may have heard of cold regions
- Some students may have even traveled to cold regions.

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**Presentation:**

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																
Creating an environment for the lesson before starting it		<p>Where do you go for a trip on holidays?</p> <p>Before going on a trip, we prepare our bags, so tell us, what essential items do you keep in your bag? Make a list of it.</p> <p>Will the same type of luggage or clothes be appropriate every time you go to any place?</p> <p>What are the essential items we need to keep in our bag before going for a trip to a cold place? Let’s make a list of it.</p>	<p>They will be able to understand the prerequisites of travel.</p> <p>Students will be able to differentiate between the various fabrics used in various seasons.</p>																
Show cold places on the map of India	Map of India, Videos and pictures of few tourist destinations (Winter)	<p>Let us find out which are the cold places to visit in India?</p> <p>Make a list of it on the blackboard.</p> <p><u>Places States /UT</u></p> <table><tr><th>Places</th><th>States /UT</th></tr><tr><td>Shimla</td><td></td></tr><tr><td>Manali</td><td></td></tr><tr><td>Srinagar</td><td></td></tr><tr><td>Nathula</td><td></td></tr><tr><td>Dharmshala</td><td></td></tr><tr><td>Mount-Abu</td><td></td></tr><tr><td>Leh</td><td></td></tr></table> <p>Teachers can also mark different places on the map.</p>	Places	States /UT	Shimla		Manali		Srinagar		Nathula		Dharmshala		Mount-Abu		Leh		<p>Students will be able to tell about the cold places located in India and will be able to see the beauty through pictures and experience the natural beauty and appreciate the beauty of these places.</p>
Places	States /UT																		
Shimla																			
Manali																			
Srinagar																			
Nathula																			
Dharmshala																			
Mount-Abu																			
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Provide an opportunity to students to experience the natural beauty of these sites by showing the videos of different sights.	
Travel to hilly areas	Pictures of some hilly areas	<p>The teacher shows the students pictures of some hilly areas.</p> <p>Then ask them to give information about the pictures.</p> <p>Teachers can ask the students that if we want to visit these areas, then by what means we can reach here.</p> <p>Think and tell, what can we get to see during this journey?</p> <p>(The answers of students can be written on the blackboard.)</p>	They will be able to discuss the experiences of going to a cold place and whenever they go to a cold place, they will be able to connect the information gained during the discussion with the real experiences.
Extended activity	Map of India	<p>The teacher can do some conversations or activities with the students. like:</p> <ul style="list-style-type: none"> • Look on the map and tell which states will come on the way from Mumbai to Kashmir. • If we travel from Mumbai to Delhi, then find out the names of the states and their capitals through which we will pass during this journey. 	Students will be able to name the states and their capitals en-route during their journey from Mumbai to Delhi and display them on the map.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Cold and hot desert	World Map	<p>Leh is a cold desert. Deserts are both cold and hot. We try to get information about some other deserts located in the world.</p> <p>(Teacher can give information about different types of deserts to the students with the help of world map.)</p>	They will get to know about the different deserts located in the world.
Information about the people of Changpa		<p>Teachers can ask students-</p> <p>Do you know about the Changpa people who live on very high mountains?</p> <p>Teacher can discuss about the Changpa people with the students like-</p> <ul style="list-style-type: none"> • They live at very high altitudes. • Changpa people are nomadic. • They keep changing places in search of green grassy plains for their sheep. • The Changpa raise special types of goats, from which the world's famous pashmina wool is obtained. • The higher the height they stay, the better they will get wool, but for this they also have to face a lot of difficulties. 	Students will be able to learn about the lifestyle of the Changpa people and feel the difficulties they face in their lives.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Importance of animals in human life		<p>What kind of clothes do the people of Changpa wear in winter?</p> <p>Can you tell from where they get the wool for woolen clothes?</p> <p>What other things do we get from animals? Make a list.</p>	Students will understand the importance of animals in their life and adopt the feeling of love towards animals.
कहानी-राख की रस्सी व मूल्यांकन प्रश्न	रिमझिम पुस्तिका और कहानी सुनाने के लिए स्पीकर	<p>क्या आप भेड़ से संबंधी कोई कहानी सुनना चाहोगे?</p> <p>शिक्षक और विद्यार्थी स्पीकर की मदद से 'राख की रस्सी' नामक कहानी को सुनेंगे।</p> <p>Ncert के यूट्यूब चैनल से https://www.youtube.com/watch?v=Rc8wPhkL0pA</p> <p>कहानी को सुनाते समय हम विद्यार्थियों से प्रश्न पूछ सकते हैं:</p> <ol style="list-style-type: none"> 1. पहली बार लोनपोगार द्वारा दिए गए कार्य को उसका पुत्र कैसे पूरा करेगा? 2. दूसरी बार लोनपोगार द्वारा दिए गए कार्य को उसका पुत्र कैसे पूरा करेगा? 3. मंत्री ने लड़की को राख की रस्सी बनाने का संदेश पहुंचाया। क्या राख द्वारा रस्सी बनाई जा सकती है? क्या वह लड़की यह कर पाएगी? <p>(तीनों ही प्रश्नों को कहानी सुनाते समय उनके उत्तर प्राप्त होने से पूर्व पूछना है।)</p> <p>लोनपोगार के पुत्र ने भेड़ के बाल और सींग बेंचकर अपने पिता की शर्तों को पूरा किया। आप उसकी जगह होते तो बताओ क्या करते?</p>	<p>विद्यार्थी कहानी को ध्यानपूर्वक सुन पाएंगे और पूछे गए प्रश्नों का उत्तर दे पाएंगे</p> <p>पहले पढ़ी हुई जानकारी और इस पाठ में आ रही समस्याओं को जोड़ते हुए उनका समाधान निकाल पाएंगे।</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
विस्तारित गतिविधियाँ		<p>यह कहानी तिब्बत प्रदेश की है। तिब्बत को दुनिया की छत कहा जाता है। हमारे देश में भी ऐसे शहर हैं जिन्हें अन्य नामों से पुकारा जाता हो। इन शहरों के नाम पता लगाने की कोशिश कीजिए। जैसे-</p> <ul style="list-style-type: none"> • झीलों की नगरी • गुलाबी नगरी • ताज नगरी • पाँच नदियों का प्रदेश • मोतियों का शहर • मेघों का घर • धरती का स्वर्ग 	विद्यार्थी भारत के प्रमुख नगरों व उनकी विशेषताओं के बारे में जान पाएंगे और स्वयं भारतीय होने पर गर्व का अनुभव कर पाएंगे।

Suggestions for Teachers:

The activities given in this plan are suggestive. You can choose other useful activities according to the time and situation. With this plan, we can also add lesson-18 “pqukSrh fgeky; dh’ of book Rimjhim hindi book and lesson-9 Up You Go!’ of EVS book. You can choose to listen and display thematic material through YouTube at your own discretion. All the links that are being given to you here are suggestive.

Extension of Learning:

- Create a travel diary whenever you go on a trip.
- Make a chart showing the items obtained by the animals.
- Chart showing the variation in the construction of houses built at different places.

Multidisciplinary Teaching - Learning Plan - 16

Theme - Measurement

Integrated Subjects: Mathematics (Area and its Boundary, Patterns), Games

Duration: Minimum 6 Hours

Specific Objectives: Students will be able to:

- participate actively in group tasks
- solve their daily problems related to perimeter
- compare one unit another with the understanding the relation of centimeter, meter, inch and foot
- comprehend the concept of area
- use the knowledge of area to find solutions to the problems of their daily life
- appreciate good players
- tell about the importance of sports

Teaching-Learning Resources:

Paper, scale, meter tape, glue, coloured paper, etc.

Prerequisite Knowledge:

Students are aware of perimeters.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity	Paper pieces of various sizes, scale for measuring	Some pieces of paper can be given to the students (in the shape of rectangle, square and triangle). Students should be prompted to name them by showing them pieces of paper.	By practicing this activity, students will be able to correctly estimate the length of objects used in daily life.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes																				
		<p>They may be asked to guess the length of the edge of the paper and write it down.</p> <p>Now, all the students measure the length of the edges with the help of scale and check their guess.</p>																					
Different unit of length	Meter tape having cm, m, inch and feet units	<p>Teachers go to the playground with the students.</p> <p>The students are asked to take 1 jump in turn.</p> <p>Now, one student is given the opportunity to measure the distance of one jump in meters, the other in centimeters, the third in inches and the last one in feet and then they are asked to fill in the table given below.</p> <table><tr><th>Name</th><th>In cm</th><th>In m</th><th>In inch</th><th>In feet</th></tr><tr><td>Ram</td><td></td><td></td><td></td><td></td></tr><tr><td>Mohan</td><td></td><td></td><td></td><td></td></tr><tr><td>Malma</td><td></td><td></td><td></td><td></td></tr></table>	Name	In cm	In m	In inch	In feet	Ram					Mohan					Malma					<p>Students will be able to understand the relationship between units of measurement (cm, m, inches and feet) and use them in daily life.</p> <p>Students will be able to enjoy the game and appreciate good players.</p>
Name	In cm	In m	In inch	In feet																			
Ram																							
Mohan																							
Malma																							
Length measurement exercise	Meter tape	<p>The teacher asks the students to measure the length and width of the playground.</p> <p>In this activity, the teacher can divide the students into groups of three or more and on the basis of the data obtained at the end, measure the length and width of the field and inform all the students.</p>	<p>By practicing this activity, students will be able to correctly estimate the length of objects used in daily life.</p>																				

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Extension activity	Meter tape	<p>After knowing the length and breadth of the playing field, the teacher asks the students to take one round of the field and then ask–</p> <p>Can anyone tell how much distance we covered after completing one round of this ground?</p> <p>At the end of this activity, the teacher can ask the students about the benefits of playing sports. Their interest in various sports can also be discussed.</p>	<p>Students will be able to find the distance covered in one round of the field.</p> <p>Students will be able to tell about the importance of sports.</p>
Connecting with daily life problems		<p>Rama has a farm. She has grown many vegetables in it. But some animals enter the field and destroy half the vegetables. So tell me what should she do to save other half?</p> <p>A) If the length of Rama's field is 300 m and breadth 150 m, then how much wire will be required to fence the field?</p> <p>b) Also tell how much money she will need for the wire, if the cost of 1 meter of wire is ₹15?</p>	<p>Students will be able to relate such problems to their daily life problems.</p> <p>Students will be able to find a solution to the problem by connecting it with the problems of their daily life.</p>
Activity (Related to area)	Page of notebook	<p>The teacher asks the students to take a page of their rough notebook and asks them to find whose page is the largest?</p> <p>(Not everyone will get the same answer.)</p>	Students will be able to develop critical thinking skills.

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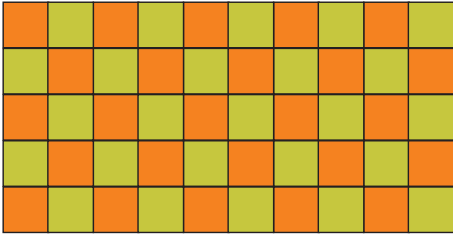
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Can anyone tell how we can find that whose page is the largest?	
Extended activity	Colourful paper, glue	<p>The teacher gives a suggestion to the students and asks them to find a solution.</p> <p>All the students will make squares of side 2 cm from different coloured papers and paste them on their paper and also make a beautiful pattern using different coloured papers.</p> <p>Now, count all the coloured squares pasted on your page and tell how many squares are on the paper.</p> <p>Now, tell whose page is bigger and why?</p>	Students will be able to find the largest page after the activity is completed and use this method to compare other such things.
Introduction to the Concept of Area-activity	Notebook, pencil, colour, scale etc.	<p>After this activity, the teacher introduces the students to the concept of area (the space occupied by an object).</p> <p>The teacher asks the students to make a rectangle of length 10 cm and breadth 5 cm.</p> <p>Now, divide this rectangle into squares having side 1cm and also make a beautiful pattern by filling different colours in all the squares.</p>	<p>Students will be able to tell about the area.</p> <p>Problem - solving abilities of students will be enhanced.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		 <p>The teacher shows this activity by making it on the blackboard.</p> <p>The teacher can ask the students how many squares are formed in this figure?</p> <p>The teacher tells the students that as many squares of 1cm or 1m are there in a figure, the area is equal to the total number of squares made in the figure.</p> <p>After practicing some other such figures, the students are asked to find the relationship between length, breadth and area on the basis of the activities they have done so far.</p> <p>Introduce the formula of area.</p> <p>Area = Length x Breadth</p>	
Connecting to daily life problems		Arbaz has thought of getting green square tiles on the floor of his kitchen. Each edge of the tile is 10 cm. His kitchen is 220 cm long and 180 cm wide. How many tiles will he need?	Students will be able to solve the problem using the area formula.

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Suggestions for Teachers:

The activities given in this plan are suggestive. You can choose other useful activities according to the time and situation.



- Discussion on the area of the sitting bench in the classroom
- To find the perimeter and area of the blackboard of the classroom
- Discussion about the area of the walls and the cost of whitewashing

Extension of Learning:

- To find out the area of the room by the student at home
- Finding the area and perimeter of the book by the student
- To find the area of windows and doors
- Write the names of those items which are bought according to the area
- Describe the pattern using some other geometrical figures
- Where do you see patterns in daily life? Give examples



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Multidisciplinary Teaching - Learning Plan - 17

Theme - Mosquitoes (Part-1)

Integrated Subjects: Language, EVS, General Awareness, ICT, Games

Duration: Minimum 15 hours

Specific Objectives: Students will be able to:

- answer the riddles consciously and imbibe this quality of problem-solving as a life skill to solve the problems of life
- name the diseases spread by mosquitoes in Hindi/English/other languages and will be able to make good use of this information for their good health as well as of their families
- understand the use and importance of ICT and will also be able to take advantage of these technology-based tools while using them in their daily life
- advance the skill of abstract expression of ideas by describing the numerous reasons for the breeding of mosquitoes
- understand that God resides in cleanliness and they will be able to make their positive contribution in 'Swachh Bharat Abhiyan'

Teaching-Learning Resources:


4-5 riddle cards, mosquitoes puzzle card with a picture of a mosquito on the back, plastic caps or slips of paper, permanent markers, web links and applications, pastel sheets, markers, water colours, brushes, old cardboards, glue, scissors and decorative items, school computers/projectors, books on Swachh Bharat Abhiyan

Prerequisite Knowledge:

- Students know how to play puzzle game as a fun game.
- Students are aware of the problems caused by mosquitoes as the carriers of diseases.
- Students know how to use ICT in daily life through phone.
- Students are well acquainted with some of the reasons for the breeding of mosquitoes.
- Students understand the importance of cleanliness and know about the contribution of Safai Karamcharis in the field of cleanliness.

Presentation

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Group Puzzle (Group-Based Activity)	4-5 riddle cards 	<p>Teacher begins the class with a statement like 'figure out the puzzle, play the game'. With the help of the students, a puzzle solving activity based on mosquitoes is organised in the class by distributing some cards of riddles. Students perform this activity together in 4-5 groups. They solve the given puzzle card, while having fun and discussion in the groups.</p> <p>Afterwards, each group comes forward in the class and read out the puzzle from their card and tell the answer to all the students.</p> <p>At the same time, the rest of the groups also check the answer of the first group on the basis of their knowledge and understanding and decide whether it is right or wrong and also try to find out whether their answers match with the answers with the other students or not. It will help them to analyse their logics themselves.</p>	Students will be able to answer the riddles consciously and imbibe this quality of problem solving as a life-skill to solve the problems of life.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity- Buzzing Riddles (Riddle based on mosquitoes)	Mosquitoes puzzle card with a picture of a mosquito on the back 	At the end of the activity, a puzzle based on mosquitoes is read by the teacher himself/ herself. While reading the riddle, the teacher helps the students to reach the expected answers and by showing the picture of a mosquito on the back of the riddle- card, the teacher tries to get the whole class engaged with the content of the lesson, to be introduced.	Students will be able to advance in verbal language development while enjoying puzzle solving games.
Rapid Fire Quiz (Offline or Online)	Paper Slips and pen for offline quizzes, quiz designing Google Apps for online quiz for e.g. 'Homework App' from Google Play store	This will be followed by Q&A/ Quick Quiz activity (online or offline). Thus, the opportunities for open discussion amongst the students are provided. Discussions based on the types of mosquitoes, diseases transmitted by them, their causes, symptoms and prevention of these diseases etc. are initiated. Some additional and necessary information based on the theme is brought to the notice of the students during that discussion like why it is important to get a blood test done in case of Dengue or Malaria and how to read the information given in a 'Blood Test Report' etc.	Understanding the use and importance of ICT, students will be able to take advantage of these technology-based tools while using them in their daily life.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>To make the process and results of the discussion interesting and informative, the students are facilitated to get further information on the topic by taking the help of the related video links, printed articles, images, charts and flash cards.</p> <p>Latest updates and information are provided on the concept after relating it to the previous experiences of the students.</p> <p>Using the 'Homework App' available on 'Play Store' or other apps available for making quizzes, the students, themselves create the quiz in groups and send their quiz through the link to the WhatsApp group of the class, which is shared with all the students. All the students solve the quiz online and get online feedback too. This activity can also be conducted in the form of an offline quiz.</p>	

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Shades of multilingualism-activity (Finding and putting together the names of mosquito-borne diseases written in different languages on plastic covers)	Plastic caps or slips of paper, permanent markers	Students name a few diseases spread by the mosquitoes in Hindi/English/other languages. The teacher writes the names of those diseases on old plastic lids/covers/paper slips with the help of the students in Hindi, English and other languages and place them on the table. Students come in groups and line up all the languages with the name of a disease in a row.	Students will be able to name the diseases spread by the mosquitoes in Hindi/English/other languages and will be able to make good use of this information for their good health as well as of their families.
Slogan writing competition on the importance of cleanliness	Pastel sheets, markers, water colours, brushes, old cardboard, glue, scissors, decorative items, school computers/projectors, books on Swachh Bharat Abhiyan	A discussion session on the importance of cleanliness is organised in the classroom in which students will present their views on this topic. After this, slogan writing competition on "Cleanliness" is organised. Students create and write these slogans in groups. They write their slogans on the cardboard with pictures and decorate them. These slogans are displayed by them in the classroom and the school premises.	Knowing that God resides in cleanliness, students will be able to make their positive contribution in 'Swachh Bharat Abhiyan'.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity-Preparation of PPT on 'Swachh Bharat Abhiyan'		Working in groups, students prepare a PPT on 'Swachh Bharat Abhiyan' with the help of the internet, newspapers and books available in the library. They display their respective PPTs on the projector/computer and will be inspired to study the topic in depth by discussing more about this topic.	

Suggestions for Teachers:

Teachers may use multiple interesting group formation techniques. For example, students can be asked to form groups on the basis of the initial letter of their names or their favourite colour or according to the birth-month of theirs etc. so that different types of mutual sociometry can be developed among the students of the class.

Extension of Learning:

- Discuss with parents and family about the life cycle of a mosquito and then create a model of the 'Life Cycle of Mosquitoes'.
- On an old cardboard or any plastic cover, depict the life cycle of a mosquito with the help of play dough/clay and after the clay dries up, paint this three dimensional figure and make a beautiful model. Write the names of 'different stages of a mosquito's life cycle' on a few slips of paper and paste them on the model. (This Activities will provide more opportunities to the students to learn by doing.)

Multidisciplinary Teaching - Learning Plan - 18

Theme - Mosquitoes (Part-2)

Integrated Subjects: EVS, General Awareness, Math, ICT, Language

Duration: Minimum 14 hours

Specific Objectives: Students will be able to-

- prepare reports with illustrations based on the work of local bodies/corporations/govt./NGOs/ civilians using information obtained from the newspapers and internet and able to synthesize and analyse the available information
- make meaningful efforts towards proving themselves to be a civilised and responsible citizens of the society by developing knowledge and understanding on the important factors of democracy
- explain in their own words the importance of 'National Sanitation Survey' in building a clean country and society
- contribute to this survey by becoming responsible citizens of the society
- present the obtained data in the form of small charts
- use this information to remain alert in daily life
- write dialogues and plays by working together in groups and will be able to move forward towards creative expression of language
- be a part of public awareness campaign on social and environmental issues
- inculcate the hygiene habits in their daily practice

Teaching-Learning Resources:

Content-based video links, printed articles, images or charts, or flash cards, graph paper, pen, pencil, coloured pencil, scale, pastel paper, crayons, old newspapers, glue, thread/ribbon, scissors, coloured sketch pens, etc.



Prerequisite Knowledge:

- Students know about a few local bodies.
- Students have some knowledge about their rights and duties in democracy.
- Students know little about the National Clean Survey.
- Students have seen graphs and smart charts in T.V., Newspaper, etc.
- Students have seen plays and street plays on some social subjects.
- Students have already been a part of public awareness rallies.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
‘Who is Responsible? (Preparing reports and discussions on the responsibilities of local corporations and bodies)	Content-based video links, printed articles, images or charts or flash cards Example- Link to ‘Swachhata-MOHUA’ App https://play.google.com/store/apps/details?id=com.ichangemycity.swachhbharat https://play.google.com/store/apps/details?id=com.everythingcivic.sdmc	On the basis of the slogan writing activity on the importance of cleanliness in the previous class, the topic of ‘Cleanliness Survey’ is discussed through videos/charts. In this way, an attempt is made to know the awareness level of the students on this subject. To get detailed information on this topic, discussion session is organised on the topic-‘The functions of local corporations/bodies/NGOs/ Civilians’ as an important part of the government while creating an independent environment in the class.	Students will be able to prepare reports with illustrations based on the work of local bodies/ corporations using information obtained from the newspapers and internet and be able to synthesize and analyse the available information.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
	<p>(Link to 'SDMC 311' App) https://play.google.com/store/apps/details?id=com.citizen.ndmc (Link to NDMC-311 App) https://play.google.com/store/apps/details?id=com.everythingcivic.edmc (Link to EDMC-311 App)</p>	Teachers create the opportunities for open discussion for the students on the topic- 'Role of Government, Non-Government Organisations and Citizens' as the active and responsible members of society or as the important elements, responsible for maintaining cleanliness status of the community.	At the same time, they will be able to make meaningful efforts towards proving themselves to be a civilised and responsible citizens of the society by developing knowledge and understanding on the important factors of democracy.
NCS: A glance preparation of informative reports/projects/videos on National Sanitation Survey and cleanest cities of India	Content-based video links, printed articles, images or charts or flash cards	<p>Using interesting group-building techniques to form groups of students, the students are inspired to collect extra information about some of the cleanest cities in the country. Students by working in groups prepare interesting and informative reports using and collecting the information available with their parents, newspapers and internet. Later on, they present it to everyone in the class.</p> <p>A democratic environment is created and provided to the students to analyse and debate on the reports/content presented by all the groups of students at that moment.</p>	<p>Students will be able to explain in their own words the importance of National Sanitation Survey in building a clean country and society.</p> <p>Students themselves will also be able to contribute to this survey by becoming responsible citizens of the society.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Graphic Charts, Makes us Smart Preparation of smart charts based on the data collected	Graph paper, pen, pencil, coloured pencil, scale, pastel paper, crayons, etc.	<p>Based on the report prepared by the students on the cleanliness survey topic in the previous activity, the students make a list of a few cities of the country that have scored the highest marks in 'Swachh Sarvekshan' and then group wise, they create and display the graphic representation of the collected data.</p> <p>Here, students are free to use ICT to analyse the data, construct and present the graphs.</p> <p>Using the projector/computer available in the school, the groups of the students are motivated to work efficiently and give their presentations in an effective manner.</p>	<p>Students will be able to present the obtained data in the form of smart charts.</p> <p>Students will be able to use this information to remain alert in daily life while understanding the graphical form of events happening around them.</p>
A Drama: to end the Dilemma' (Writing and staging of drama/ street play)	<p>Old newspapers, glue, thread/ribbon, scissors, coloured sketc.h pens, etc.</p> 	<p>Drama and acting are a great way to create awareness about cleanliness and to avoid diseases spread by the mosquitoes. Thus, the students are motivated to write dialogues and plays on cleanliness and measures to avoid mosquitoes while working in different groups.</p>	<p>Students will be able to write dialogues and plays by working together in groups and will be able to move forward towards creative expression of language.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Opportunities are made available to the students in the classroom to practice for their self written plays or street plays. For this, students also prepare mosquito costumes, banners etc., using old newspapers, chart papers etc. for the play</p> <p>Now, the students go to the assembly/Parents-Teachers meeting/community and perform the play, written and prepared by them.</p> <p>In this way, becoming an active part of this public awareness campaign/programme, the students, themselves are inspired to bring cleanliness habits into their daily practice.</p>	<p>Students will be able to become a part of the public awareness campaign on social and environmental issues.</p> <p>They themselves will also be able to inculcate the hygiene habits in their practice.</p>

Suggestions for Teachers:

- Teachers will organise 'field trips' for the students and take them to the local bodies like Sanitation Department, Horticulture Department, etc.
- By organising some local sight seeing tours/field trips for the students, teachers can motivate the students to prepare written reports about how the cleanliness system was at those places and which institution/body handles the work of cleanliness of those places. A discussion can be organised on the role of students as a citizen for the cleanliness of public places.
- Different persons from N.G.Os that are working in the field of cleanliness/like PTA members, employees working on sanitation vehicles and important persons/officers/employees working in government bodies can be invited to the school. Through their speeches and interviews, opportunities can be provided to the students to get more and accurate information on the subject matter.

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Extension of Learning:



- Students will play the role of ‘Our Helpers’ and people who contribute to cleanliness, such as sanitation workers, carriers of corporation’s sanitation vehicles, sanitary inspectors, etc. Through this role play, they will understand the importance of labour and express their respect towards the sanitation guards.
- Becoming young reporters, students will interact and interview the people of their area to get information about the cleanliness of their area. Based on this, they will prepare a report on the cleanliness and awareness in the people of their area. They will also publish and broadcast this report as well as the interviews on multiple social media platforms.



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Multidisciplinary Teaching - Learning Plan - 19

Theme - Constitution of India (Part-1)

Integrated Subjects: Language, Social Studies, Games, ICT, General Awareness, Mathematics, Performing Arts

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- enjoy the game by respecting the rules of the game and they will be able to demonstrate team spirit by showing positive competition
- explain the literal meaning of 'Constitution' and understand the importance of rules in their daily and social life
- discuss the importance of the constitution in their own words and they will be able to follow its' rules by showing respect and sympathy for the constitution of the country
- write articles on this subject in their own words while establishing a relation between Republic Day and the Constitution
- form their own language and give independent and logical views over the topic and different social issues
- express their views on the related subject by establishing a correlation between their school language and home language
- form questions and design a quiz based on 'Republic Day and/or The Indian Constitution'
- successfully use ICT in their day to day life

Teaching-Learning Resources:

Ball, a projector/laptop/chart/flash cards, a collage made out of newspaper's cuttings, model or dummy copy of the constitution, any documentary/video link or chart/flash cards based on Constitution of India and Republic Day, coloured paper and pen, quiz-designing Apps from Play Store, web links



Prerequisite Knowledge:

- Students know and follow the rules fixed for the places like home, school, library, playground, road, etc. in their daily life.
- The word constitution is already present in the memory of the students. They have already heard it.
- The students have played many local games and they understand the importance of following the rules in games and sports.
- Students have some information about Republic Day and they celebrate Republic Day every year.
- Students already know how to play quizzes offline and/or online.




Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity Game - Passing the Ball	A ball	<p>With the help of a game and its rules, the teacher makes an introduction of the chapter and helps the students understand the need and the meaning of the constitution. Facilitating students with a brain-storming opportunity, the chapter may be initiated with such a conversation.</p> <p>Example-</p> <ul style="list-style-type: none"> • “Tell me children! Who among all of you is ready to play with me in the ground today?” • “If we go to playground for playing, how can we avoid disputes during the game? Is there any specific preventive technique to do so?” (Teacher’s statement.) 	Students will be able to enjoy the game by respecting the rules of the game and during this they will be able to demonstrate group spirit by showing positive competition.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>(Such meaningful Q&A based discussion will be conducted in the class.)</p> <p>In this way, through proper discussion and brain storming, the students understand the importance of rules as well as the advantages and disadvantages of written and oral rules.</p> <p>“Come on! Let’s play the game, 'Passing the Ball' but let's first quickly make some rules for this game.”</p> <p>The students are led to the playground and provided sufficient time to play the game by getting divided into 2 or 3 groups as per the rules made by them in the group. Each group chooses a team-leader among themselves and one or two umpires are also gets appointed from the students of the class at the discretion of all the students to oversee the game. (A child who does not want to play that day, for any reason can be appointed as an umpire. But it will also be ensured that every time that particular child must not be out of the game.)</p>	



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity- Rules as the Key to Rule (To discuss the rules of the game and linking them with the need of rules as well as constitution)	Projector/laptop/ chart/flash card/ newspaper cutting collage/model or dummy copy of the constitution 	<p>After the completion of the game, all the students come back and take their seats in the classroom according to the class rules. Then through the two way discussion that gets organised in the classroom about the need of the rules in our life, the students reach the conclusion that rules and their proper implementation is necessary to make our life easier and systematic. Rules help us everywhere i.e. at road, in the market/ library/ hospital, at any organization, at a city, in a state or country, they help to maintain the system and protect the rights of each and everyone.</p> <p>Now keeping the 'dummy copy' of the Constitution in front of the students, their attention is drawn towards the fact that since most of the countries are very populous and large in size. Therefore, verbal/unwritten rules are often not enough to protect the rights of everyone and to maintain the and order for such large populations in that country. That is why the constitution in most of the countries is written. So, the constitution (rules for running the country) of our country, India has also</p>	<p>Students will be able to explain the literal meaning of 'Constitution' and understand the importance of rules in their daily and social life and will be able to describe them.</p> <p>Students will be able to discuss the importance of the constitution in their own words and they will be able to follow its' rules by showing respect and sympathy for the constitution of the country.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>been prepared in written form. Our constitution is just like a book of written/records rules that is called 'Indian Constitution'.</p> <p>Here on the basis of this discussion in the class, the students may be able to explain the meaning/definition and the need of the constitution in their own words.</p> <p>‘Definition of the Constitution –A set of written and unwritten/unrecorded rules, made by the legislature for the smooth running of the country, is called constitution.’</p>	
Activity- Let's Explore our Constitution (Article writing and speech on Republic Day and Constitution by making houses/sadans of the students)	<p>Link of documentary/ video/chart/flash card based on the Constitution of India and Republic Day</p> <p>https://youtu.be/f46fR2ezKO4</p>	<p>With the help of a documentary/ video/chart/flash card based on the ‘Constitution of India’ and ‘Republic Day’, students are provided more information about the subject/content. Thus, the opportunities are provided to the students to develop more understanding on the subject.</p> <p>Students are facilitated to create groups/houses/sadans of their choice in the name of any patriotic fighters/national symbols or any other topic.</p>	<p>Students will be able to write articles on this subject in their own words while establishing a relation between Republic Day and the Constitution.</p> <p>In this way, they will be able to give independent feedbacks formulating oral and written language.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Every student opts membership of one or the other house of his/her choice or as per the rules created by the group of students to opt the house/sadan. Now everyone discusses the selected topic in their house/sadan and writes articles on 'Constitution and/or Republic Day' in Hindi/English/other language. Later, in the form of a speech, they present their thoughts on this topic in front of the whole class.</p> <p>Written or oral quizzes covering the important questions on constitution and republic day, can also be conducted under the language teaching-learning.</p>	
Activity- Who's My Partner?- Classroom Games	Coloured paper and pen for making slips	'Who is my partner?' Activity is organised after providing the adequate information on the 'National Symbols of India' a game is introduced in the classroom. In this activity, written paper-slips with the questions based on national flower, fruit etc. are provided and their answers written on the separate paper slips are made available for the students in the class. Both type of slips will be tossed and scattered by one of the students in the open space in the middle of the class.	<p>In this way, students will be able to give independent feedbacks formulating oral and written language.</p> <p>Along with this, students will be able to express their views on the related subject by establishing a correlation between their school language and home language.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Every student rushes to pick a slip up. Now the participant with the question slip will find his/her partner with the correct answer-slip. This game helps to make the content more clear and the students get the information in a joyfully manner.	
Activity- Quizzzy Busy (Offline Quiz based on Republic Day and Constitution)	‘Homework App’ and ‘Kahoot-App’ available on ‘Google- Play Store’ for designing quizzes	Using ICT, students working in groups prepare a Google quiz based on the ‘Indian Freedom Struggle’/ ‘Indian Freedom fighters’ and send it to the ‘Class’s Whats App group’ and let other students to solve it. Earning more points in the quiz may be rewarded in the form of extra swings during the recess period or extra grades added in the assessments.	The students will be able to form questions and design a quiz based on ‘Republic Day and/or The Indian Constitution’. Thus, they will be able to successfully use ICT in their day-to-day life.

Suggestions for Teachers:

To facilitate the students to understand what the democracy is and how it works, ‘mock elections’ can be organised in the classroom so that the students can understand the working of the democracy.

Extension of Learning:

- Students will participate in the fancy dress competition as the ‘Constitution’ or ‘Bharat Mata’. Students may present their views on these subjects in the form of speech or poem while wearing the performing as the ‘Constitution’ and ‘Bharat Mata’.
- On the basis of the discussion in their family, the students are suggested to design an Electronic appreciation certificate for the person in their community, who gives real meaning to the freedom of others. A person in the community who protects others’ rights of freedom by his/her noble efforts can be selected for this honour. Anyone who honestly and dedicatedly executes his/her duty as a public servant can also be appreciated or awarded through this creative task.

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Multidisciplinary Teaching - Learning Plan - 20

Theme - Constitution of India (Part-2)

Integrated Subjects: Mathematics (Angles and Directions), Social Studies, ICT, Current Affairs and General Awareness, Games, Art

Duration: Minimum 12 hours

Specific Objectives: The students will be able to:

- answer the questions by looking at the map from the mathematical and environmental point of view in context of 'Angle' and 'Direction in a Map', etc.
- access various information available in the library as the storehouse of knowledge
- enrich their language and vocabulary while getting factual information related to the constitution, government and civil life
- know the important things to live a successful civilian life in their country
- become conscious about protecting the rights of other citizens along with theirs
- design quiz using ICT and thus learn to use ICT in daily life
- recognise the national symbols while enjoying the race during the game
- feel joy and pride by drawing pictures of the national symbols of India

Teaching-Learning Resources:

Old invitation cards having maps behind, projector, pictorial chart of the lesson 'Maps', coloured pencils, related library-books, newspapers, magazines, quiz-designing Apps on 'Google-Play Store', flash cards of national symbols, baskets, paper, pencils, crayons, web links, etc.

Prerequisite Knowledge:

- The students know about angles and know how to find directions on a map.
- The students know how to use various Google Applications in their daily life.
- They love their country and already have some knowledge about some national symbols related to it.

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- The students are fond of library time and are interested in reading the books available in it. They have been going to the library earlier too.
- Students know how to draw some simple drawings.
- The students have already been a part of fancy dress competition or/and have already seen such competitions.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity- Khoj Khoj Me	Old invitation cards having maps behind, projector, pictorial chart of the lesson, 'Map', coloured pencils	<p>Students make 4-5 groups naming after their favourite cities/directions/continents, etc. and analyse the information given in the maps shown on the old invitation cards brought by them from home.</p> <p>After reading the maps given, they write the names of places, roads, hospitals, buildings or restaurants etc. on these maps. Students will discuss in groups and mention the directions of different places shown in these maps. They will come forward in the class, group-wise and share the information given in their respective maps with the other students. After the presentation of all the groups and on the basis of class discussion, it is concluded that how maps are useful for us, and what type of information we can get from the maps. The chapter of Mathematics - 'Map' and the chapter of EVS- 'Government</p>	The students will be able to answer the questions by looking at the map from mathematical and environmental point of view in context of 'Angle' and 'Direction in a Map'.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Systems of the World', are linked together in the context of the Republic Day parade. Related to 'Republic Day Parade', the students are being motivated to find out the main places, roads and their directions in the map given in Mathematics lesson - 'Map'.	
Angles and Directions	Picture of India Gate, picture or map of Rajpath	<p>The teacher can show the map of the Republic Day parade given in this lesson on a classroom or school projector or chart.</p> <p>The students' attention can also be focused on simple and curved lines that they observe on the road map.</p> <p>Students are encouraged to ask questions from each other. Some questions that students ask each other on the basis of the map are-</p> <ul style="list-style-type: none"> • Name the geometrical figure around India Gate on the basis of the picture given in the chapter. • Maths-On the basis of the lesson, count and tell the no. of the right angles you can see in the figure. • In which direction from India Gate, is Gandhi Marg located? 	Students will be acquainted with the context of 'angle' and 'Direction in a Map', etc.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> Is it a straight line or a curved line that can be seen from President's House to Vijay Chowk? Shade the paths between which the acute angle is formed, with coloured pencils. 	
Library-Movement-activity	Link of online, library related books, newspapers, magazines	<p>Students working in groups, prepare videos based on current affairs by collecting news related to the 'works of important organs of the government - legislature, executive and judiciary' from the library.</p> <p>After consulting the books, newspapers, magazines available in the school library as well as using school's computer, the students are provided sufficient opportunities to spend time in the library and computer room to explore related content in the books and computers.</p>	<p>The students will be able to access various information available in the library as the storehouse of knowledge.</p> <p>They will be able to enrich their language and vocabulary while getting factual information related to the constitution, government and civil life.</p>
		<p>Students in groups help each other to choose useful content available on the related topics.</p> <p>Now, game time... Let's play a game of finding books.</p> <p>Students will play a game in groups. They will go to the library/computer room and get some books/e-books related to 'functions and organs of the government' from there.</p>	<p>At the same time, they will be able to know the important things to live a successful civilian life in their country.</p> <p>They will also be able to become conscious about protecting the rights of other citizens along with theirs.</p>

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Students will be given some interesting clues related to that books so that they may find that book/E. book. They will be given some extra grades as a gift/reward, when they find the book. In this way, students will spend time with books and computer by going to library and computer room.	
(Online/Offline Quiz) -Based on National Emblem, National Freedom Movement and Freedom Fighters	Quiz-designing Apps from 'Google-Play Store' e.g. Home Work App	Using ICT, students prepare and design a group quiz based on Indian freedom struggle, freedom fighters and national symbols of India and send it to the WhatsApp group of the class and ask other students to solve it.	The Students will be able to design quiz using ICT and thus learn to use ICT in daily life.
Daud Laga Ke Dekh) (Race based on national symbols)	Flash Cards of National Symbols, baskets, paper, pencils, crayons, web links, etc.	In class, the students discuss about the national symbols of India. An oral quiz may be conducted in the class.	The students will be able to recognise the national symbols while enjoying the race during the game time and will feel joyful and proud by drawing pictures of the national symbols of India and thus they will be able to get the chance to improve their own psychomotor abilities.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students in groups ask questions from the another group and thus recapitulate the knowledge received in the previous activity i.e. quiz/game based on ‘National Symbols’. After the discussion/quiz, a ‘Race’ based on the ‘National Symbols’ is organised. Two-students from each group run and rush to pick a flash card having an image of a ‘National Symbol’ from the basket kept far away in the playground.</p> <p>As they return, they explain the symbol indirectly to their team, without showing the flash card to their team. The respective team members try to draw the pictures of national symbols with the help of the given explanation. The team that correctly recognises the said symbol and draws it at earliest, is declared as the winner of the race. Later, the students share some detailed information in their own words about the national emblem depicted in the picture made by them.</p>	

Suggestions for Teachers:

The teacher can organise a ‘fancy dress competition, poetry or speech competition based on ‘National Symbols’ in the school. These competitions will inculcate the feeling of nationalism and patriotism in the minds of the students. Thus, they will get opportunities to express the feeling of patriotism.

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Extension of Learning:



‘Come and perform the duty of a responsible citizen, let us do something creative’, under this theme, perform any one or more tasks to discharge your duty as a responsible citizen. For example- You may prove yourself responsible by helping others, maintaining cleanliness in the streets and your locality, conserving water and energy, following the rules of transport etc. Mention the specific civic-duty under that photo by taking photos of your efforts while doing these tasks and motivate other people to do these things as well. Create an e-poster using these photos to spread awareness through this on multiple platforms of social media. You may complete this task with the help of your family. Discuss and work together with your family members.



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Multidisciplinary Teaching - Learning Plan - 21

Theme - Clock (Part-1)

Integrated Subjects: Games, ICT, EVS, Languages, Art Education

Duration: Minimum 10 hours

Specific Objectives: Students will be able to:

- tell time by looking at the clock and with the help of content knowledge they will be able to value punctuality in their daily life
- play a 'timer based' balloon blowing game while trying to save even the smallest amount of time
- get inspired for time-planning by understanding the time shown in a 12 hour and 24 hour clock
- tell 'definition of angle' and 'types of angles'
- differentiate between different angles. Along with this, they will be able to acquire the quality of seeing different events and situations of life from different angles and perspectives
- prepare time-based quizzes and demonstrate successful use of ICT by acquiring question-making skills
- collect and share information about the means of transport covering long distances in less time

Teaching-Learning Resources:

Clock made by the students in the earlier session, old paper cups or bottle caps, marker pens, a 24 hour and a 12 hour clock, 30-40 balloons, thread, timer, video link, old cardboard, glue, pencil, drawing sheet, colours and crayons etc., web and App links

Prerequisite Knowledge:

- Students use clock in daily life.
- Students know how to inflate balloons.
- Students have seen and read the time written according to the 24-hour and 12-hour clocks at many places before.



- Students have informally observed angles in their surroundings.
- Students have already played the games of quiz.
- Students may have used ICT through their phones.
- Students recognise several modes of transport.





Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Paper Cup activity	<p>Clock made by the students in the earlier session, old paper cups or bottle caps, marker pens</p> <p>https://youtu.be/e7XbqiP7EHY</p> <p>https://youtu.be/lZBTbnjM8ac</p>	<p>Students are motivated to participate in a timer based game/ activity in the class. A healthy environment to discuss the need and benefits of a timer in a game, is also provided to them. (For example-Teacher says, 'So! Children, today we have to play a fun game. But to play that game we have to first understand how to read the time in a given clock. Today, we will do a fun Activities first, with the help of wonderful clocks created by us in the previous class for the Clock Exhibition activity.</p> <p>Group activity-All the groups write the time shown in the clocks placed in front of them on the back of the paper cups and then shuffle all the cups. One or two students from each group come forward with the consent of the group members and pick up a random cup being blind folded .</p>	Students will be able to tell time by looking at the clock and with the help of content-knowledge they will be able to value punctuality in their daily life.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		Then the participant opens his eyes and match the cup's time with the clock having the same time. He/she then keeps that cup on the top of that clock. After this, all the groups together determine whether the participant has placed the cup on the correct clock or not. If the participant faces some trouble while finding the correct clock, then students from the other groups, come and guide the participant. They let him know, how to find the right time in a clock.	
Power Show, with a Blow-Activity	A 24 hour and a 12 hour clock, some balloons (around 30-40), a bundle of thread, timer	<p>"Let's play a fun game, now. I have some balloons, a bundle of thread and timer. Can you all suggest a game, we can play with these things?" (Teachers' statement)</p> <p>Students will get excited on hearing the word "game" and suggest different types of games based on their knowledge and experience. Balloon Game is selected by the students to play. Time to Play-One student from each of the groups come forward and inflates as many balloons as possible, in the given time. Timer is set to tell the time, which has to be noticed by all the groups. Students also share their verbal and written experiences on the importance of 'Time' in this game..</p>	Students will be able to play a 'timer based' balloon blowing game while trying to save even the smallest amount of time.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		To make the game more interesting, the teacher motivates the students to keep a track of the time in '24 hours and 12 hours Clocks' at the same time and thus the students will take more interest in the game	
TippyTippy Top, What Says the Clock?- Activity (Finding the hour and minute by looking at the clock, finding the time in a 12-hour and 24-hour clock)	<p>Watching Time in 24 Hours and 12 Hours - Pictures and Videosx video link- https://youtu.be/Lj4YxVZWLVU</p> 	<p>After the game, a Q/A session is organised to discuss what are the things students have learnt during the game. Difference between the time of a 12 Hour Clock and a 24 Hour Clock is also discussed in this session. To get a clearer concept of the 'Time' in both of these clocks, a video is also shown to the students on computer/projector. Students can take the help of library books to get more clarity about the concept. After watching the video, students are provided with the real clocks. They are motivated to explain the concept learnt by watching the video, to the other students using the real clocks.</p>	<p>Students will get inspired to always plan their 'Time'. They will understand the concept of 'Time shown in a 12 hour and 24 hour clock' too.</p>
Angle Hunt' Activity (Introduction of 'the Concept of Angles')	<p>(Bodhaguru's Video link- 'Angles and Shapes') https://youtu.be/1EuC166Uaww</p> 	<p>Can you all help me find the distance between the two hands of a clock at different times? Students will give their views based on their own experiences or guesswork to the teacher to find out the distance between the two hands of a clock. Why does the distance between the two hands of a clock not remain the same at different places? The attention of the students is focused in this direction too. In this way,</p>	<p>Students will be able to tell the definition of an Angle and types of Angles.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>students get eager to discuss and get information on a topic called 'Angle' in an interesting way.</p> <p>At the teacher's encouragement, students look for examples of other things around them where two lines start from the same point, move forward and the distance between the two lines increases further.</p> <p>Students will collect such examples, make pictures of such things in their workbooks as well.</p> <p>Students get detailed information in this context with the help of a video on the topic 'Angle'.</p> <p>A beautiful example of 'Angles' between the classroom door and the wall is also placed before the students to reinforce the information gained from the video.</p> <p>Students are motivated to find out the angles between their body parts too.</p> <p>Opportunities and material are made available to the students to make different angles using the paper folding method.</p> <p>Students make angles on their own with the help of papers provided.</p>	<p>Along with this, they will be able to acquire the quality of seeing different events and situations of life from different angles and perspectives.</p> <p>Students will be able to differentiate between different angles.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Apna Time Ayega- Activity (Preparation of time based quiz by students)	<p>Various applications for making a quiz available on Google Play Store such as, Homework App, WhatsApp and Kahoot App</p> <p>(Kahoot App link)</p> <p>https://play.google.com/store/apps/details?id=no.mobitroll.kahoot.android</p> <p>(Quizzes App's Link)</p> <p>https://play.google.com/store/apps/details?id=com.quizizz_mobile</p>	<p>To exchange the thoughts and the detailed information on the 'Concept of Time', the students first prepare questions and then prepare offline or/and online quizzes, working individually and in groups.</p> <p>To make the quiz more interesting, students frame questions using different types of invitation cards, pamphlet, etc.</p> <p>They ask questions related to the time shown in a programme schedule written in the invitation cards of a marriage/birthday party etc., the visiting time of a doctor given in a doctor's slip, the opening and closing time of the shops written on the various pamphlets of the shops, etc.</p>	Students will be able to prepare time-based quizzes and demonstrate successful use of ICT by acquiring question-making skills.
Running Vehicles – Activity (Making of vehicles' cut-outs)	Old cardboard, glue, pencil, drawing sheet, colours and crayons, etc.	<p>Students make cut-outs of certain modes of transport, working together in groups. They stick these cut-outs then, on the classroom wall/students' corner in increasing or decreasing order as per their speed.</p> <p>Along with this, the names of the means of transport in Hindi/ English / five other languages are also written and pasted by them on the cut-outs.</p>	Students will be able to collect and share information about the means of transport covering long distances in less time.

Suggestions for Teachers:

- By playway method, opportunities to get detailed information about 'Time' can be provided to the students.
- An activity of writing time in words in Hindi/English and other languages in the classroom can be introduced.
- In the class-library, making special arrangements of multilingual books of stories/slogans/sayings/poems etc. based on the importance of time will be of great help for the students.

Extension of Learning:

- In the stories, we get to see many examples where people look at different problems of life from the different angles and then try to solve to them. Students can be taken to the library to find the name of a book or story in which changing one's perspective helped someone in the story in solving a problem easily.
- Listening to the personal experiences of their family members, students will record an incident based on the importance of the 'Time' from their lives. The lesson learnt from that incident must be recorded/too along with that incident.
- In the Olympic/Para Olympic games held in the recent (2021), which players of India won their game by pursuing the right use of 'Time'? Find out and paste the pictures of such players and write a paragraph by collecting information about them.

Multidisciplinary Teaching - Learning Plan - 22

Theme - Clock (Part-2)

Integrated Subjects: Language, EVS, General Awareness, Math, Work-Experience

Duration: Minimum 8 Hours

Specific Objectives: Students will be able to:

- enjoy different forms of language like songs/poems etc.
- explain the importance of 'Time and Punctuality' in their own words
- increase their vocabulary based on time and thus be able to move towards the efficient use of language
- suggest innovative ways for reusing waste material
- acquire fine motor skills while making clocks from waste materials
- discuss new and old ways of calculating 'Time', learn to listen attentively to each other's experiences and learn to give respect to each other's thoughts
- draw different types of clocks and write the numbers in the clock in Devanagari, Indo-Arabic and Roman numerals
- acquire and express qualities like problem solving, decision making, management and organising while organising classroom exhibition
- follow the rules of the group while working in the group and will be able to learn to work together in a group
- use social media platform for fund raising for charity and to attain business skills too

Teaching-Learning Resources:

Chart presentation/ web links for any poem/song based on 'Time and Clock', chart/charts on which many words are written (some of which are the words related to 'Time'), old newspaper/magazine paper, marker pen etc., large plastic lids, glitter sheets, cardboard and shiny paper from old boxes, glue, scissors, decorative items, ice cream sticks, flash cards with images of sundial, sand clock, water clock, pictures of clocks in which counting is written in Devanagari, Arabic and Roman numerals,

handmade banners, tapes, tables, sheets, wall hooks, ropes, decorations, etc. for classroom-exhibition, computer, internet, etc.


Prerequisite Knowledge:

- Students know and like to sing songs/poems etc.
- Students have already used clocks in their daily life.
- Students use some words related to time like hour, minute etc. in colloquial language.
- Students see waste things being reused at their homes, in families or surroundings.
- Students can estimate the time to some extent using their daily observation towards the sun and the sunlight.
- Students have seen Devanagari, Roman, Arabic numerals being used at many places in their life.
- Students have heard the word exhibition and/or have seen an exhibition in the past.
- Students have experience of working in groups.


Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Sing a song, Singing together a poem/song based on 'Time and Clock'.	Chart presentation/ web links for any poem/song based on 'Time and Clock'	After discussing the previous day's work in the class, the teacher and the students sing together a song/ slogan or poem on the importance of 'Time'. Through this song they try to understand the importance of 'the Clock and the Time' through mutual discussion on a topic called 'Clock'. Comfortable environment to share and express their thoughts and experiences regarding the topic, freely, is created in the class.	Students will be able to enjoy different forms of language like songs/poems etc. Students will be able to explain the importance of time and punctuality in their own words.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Let's Make a Word-Tree	<p>Chart/charts on which many words are written (some of which are the words related to 'Time'), old newspaper/magazine paper, marker pen, etc.</p> 	<p>Now, it's time for a fun activity – students read several words written on the chart and discuss their meanings in the group.</p> <p>Then find out the words based on 'Time' among those words on the chart. They cut leaves from the old newspaper/magazine's paper and write these new words on the paper leaves and paste them on the class wall or their notebook to create a beautiful 'Word-Tree'. (Words like half-yearly, yearly, daily, annual, fortnight, weekly etc. based on time-terminology can be written on the chart.)</p>	Students will be able to increase their vocabulary based on time and thus be able to move towards efficient use of language.
Making clocks out of waste materials	Large plastic lids, glitter sheets, cardboard and shiny paper from old boxes, glue, scissors, decorative items, ice cream sticks, etc.	<p>Using the available material, can we make anything related to the importance of time? (Teacher will seek for some innovative suggestions from the students' side.)</p> <p>Students are prompted to guess and give a variety of answers. Along with this, they also put the suggestion of making a clock in front of the class. Students form groups and make</p>	<p>Students will be able to suggest innovative ways for reusing waste material.</p> <p>Students will be able to acquire fine motor skills while making clocks from waste materials.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		clocks out of waste material brought by them. During this, the teacher curiously observe the activities of different groups and talk to them about the importance of qualities like mutual co-operation and need of socialization in the group. Teacher also help the students in providing necessary resources/materials.	
Activity-History and Mystery of Clocks (Introducing historical clocks in India and the importance of 'Jantar Mantar' in India.	Flash cards with images of sundial, sand clock, water clock https://youtu.be/KDFK0GG4VIU https://youtu.be/ciCc8E1NmIg https://youtu.be/1MVIPdhDGQA	Based on the clocks made by the students in the previous activity, the teacher motivates them to talk to their parents and elders. Through this conversation, students try to find out which methods have been used to find the time in ancient times. Students feel free to share this information received from their parents and elders, with other students in the class. Proper opportunities are made available to the students to get detailed information about solar clock, water clock, sand clock and Jantar Mantar of India through pictures shown on flash cards or videos. With the help of books available in the library, students collect more information on this topic	Students' writing skills will enhanced.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		and prepare a report on it in the group. Then after preparing the report in the respective groups, they are expected to present it in the class.	
Activity- 'Let's design custom watches' (Introduction to numbers of different Numeral Systems)	<p>Pictures of clocks in which counting is written in Devanagari, Arabic and Roman numerals</p>  <p>Clocks with different numeral systems.</p>	<p>Students get the opportunity to see pictures of different types of clocks, in which some clocks having numbers written in Devanagari, Indo-Arabic and Roman numerals.</p> <p>By seeing these pictures, the attention of the students is drawn to the different types of numbers written on those clocks. Through an active discussion session, information is obtained from the students about the type of those numerals. After initiating students' interest in the topic, Roman numerals, Arabic numerals and numeral systems of Devanagari or other languages is discussed then, through charts/google images/videos.</p>	Students will be able to draw different types of clocks and write the numbers in the clock in Devanagari, Arabic and Roman numerals.
Class-Exhibition	Handmade banners, tapes, tables, sheets, wall hooks, ropes, decorations, etc. for classroom-exhibition computer, internet	Students put the beautiful clocks made by them for display in the class. All the groups appreciate each other's work on the basis of their spirit of hard work, dedication, team-work, problem-solving ability, innovation, etc.	Students will be able to acquire and express qualities like problem solving, decision making, management and organising while organising classroom exhibition.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>They all learn to appreciate and encourage each other.</p> <p>Students prepare an e-advertisement or pamphlet introducing the classroom exhibition that has to be organised and displayed by them. They invite the principal of the school and all the teaching and non-teaching staff of the school and the parents of the students too to come and visit their exhibition.</p> <p>Students do this work in groups.</p> <p>Students act as shopkeepers for selling their product (watches), that are displayed during the class-exhibition. They make a beautiful banner by writing the characteristics and features of their goods i.e. handmade watches.</p> <p>They also make price tags/cards displaying the prices of the watches. They put up that banner near their sales counter. They also post these banners on e-platforms to invite the e-customers.</p>	<p>Students will be able to follow the rules of the group while working in the group and will be able to learn to work together in a group.</p> <p>Students will be able to use social media platform for fund raising for charity and to attain business skills too.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>They even create and write a nice and unique name for their shop and put it on the counter. In order to maximize the sale of their watches, the students also act in an attractive manner to entice the buyers, who come to the exhibition and they do this by speaking slogans, quotations etc. to highlight their products.</p> <p>During this, they learn to operate digital marketing in an initial manner, by organizing an online exhibition on the social media platforms.</p>	

Suggestions for Teachers:

‘Time’ is of great importance in the process of Earth’s revolution around the Sun, after discussing the importance of ‘Time’ in daily life, the fact will be placed before the students.

Opportunity will be provided to motivate the students to get more information on this topic by organizing mutual Q&A sessions for the students.

Questions, such as:

- How long does it take for the Earth to revolve around the Sun?
- Name the members of the solar family that complete the shortest and longest orbit around the Sun respectively.
- What is the relationship between our age and the Earth’s revolution around the Sun?

Through these types of questions, students will be motivated to learn about scientific facts in a fun manner.

Extension of Learning:

Students will make a timetable displaying their home routine and school routine.

Multidisciplinary Teaching - Learning Plan - 23

Theme - The Journey of Gulliver (Part-1)

Integrated Subjects: Language, Art Education, Library, Games

Duration: Minimum 10 hours

Specific objective: Students will be able to-

- listen carefully to each other's experience, respect each other's languages during the discussion while looking at the pictures
- craft their own language while weaving their own story, showing creativity
- explain the meaning of the Gullivers story in their own words while reading the story through discussion in the groups
- develop the sense of listening and understanding each other's ideas respectfully and acquire the necessary listening skills as a part of the language
- make decorative items using old cardboard/paper/polybag. etc.
- find and write new words by taking the help of a dictionary
- find out the given words and their meaning from the 'Word-Rows'
- become aware of the value of good health.
- observe and tell the characteristics of any given picture, in their own words. In this way, they will be able to learn, to appreciate the things available in their immediate surroundings

Teaching-Learning Resources:

Three or four dictionaries (English-Hindi, English-in other language), Gulliver's story book, projector, projector sheet/chart, old cardboard, markers, glue, ribbon/rope/thread, polybags, scissors, ribbon/rope/thread, polybags, scissors, U pins and other decorative items, old cardboard pieces, newspaper/magazine, glue, scissors, sand/flour/salt, tray, etc.



Prerequisite Knowledge:

- Students listen to different types of languages in their nearby surroundings.
- Students are able to express their experience orally in their own words.
- Students are able to summarize the stories they heard, in their own words.
- Students know how to make different types of craft items.
- Students are familiar with the word 'Dictionary'.
- Students are able to remember the stated meaning of some words.
- Students use adjectives in their daily colloquial language.



Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity- Picture tells a story (Weaving a story by looking at the given picture)	Gulliver's story book, projector and projector sheet/chart	<p>"So, today we'll hear a funny story!" Starting the class with this statement creates excitement and curiosity among the students to hear the story.</p> <p>A story book based on 'Gulliver's Travels' or a picture of Gulliver's story on a projector/chart is shown to the students. The students work in groups to discuss the picture and make up an oral story by making assumptions about the objects, actions, events, etc. shown in the pictures.</p> <p>At the end of the given time, the students come forward in the class and tell their story to the other students in an interesting way. This creates a fun environment</p>	<p>While looking at the pictures, students will listen carefully to each other's experiences, respecting each other's languages during the discussion among themselves.</p> <p>Showing creativity, the students will craft their own language while weaving their own story.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>for telling and listening the story in the classroom.</p> <p>Let us find out whether the story given in the book matches with our stories today. (Teacher's statement)</p>	
Activity-Treasure in Dictionary	Three or four dictionaries (English-Hindi, English-in other language)	<p>Students read a part of the story given in the book by forming and working in groups. All the students in a group help each other in this task.</p> <p>Students also find out the meaning of some new words given in the paragraph together during the group discussion, using a dictionary (English-Hindi or English-other language dictionary).</p> <p>They write down the meanings of these words in their own words in their notebook.</p> <p>Now, one student from each group come forward in the class and read a few lines from the given paragraph. Students in the rest of the groups explain the meaning of those lines.</p> <p>Next, another student from the same group reads some other lines and other students explain</p>	<p>Students will be able to explain the meaning of the Gulliver's story in their own words while reading the story through discussion in the groups.</p> <p>Students will be able to adopt the sense of listening and understanding each other's ideas respectfully and acquire the necessary listening skills as a part of the language.</p>

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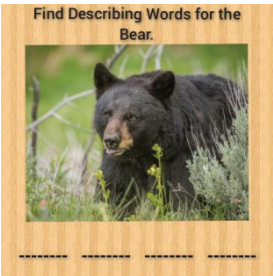
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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>their meaning. Similarly, students from other groups also come forward and read that part of the story.</p> <p>In this way, after reading the story by all the groups, the students will write the complete meaning and essence of the story in their own words in the workbook.</p>	
Activity-Tring-Tring, Word-String	Old cardboard, markers, glue, ribbon/rope/thread, polybags, scissors, U pins and other decorative items.	<p>Students show mutual co ordination by working in the groups. With the help of a marker, they write the searched words from the dictionary on old cardboard pieces and hang them on some rope/ribbon/thread with the help of a U-pin.</p> <p>In this way all the groups form some 'Word-Strings/Rows'. Students also make simple pictures related to those words on some pieces of cardboard and put them too in the 'Word-Strings/Rows'.</p> <p>They write the words that tell the meaning of those words and add them to the Word-String in hindi and other languages too. They decorate these cards with the flowers made by newspaper/old polybag by placing these flowers in the middle of the 'Word-String'.</p>	<p>Students will be able to make decorative items using old cardboard/paper/polybag etc.</p> <p>They will be able to find and write new words by taking the help of dictionary.</p> <p>Students will be able to find out the given words and their meaning from the 'Word-Rows'.</p> <p>Students will be able to become aware of the value of good health.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Activity- Adjective Card <ul style="list-style-type: none"> • Make an adjective card by pasting a picture. • Sand/salt tray activity 	Old cardboard pieces, newspaper/ magazine, glue, scissors, sand/flour/ salt, tray, etc. 	<p>The activity involves making of adjective cards and exchanging among themselves and writing adjective words on it. Students paste magazine/newspaper cuttings on the pieces of cardboards obtained from the old cartons.</p> <p>Then, they cut and paste the photo of any one person/object/ animal/bird/place etc. from the old newspaper/magazine on this piece of cardboard. In this way they make an 'Adjective-Card' indicating the adjective for the picture (noun) shown. Then, by forming groups the students would exchange their cards among themselves.</p>	Students will be able to observe and tell the characteristics of any given picture, in their own words. In this way, they will be able to learn to appreciate the things available in their immediate surroundings.

Suggestions for Teachers:

Teachers will make books available related to the autobiography of various great people in the class library to the students and help them to understand the meaning of the word 'autobiography'.

Extension of Learning:

- Students will prepare posters by writing some of their own travel story in Hindi/English and other languages, putting some pictures of themselves.

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Multidisciplinary Teaching - Learning Plan - 24

Theme - The Journey of Gulliver (Part-2)

Integrated Subjects: EVS, Games, ICT, Art Education

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- find the given words and their meanings from the 'Word-Row'
- become aware of good health by achieving physical, mental and emotional health through activities like running
- give information about some of the greatest travellers of the world and their journeys in their own words
- describe 'Gulliver's Travels' in their own words. In Gulliver's stories, they will be able to enjoy the events of humour and astonishment
- convey in their own words the importance of taking the risks necessary to survive through these journeys
- understand the importance of ICT in daily life and get the ability to design a quiz using ICT
- prepare finger puppets by working in groups

Teaching-Learning Resources:

The 'Word-Row' made by the students in the previous activity, videos, movies and books based on the lives of great travellers, movie /feature film links based on Gulliver's travels, projector, Google Applications for designing a quiz, pastel sheet, glue, scissors, colours, print outs/photos of great travellers, sketch pens, etc. for making finger puppets

Prerequisite Knowledge:

- Students know how to write some simple words.
- Students have already played the game of running.
- Students are familiar with the strange/unique experiences that happen during the journeys.

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- Students have solved some problematic situations of their life by problem solving and overcoming risks.
- Students have been using ICT using phone in the past as well.
- Students have seen the puppets.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Run and Get The Word Card	The 'Word-Row' made by the students in the previous Activities	The 'Word-Rows' made by the students is hung on a wall or between two pillars in the playground. Then, there is a race for the students. All the students of the class play this game in group of four. 22 students of three groups run at a time. The fourth group tells a word to the student, who is running. Students of three groups run and bring open the card containing the word given, it's meaning and it's picture on the dictionary. The group that performs this task first, is considered successful. In this way, the students are able to get acquainted with the new words from the lesson, their meanings and their pictures.	Students will be able to find the given words and their meanings from the 'Word-Row'. Students will be able to become aware of good health by achieving physical, mental and emotional health through activities like running.
Movie-Time	Videos, movies and books based on the lives of great travellers, movie / feature film based on Gulliver's travels, projector	To bring students' focus on the 'Travels and Contribution of some Great Travellers in the history of the country and the world', opportunity is provided to the students.	Students will be able to give information about some of the greatest travellers of the world and their journeys in their own words.

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Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<p>Students are facilitated to get further information about the journeys made by such great travellers, by taking them to the library.</p> <p>By providing video or e-content about these passengers on projector or computer, the vast information is provided to the students in detail.</p>	<p>Students will be able to describe 'Gulliver's Travels' in their own words.</p> <p>Students will be able to convey in their own words the importance of taking the risks necessary to survive through these journeys.</p>
Preparation of E-Quizzes	Google Applications for designing a quiz	<p>After enjoying the movie and the video, the students discuss in their groups about the movie/video and write down the information obtained from the movie in their notebooks. Then, they will present this information in front of the whole class.</p> <p>Students prepare an e-quiz, preparing questions about the voyages of Gulliver, Columbus and Vasco da Gama. Students do this work in groups. They send the finished quiz to the class's WhatsApp group. All the students solve these online questions on the basis of the information received during the movie/video session.</p>	Students will be able to understand the importance of ICT in daily life and get the ability to design a quiz using ICT.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Preparing finger puppets	Pastel sheet, glue, scissors, colours, print outs/photos of great travellers, sketch pens etc. for making finger puppets.	Students prepare finger puppets by taking the printouts of great travellers and using these puppets as prop. Students share the information received about those travellers and their journeys in the class/morning assembly.	Students will be able to prepare finger puppets by working in groups.

Suggestions for Teachers:

Teachers will inspire students to prepare PPTs about some of the greatest travellers in the world and Indian history (Vasco da Gama, Columbus, etc.).

Extension of Learning:

- Students will show the route covered by Columbus, Vasco-da-Gama, etc. on the map. The photographs of these passengers will also be pasted on the map.
- Sand tray model/cardboard box 3D model making- Students will make a model depicting any scene in Gulliver's story with the help of cardboard box, sand, drawings of sea, ship, waves, Gulliver's stick puppet etc.

Multidisciplinary Teaching - Learning Plan - 25

Theme - Marine life

Integrated Subjects: EVS, Social Studies (Water Transport), Language

Duration: Minimum 8 hours

Specific Objectives: Students will be able to:

- communicate effectively in the group
- appreciate the efforts of others in the group and support them when required
- appreciate the value of hard work done by others
- understand the importance of the use of eco-friendly materials
- identify marine animals with names
- calculate distance and time problems
- understand wrong practices in fishery and in other business
- create drawing, projects, posters and signboards with imagination
- strengthen the concept of multiplication and division while doing problem solving Activities
- interpret data collection chart and learn to create themselves by collecting information
- name some new water animals
- express collective noun in english

Teaching-Learning Resources:

Map of India, world map, chart paper, marker, PDF on water animals, artwork, play money, material for creating a fish market such as sign boards, names of the fishes, price chart, shop names, etc.

Prerequisite Knowledge:

- Students are familiar with multiplication concepts and tables.
- Students can divide small two number digits.
- Students know the names of some water animals.
- Students can differentiate between vegetarians and non-vegetarians.

- Students are able to read map of India with names of states.
- Students know about fuels using in vehicles.
- Students know the place value up to lakhs.

Presentation:

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Prerequisite knowledge	PDF on water animals/ marine animals	<p>Teacher may initiate the discussion by asking what they had for the dinner and what they had for the breakfast. Conversation should lead to vegetarian and non-vegetarian habits. Let them provide a few examples of the both. Further discussion may be carried out on the water animals as eatables like fish, prawns, etc. Brief the students about the availability of resources depend on the climatic conditions It is one of the main factors for deciding what to eat. A small PPT on water animals will be shown and teachers may motivate the students to identify them and write their names in their notebooks.</p> <p>After this, the students will be asked to divide themselves into five groups in the name of water animals whom they could recognise.</p> <p>Group names will be given accordingly like fish, whale, shark, prawn, crab etc. (Division of group according to the strength of a class)</p>	<p>The introductory activities will help the students develop their spoken language skills, recall their experiences and organise their thoughts.</p> <p>They will be able to appreciate team work and learn to work together.</p>



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Reading maps occupation and food culture	Map of India, world map, chart paper, marker, etc.	<p>In the group, students may be facilitated to do the following:</p> <ul style="list-style-type: none"> Let them identify the places on the map of India where water animals are used as eatables. Write the names of the states near the sea shore on a chart paper Let them discuss about the sea shore based on their experience (if any), otherwise use a video. Discussion may be carried out to make them understand how fishery is the main occupation. Fish and rice are the staple food for all those people living in that area and near the water bodies. Each group will be asked to identify five places/states/countries on the world map where fishery can be the source of livelihood. Each group may be asked to present their findings to the whole group. 	<p>Students will locate and mark a state on the map. Students will appreciate the nature of occupation and food practices of different places/states/countries.</p> <p>Students will be able to observe the presentation and be able to identify locations using sign boards, maps, etc.</p> <p>Students will be able to observe things keenly.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Marine life of fisherman		<p>Teachers may acquaint students with some tools and terminology commonly used by the people who indulge in fish occupation.</p> <p>Teacher can elaborate the hardship of this occupation and sensitise the students by making them realise that all occupations are important and equally respected due to their interdependence.</p> <p>Following points can be discussed:</p> <ol style="list-style-type: none"> 1) How these people used to fetch out fishes from sea or water bodies in the old days? 2) What are the other new ways to catch fish? <p>Let them share their viewpoints and teacher may consolidate the discussion by explaining how motorisation results in depletion of natural sources.</p>	<p>Students will be come aware about all the equipments used by marine people.</p> <p>Students will learn to appreciate and value the hardwork of fisherman's life.</p> <p>Students will feel sensitive about social issues on depletion of natural resources.</p>
Creative expression and writing skill	Chalk and board	<p>Provide opportunity to the students to write some kind of a poem in a rhythmic or non-rhythmic manner by using key words related to water like shore, waves, quiet, fish, sea, etc.</p> <p>Teachers may encourage students to write a short poem on marine life.</p>	<p>Students will be able to pen down their creative thoughts.</p> <p>LSRW skills will be enhanced.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Marine life and water pollution		<p>Let them again work in groups and feel motivated to discuss and share their opinion on the following:</p> <ol style="list-style-type: none"> 1. How in the old days, fishermen were sensitised enough to understand the balance of nature? 2. How fuel operated boats cause pollution in the water and their worst impact on marine life? 	Students will learn to organise collective thoughts and write it. They will be sensitive towards the use of eco-friendly resources.
Measures to stop plastic free green earth		Teacher may channelise their discussion on "what measures can be taken by humans to contribute in making our earth plastic free and green?"	
Art integration	Sample paper craft, origami paper, colour, fevicol, a pair of scissors, black marker	<p>In other session, teacher can draw the attention of students by showing some samples of paper folding, paper cutting fish and involve the groups to do some art and craft work.</p> <p>Teacher will demonstrate how to make fish by paper cutting, paper folding and collage Activities.</p> <p>Here, the teacher will also reinforce student's ability to use their own creativity of making fish. They can be encouraged to draw pictures on marine life like-</p>	The creative artwork will improve their aesthetic sense. The active participation of the students during the discussion later will ensure their artistic abilities such as preparing posters and slogan writing skills.

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		underwater life etc. and posters on plastic free earth, ship harbour scene, fisherman catching fish, etc. with slogans. Teacher can display their art work in the class in form of collage with the heading MARINE LIFE.	
Vocabulary building and collective noun	Pdf or pictures showing these collective noun	<p>Teacher can show flashcards/ internet pictures /charts on many more water animals and disclose their names to write and relate them.</p> <p>Like squid, prawn, swordfish, catfish, crab, lobster, sea urchin, eel, reed, simper, cutter fish, pomfret fish, cuttle fish, etc.</p> <p>Add on information can be shared with students like- Collective Noun</p> <p>Group of fish – School Group of People – Crowd Group of Ships – Fleet Group of cow and buffaloes – Herd Group of flowers – Bunch Group of soldiers – An Army Group of stars – Galaxy A pack of cards A ream of paper A range of mountains A team of players A swarm of bees A flock of birds, etc.</p>	This activity helps in enhancing their vocabulary. ICT will help them to make connections with the previous knowledge to learn new form of noun.



Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
Mathematical operations	Art work play money materials for creating a fish market such as signboards names of the fishes, prices chart shop names etc.	<p>The crafted fishes made in the previous session can be used to create a fish market in the class.</p> <p>Give freedom to the students to make their stalls group-wise. This is an example.</p> <p>Following instructions can be given to the students:</p> <ul style="list-style-type: none"> • Each group has to sell 50 kg of fish. • Not more than four varieties of fish can be taken. • Rates of fishes per kilogram can be decided in a group. • Every member of each group has to buy fish and note down in a copy. • Each group has been given ₹500 (Play Money) to purchase. • Keep record of each and every sale and purchase. 	<p>Students will be able to use basic operational computation in real life situation.</p> <p>The students are able to collect information and prepare them in the form of a table and bar graph and interpret them.</p>
Practice multiplication, fraction and division		<p>Teacher will summarise the fish market session by recording the data on sale and purchase in terms of money and quantity.</p> <p>Students may be asked to make a data chart.</p> <p>In the next class, they may be asked to discuss in groups the price chart prepared by each of them.</p>	<p>This will provide an indication of the outcomes awareness and sensitivity towards the environment.</p>

Concept	Teaching-Learning Resources	Teaching-Learning Activities	Expected Learning Outcomes
		<ul style="list-style-type: none"> • If there are about two lakh boats in our country. Half of them are motor generated, then, how many non-motor boats are there? • Out of one lakh motor boats, one-fourth are machine boats. How many motor boats are there? • About one hundred lakh fishermen lives are related to this occupation. Write it in numbers. 	

Suggestions for Teachers:

Teachers can enhance students' math skills nby adding more questions based on multiplication and division.

Extension of Learning:

Students can be asked to prepare a report on the stages from which the edible fishes are imported to Delhi and also about their types. Also, ask them to prepare a list of the aquatic animals found in fresh and saline water sources.

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