



FIRST STANDARD

ENVIRONMENTAL SCIENCE

FIRST TERM

TEACHER'S MANUAL

Content

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Introduction Dear Teachers!

The environment plays a key role in the overall development of a child. From birth, a child observes the happenings around it and then develops the knowledge and language skills accordingly, to suit the environment. The child enters the threshold of the school with a lot of questions. This search for knowledge leads them to find answers for questions like 'Why?' 'What?' and 'How?'. Hence, the new curriculum is designed to take care of such needs of the children.

The textbook written according to the new curriculum, has been designed to fulfil the expectations of all kinds of children, leads to exemplary thinking and enrich their creative and innovative potential.

The classroom is the place for a teacher to reveal her innovation and creativity. In a world where students have abundant knowledge sources through the internet and media, we need to use interesting teaching methodologies in order to attract their attention and enthuse them to learn. This resource book in your hands, will help you prepare for this.

"Do not postpone your preparation!

For when you do so, it is not just your work alone,
But also the future of the students that you postpone."

This resource book will help you sow the seeds for tomorrow, and we, as teachers, are responsible for planting, watering and nurturing it.

With warm wishes from
The Authors

i. Tamil Nadu Curriculum Framework – 2017 Environmental Science

This curriculum emphasises improving the skills in young children, such as observation, research and analysis, rather than just the core components of the subject (science).

In elementary education, the primary purpose of science education is to stimulate the child's interest in observing the natural world around them and the set up in society. Therefore, it is only right to teach them a combination of natural and social aspects of environmental education. The areas to be strengthened without fail are clean and healthy living and the nature of man-made things (in order to learn technology).

The new curriculum of Tamil Nadu is designed to enable students to adapt themselves to a variety of changes in the emerging educational environment. The learning is not only within the classroom but also from the community, to develop the child's holistic personality, to enhance their sense of perception, to enhance their sense of the world, to compete in the world of globalization and to tackle the competitive environment in the modern world.

ii. Introduction to the textbook

First standard EVS textbook is designed to help children learn about life-science related concepts through colourful images. Beginning with living and non-living things, the lessons move gradually from one scientific concept to another, to include, learning about themselves and their surroundings, kindling their knowledge and encouraging them to think creatively.

Each unit is unique as follows.

Living and Non-living things	Living and non-living things, learn about how the two are connected
My Wonderful Body	The body parts, The senses, Personal hygiene
Nature's Bounty	Leaves, Flowers, Vegetables, Fruits
Animals Around Us	Highlights the fact that mammals, birds, insects also belong to the animals. Care and protection of Animals

A new teaching tool - **QR code** (Quick Response Code) has been introduced for the first time in the textbook to promote students' learning skills. It is designed to cover students' lessons that are not easily understood and for evaluation purposes.



Do you know? 'Do you know?' corner has also been introduced, providing some interesting extra information that students need to know.

iv. Course mode

Lessons for the first term for Class one is as follows:

Unit 1	Living and Non-living Things	Periods 05
Unit 2	My Wonderful Body	Periods 09
Unit 3	Nature's Bounty	Periods 08
Unit 4	Animals Around Us	Periods 08

iii. Introduction to the Teacher's Manual

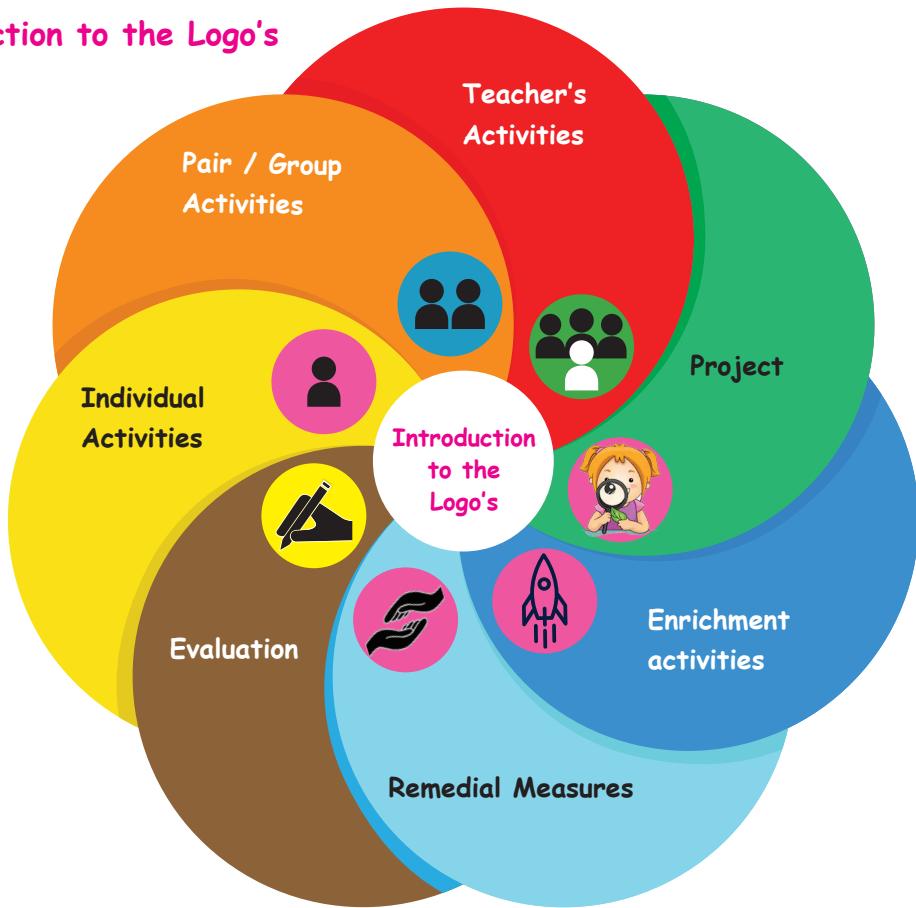
The Teacher's resource book explains how to use the textbook, suggests new teaching strategies and how to improve students' learning skills by combining all the elements of the textbook. It also has a variety of recommendations and learning website addresses, to aid in preparation, learning and teaching activities.

Teacher's Manual includes...

- ❖ A comprehensive lesson plan to help handle each sub unit
- ❖ Teaching Learning Materials
- ❖ Spot light
- ❖ Learning Objectives
- ❖ Learning Outcomes
- ❖ Teacher Activities
- ❖ Motivation
 - ◆ Suggested Activities
- ❖ Teaching Learning Process
 - ◆ Suggested Activities
- ❖ Student Activities (Pair / Group Activities, Individual Activities)
- ❖ Evaluation
 - ◆ Oral assessment / Evaluation through play way method
- ❖ Recapitulate Activities (Remedial Teaching)
- ❖ Enrichment Activities (Quick bloomer's)
- ❖ Project
 - ◆ Extending learning activities beyond the activities to learn even outside the classroom / preparation for the next class

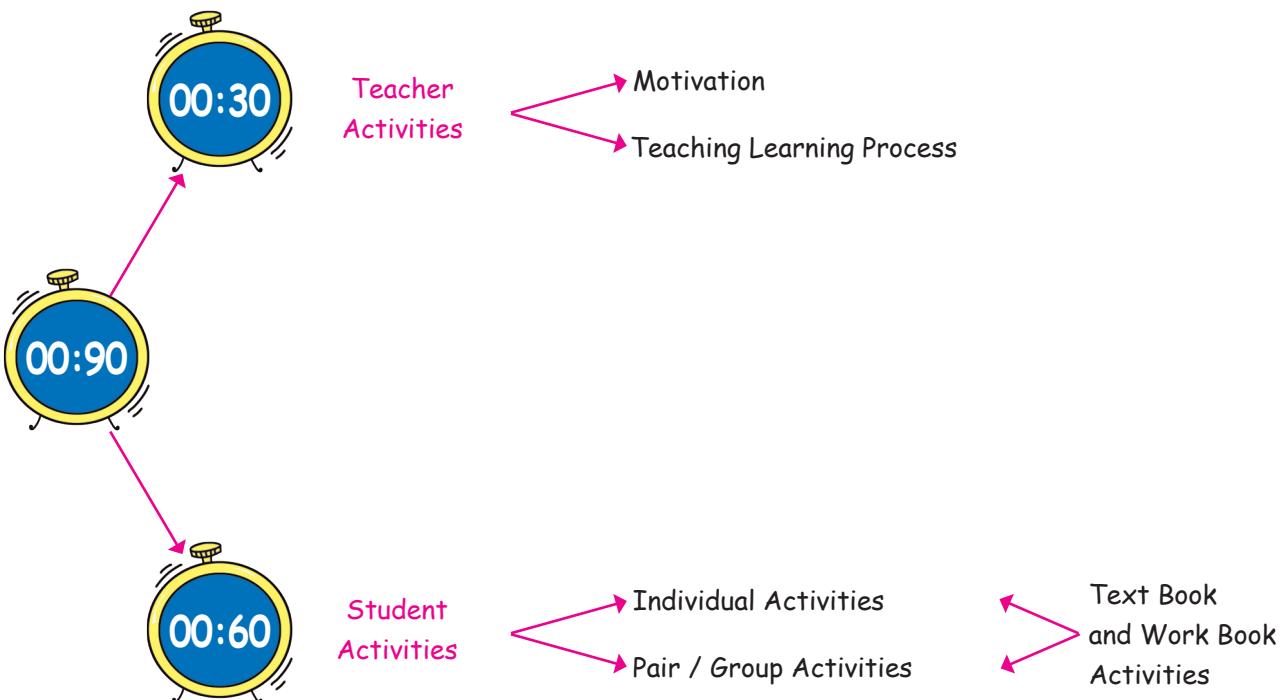
In short, this is an excellent guide for teachers.

v. Introduction to the Logo's



Note: Enrichment activities - Teachers can prepare their own activities if needed.

vi. Classroom Transaction



Note: Teachers can prepare their own activities if needed.

Model Lesson Plan for teachers handling one class

First 30 Minutes	Second 30 Minutes	Third 30 Minutes
Time for Teacher - student interaction Teaching learning process	Time for learning activities as individual / pair work or group work, under the supervision of the teacher.	Students to work on learning activities individually, in pairs or in groups. Teacher to observe, guide and check the work of the students.

Model Lesson Plan for teachers handling two classes

Class	First 30 Minutes	Second 30 Minutes	Third 30 Minutes
I	Time for Teacher - student interaction Teaching learning process	Time for learning activities as individual / pair work or group work, under the supervision of the teacher.	Students to work on learning activities individually, in pairs or in groups.
II	Students to work on activities of the completed lesson individually, in pairs or in groups.	Time for Teacher - student interaction Teaching learning process	Teacher to observe, guide and check the work of the students.

Model Lesson Plan for teachers handling three classes

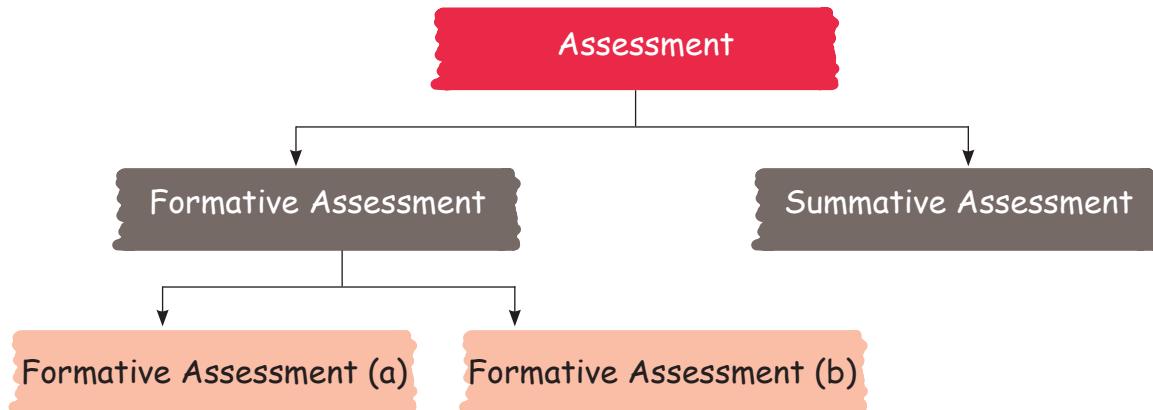
Class	First 30 Minutes	Second 30 Minutes	Third 30 Minutes
I	Time for Teacher - student interaction Teaching learning process	Time for learning activities as individual / pair work or group work, under the supervision of the teacher.	Students to work on learning activities individually, in pairs or in groups.
II	Students to work on activities of the completed lesson individually, in pairs or in groups.	Time for Teacher - student interaction Teaching learning process	Time for learning activities as individual / pair work or group work, under the supervision of the teacher.
III	Students to work on activities of the completed lesson individually, in pairs or in groups.	Time for learning activities as individual / pair work or group work, under the supervision of the teacher.	Time for Teacher - student interaction Teaching learning process

Evening Activities:

These activities should be designed to bring out the natural talents of the students and should a joyful experience for the children.

Ex. Games, Story telling and listening to stories, Reading books, Multimedia, Drawing, Dance, Music, Puppet shows, simple physical exercises etc.

vii. Evaluation



viii. Estimated Time table

❖ Classroom Operations (including Foundation skill) [6 + 5+ 9 + 8 + 8]	= 36
❖ Buffer Time	= 04
❖ Revision Time	= 04
❖ Evaluation Time	= 04
❖ Total: 3 periods X 16 weeks	= 48

Note: Teacher can prepare the foundation skill development activities.

1

Living and Non-Living Things



Teaching/Learning Materials

Textbook, Work book, Teacher's manual, Plants of different sizes, Pictures of different living and non-living things, Colour pencils, Flash cards.

M	T	W	TH	F



Spot light:

- ❖ Learning the properties of living thing and non-living things.
- ❖ Learning about the relationship between living thing and non-living things.



Learning Objectives

The leaner should be able to

- ❖ Know about the living and non-living thongs.
- ❖ Know about the characteristics of living and non living things
- ❖ Understand the relationship between living and non-living things.



Learning outcomes

Through the course of the lesson, students will be able to

- ❖ Identifies living and non- living things
- ❖ Differentiates between living and non- living things
- ❖ Develops awareness about the interaction between living and non-living things.

Period -1

Living things

Textbook Page No:65-67



Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Story Telling

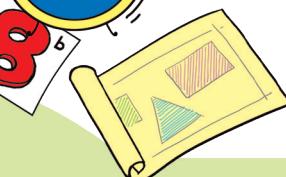
Teacher narrates the story given on page No: 65 of the textbook with voice modulation and asks questions like .

- ❖ Which one grows tall and big? A dog or a doll?
- ❖ Which one does not eat food? A dog or a doll?

Discussion

Ask the following questions to elicit answers..

- ❖ Do you have a pet at home? Is it a living or a non-living thing?
- ❖ Do living things eat?
- ❖ Are you a living or a non- living thing?



Teacher Activities



Teaching Learning Process

Demonstration Method:

Text book Page No: 66

- ❖ Make students stand in a line according to their height. Teacher explains how we grow in height over the years. We grow by eating food.
- ❖ Same way teacher can explain how a baby plant can grow into a big tree.
- ❖ Scan QR code in the pg.no 65 and 66 given in the textbook by using smart phone or tab and show the videos.



Student Activities



Do the following activities:

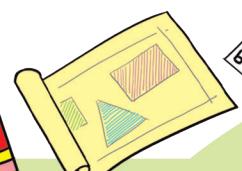
Text Book: Page No: 67.

- ❖ Sequence the pictures
- ❖ Put a tick (✓) mark against those that need food to live.
- ❖ Work book activities

Evaluation



1. Do living things grow?
2. Give examples for living things.
3. Do living things eat?



Suggested Activities

Song:

Pussy cat Pussy Cat; Where have you been?
I have been to the hole; To visit the mouse
Pussy cat pussy cat; Why did you come
To my tidy kitchen?; I want to drink milk
Pussy cat pussy cat; Don't drink the milk,
I am so hungry, please Don't chase me away

Game:

Teacher can separate the students into two groups. Place picture cards of some living and non-living things. Call one student from each group and instruct the students to collect the picture cards of those which eat food. Repeat the same game with other students. The student/group that collect more number of pictures are the winner.



Weblink:

Scan and show the video using the following URL link

<http://www.youtube.com/watch?v=IsikQO9ptJ8>
(Seed germination)

Project



Observe living and non-Living things in your home environment.

Period-2

Living Things

Textbook Page No:68-69



Teaching Methods

Teacher Activities



Suggested Activities



Weblink:

<http://youtu.be/XWeCEtyiFd8>

(Animal feelings)

Picturisation : Observe the following pictures and discuss the changes in the picture



Living and non-living things



Teaching Learning Process

Discussion Method

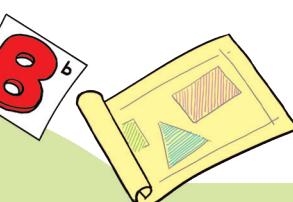
- ❖ Discussing the movement of living and non-living things by showing picture cards.
- ❖ Teacher collects pictures of adults and their young ones and pastes the pictures of adults on one side of a chart. Students choose the correct pictures of young ones and match them with the adults.
- ❖ Teacher shows actions like crying, smiling and feeling pain and discusses the feelings of living things by using the pictures given in the textbook.



Rain with thunder and lightening



Living things can move even when it rains



Teaching Learning Process

- ❖ Asks the students to feel the breath of their Peers by keeping hands near each other's nose.
- ❖ Teaches makes the students understand that living things breathe by asking the following question. "Why do the stomachs of a goat, cow, dog or cat move up and down while it is sleeping?"



Evaluation

1. Do living things breathe?
2. Do living things move?
3. Do living things have young ones?
4. Do living things feel?
5. Give examples for living things.

Project



Collect and paste the pictures of animals along with their young ones.

Suggested Activities

Story : Nila and Monkey Doll

One day Nila was playing ball with her puppy Pattu. She carried her favourite monkey doll in her hand. When Nila hit the ball strongly it moved fast. Nila ran behind the ball with her doll in her hand. Pattu followed her. On the way ball hit on a stone and stopped rolling. Nila ran and fell on the stone. Nila and Pattu were panting. Nila got hurt as she fell down and started to cry due to pain. But the ball and the monkey doll didn't cry at all. They did not pant either. Why?

Classifying:

Classify the living and non-living things by using flash cards.



Student Activities



Do the following activities:

Text Book: Page No: 69

- ❖ This cat is hungry. Help the cat to reach the bowl of milk.
- ❖ Connect the baby with its mother by drawing a line.
- ❖ Work book activities



Period-3

Non - Living things

Textbook Page No:70



Teaching Methods

Teacher Activities



Suggested Activities

Motivation Game :

- ❖ Teacher has to make the children stand in a circle. Then he/she instructs them to do the following actions.
- ❖ When teacher says the names of living things, the children have to wave their hands like birds by saying "fly fly".
- ❖ When teacher says the names of non living things, the children have to remain silent without doing any actions.

Teaching Learning Process

Classification

- ❖ Teacher draws a table on the blackboard with two columns. The right column for living things and left for non living things. Pictures of living and non-living things are kept on the table.
- ❖ Asks the children to observe the pictures one by one and identify whether it comes under living or non living things..
- ❖ Then teacher asks the children which of them consume food. If the children say yes, they have to stand at the right side of the blackboard and if no, they stand at the left side.
- ❖ As like wise classification can be done on the basis of other characteristics.

Memory game:

Teacher exhibits pictures of any 10 non living things on the table and let the children look carefully at them for one or two minutes. Then he/she covers the table fully using a big cloth. Teacher then asks the students to recall as many names as they can. They will be rewarded for giving the maximum names.



Weblink:

<https://www.youtube.com/watch?v=b7rMHNAb548>
(Living things and non living things)

Auto Biography

The teacher wears the masks of living and non-living things one by one and speaks about the characteristics of the things in a well modulated tone.

For Ex:

I am a book

I can't eat

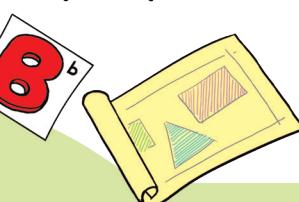
I can't move

I am not having young ones

I can't feel

I am a non-living thing

Teacher can do the same activity for living also



Evaluation



Student Activities



1. Do non-living things eat?
2. Do non-living things feel?
3. Give examples for non-living things.

Project



- ❖ Draw and colour a boat or kite.



Do the following activities:

Text Book: Page No: 70

- ❖ Look at the pictures. Use the first letters to get the words CAT and DOG.
- ❖ Work book activities

Period-4



Teaching Methods

Teacher Activities



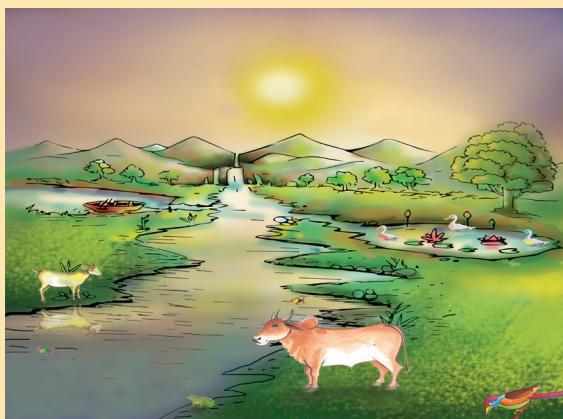
Textbook Page No: 71 - 72



Suggested Activities

Motivation : Discussion Method

The teacher asks the student to observe the pictures given on Page No:71 carefully and then asks a few questions like- what do you see in this picture?



Tabulation

Teacher draws the given tabular column on the blackboard/chart. Teacher calls the students one by one to make them put a (✓) mark against non-living things. If students are not able to find the image/word teacher can help the students.

Things names/images	Living	Non-living
Goat		
Tree		
Butterfly		
Bus		
Pen		



Teaching Learning Process

Discussion method

- ❖ Teacher spots out mountain, river, pond, lake, soil, stone, sea, fish, cow, birds, trees, goat in the given picture on Page No:71 and explains how the non-living things are useful for living things.
- ❖ Teacher scans the **QR code** given in the textbook on page.71 to show the video.

Sing

The rhyme 'Fly like an eagle in the Sky' given on page 72 in the textbook.



Student Activities



Do the following activities:

Text Book: Page No: 72

- ❖ Colour the parts marked with a dot (.) yellow, the parts with a cross (x) green and the rest blue. What do you see?
- ❖ Work book activities

Project



- ❖ Collect and paste or draw a picture of a fish with the help of your parent.

Suggested Activities

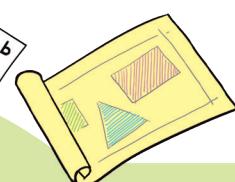
Comparison

- ❖ The teacher shows the picture of a fish in the pond. Compare and explains which is living and which is non-living. Also, the teacher explains if the fish comes out of the pond it will die.
- ❖ Living things should survive only with the help of non-living things.
- ❖ By using the same method, the teacher explains the relation between air and human beings, soil and plants and rain and tree how they are dependent on each other.

Evaluation



1. Is air living or non-living?
2. What helps plants to grow?
3. Why do we need air?
4. Which living being live in water?



Living and Non - Living things

Period-5

Textbook Page No:73-74



Evaluation

Teacher Activities



Student Activities

Recall :

Teacher can recall the concepts through the following methods.

Picture Description:

The teacher asks the student to observe the pictures carefully given in the textbook on Page No: 73. Teacher asks the following questions and enables students to differentiate the living things from non-living things giving suitable reasons.

1. What do you see in these pictures?
2. The cycle can move. Is it a living or non living?
3. The tree can't move. Is it a living or non living?
4. The bullock cart is moving? Is it a living? Why?



Remedial Teaching:

Look at the table below and tick (✓) accordingly.

Living/Non-living Things	Eat	Grow	Move	Gives birth to young ones	Breathe	Feel

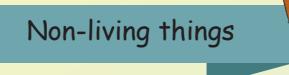
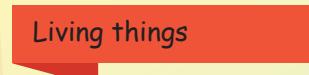
Do the following activities:

- ❖ Text Book: Page No: 73 - 74
- ❖ Scan the QR Code given on page 73 to help students to do the activities.
- ❖ Work book activities

Self Evaluation:

Text book Page No:74, if the students attain the given skills, the students should colour the star at the end.

Concept Map:



Living things

- 01 Breathe
- 02 Eat
- 03 Grow
- 04 Move
- 05 Feel
- 06 Have young ones

- 01 Do not breathe
- 02 Do not eat
- 03 Do not grow
- 04 Do not move
- 05 Do not feel
- 06 Do not have young ones

Example:
Animals, Plants

Example:
Vehicles, Toys



2

My wonderful Body



Teaching -Learning materials

Textbook, Work Book, Teacher's Manual, Chalk, Colour Pencils, Flash Cards, Objects with Characteristic Smell, Objects That Make Sounds, Cleaning Materials.

Mon	Tue	Wed	Thur	FRI



Spotlight

- ❖ Learning the names of body parts and their uses.
- ❖ Learning about the five sense organs and their uses
- ❖ Learning about the importance of health and hygiene



Learning Objectives

The leaner should be able to

- ❖ Identify parts of the body, appreciate their importance and learn their functions
- ❖ Know about the right and left body parts.
- ❖ Describe the different sense organs and their uses
- ❖ Understand the importance of personal hygiene
- ❖ Develop good habits and practise them in day-to-day life to stay fit and healthy

Period 1



Parts of the body

Textbook Page No: 75-76

Learning Outcomes

Through the course of the lesson, students will be able to

- ❖ Name the external parts of the body
- ❖ Identify various senses through activities
- ❖ Develop awareness about the importance of personal hygiene.



Teaching Methods

Teacher Activities



Suggested Activities

Riddles

1. I am like a pink rose in the centre of the white soldiers. Who am I?
2. Without us you can't see. Who are we?
3. We are ten in number. You can't do anything without us. Who are we?

Answers: 1. Tongue 2. Eyes 3.Fingers



Teacher activities

- ❖ Show flash cards of different actions such as walking, running, jumping, sitting, playing, eating and so on. Ask students to name the correct body part used for each action.

Suggested Activities



Web Link

<https://youtu.be/h4eueDYPTIg> (Parts of the body-Song)

https://youtu.be/q4NIEG_ygiM (Parts of the body)

<https://youtu.be/T8AFKpKJLvs> (Parts of the body)

Teaching Learning Process

Song:

- ❖ Sing the rhyme, 'Head, shoulders, knees and toes' given in the textbook on Page No: 75. Repeat the rhyme with actions.
- ❖ Teacher scans the **QR code** given in the textbook page.75 to show the video.



Student activities



Do the following activities

- ❖ Text Book Page No: 76
- ❖ Connect the labels to the parts.
- ❖ Work book activities

Project

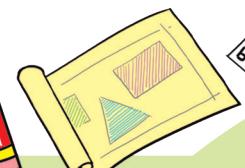
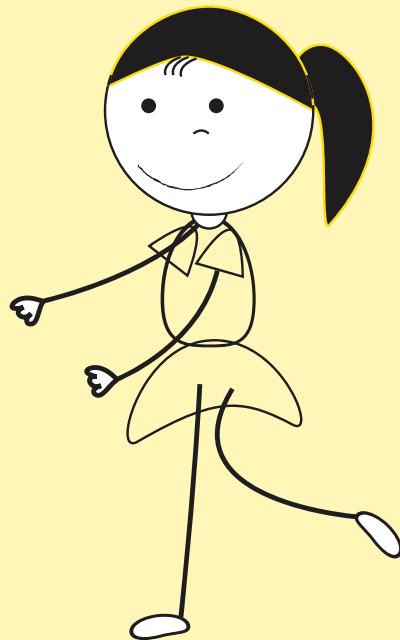


- ❖ Make a scrap book on parts of the body using pictures.

Discussions

- ❖ **Let us draw parts of the body (outline making)**

Teacher makes a student lie down on the floor and marks his/her body outline using chalk piece. After that, teacher marks the parts of the body on the figure and opens a discussion with children.



Parts of the body - Actions

Period 2

Textbook Page No: 77-78



Teaching Methods

Teacher Activities



Suggested Activities

Demonstration Method

Teacher can perform some exercise and ask children to do the same.

Teaching Learning Process

Learning by doing method - Different actions

- Page No: 77

- ❖ Take students outside and perform various actions given in the textbook on Page No: 77. Walk on a straight line, Nod your head, Catch the ball, Clap your hands, Hold your ears and squat, Touch your nose, Raise your eyebrows, Bend the knees, Blink, Lift the books, Lift one hand by keeping the other hand on the hip in a slanting position, Keep both the hands on the hip in a standing position, Kick the ball, Throw the ball, Skip, Read and write, Run.

Note:

All students are made to perform all the actions. Teacher can observe and assess the psycho motor skills of the students and can identify problems if any in the early stage itself.

Story - Who is the best?

One day there was an argument among the parts of the body about who is the best?. **Eyes** said "without me you can't see anything in this world. So I am the best." **Ears** said, "with my help many people live in this world even though they may not have you. So I am the best?" Immediately **mouth** shouted, "without me you can't talk or eat. So I am the best!" **Nose** proudly said, "if I stop breathing no one can't live. So I am the best." **Hands** said,"without me no one can lift anything or write. So I am the best." Soon, **Legs** said,"because of me you can move from one place to another. So I am the best." **Tongue** quietly listened to all these conversations and said "look, Our **head** only activate all of us". But it is just keeping quite. Then why you are all quarrel with each other? Each one of us does a specific and important function. No one is the best or worst. All of us are equally important. Now, let us do our work happily and coordinate with each other." The other body parts realized their mistake.



Web Link

https://www.youtube.com/watch?v=3T7Sox_h9Zs&feature=youtu.be.

(Good Touch and Bad Touch)



Teacher Activities

Teacher can explain the following concepts also.

- ❖ Some of our body parts are in pairs and some are single.
- ❖ You can fold your arms and your fingers.
- ❖ We experience different feelings such as happiness, sadness, fear and anger. We show these feelings with our facial expression.

Project



Student Activities



Do the following activities

- ❖ Text Book Page No: 78
- ❖ Connect the paired parts to the number 2 and single parts to the number 1.
- ❖ Work book activities

Evaluation



- ❖ How many fingers are there in your hand?

- ❖ List all the work we can do with our hands

Parts of the body - Right and Left

Period 3



Textbook Page No: 79-80

Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Game

Teacher draws a line and asks students to stand on it. When teacher calls out "right", at once all students should jump to the right side of the line and to the left side when teacher calls out, "left". The teacher should monitor carefully. Students who don't get it right go out of the game. Others will continue. After several rounds and eliminations, just one student remains and he/she is declared as the winner.

Teaching Learning Process

Song - Help students differentiate between right and left side with the help of the rhyme
'You put your hand right in'

Refer Page No: 79

Discussion

The teacher opens a discussion by asking the following questions to make students understand the right and left concept.

1. Whose house is found on the left side of your house?
2. Whose house is on the right side of your house?
3. What do you see on the left side of our school?
4. What is there on the right side of our school?
5. Which class is on the left side of your class?
6. Which class is there on the right side of your class?



Teaching Learning Process

- ❖ Teacher names of the fingers and asks students to repeat the names
- ❖ Teacher scans the QR code given in the textbook on page.79 to show the video.

Suggested Activities

Story

Pooncholai was a beautiful village. Arivazhagan and Gokul were friends. They were lived in that village. One day, while playing they lost their way and entered into the forest. In that forest they saw one bear comes near to them. On seeing it, Arivazhagan ran towards his left side and Gokul ran towards his right side. There Arivazhagan saw a wonderful falls coming from a mountain and also saw one dancing peacock. In the right side Gokul found a cave. Suddenly he was afraid because the lion is inside cave. At the same time he saw one monkey picked up fruits from the trees and ate happily. Afterwards he searched his friend Arivazhagan. Simultaneously Arivazhagan also searched his friend Gokul. Both of us met in one place and excitingly shared their experience and returned back to their homes happily.

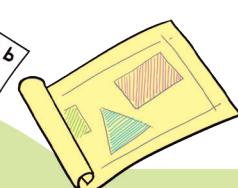


Student Activities



Do the following activities: -

- ❖ Textbook Page No: 79
- ❖ Colour the pictures on the right side red and left side blue.
- ❖ Ask students to individually make his or her thumb prints on a chart paper with water colours.
- ❖ Work book activities.



Suggested Activities

Play way method

The teacher calls two students and instructs one of them to stand on his/her right side and the other to stand the opposite side.. When teacher says "right" the remaining students should give the name of the student who is standing on the right side. Teacher then says 'Left'. Students are expected to respond correctly. Teacher continues the game till all the students internalizes the concept clearly.

Evaluation



Raja says (Game for oral evaluation)

- ❖ Students will form a group along with their teacher. Teacher touches her nose as she gives instructions like "touch your nose". All students will follow the same action. Similarly teacher calls out the names of different external body parts and asks the children to touch those parts.
- ❖ To make the game a bit tough, now teacher touches one part but calls out the name of another part. For eg. The teacher touches the nose but instructs the students to touch their eyes. Those who did not follow the instruction correctly will be eliminated from the game. Repeat this game until just one student is left who will be the winner.

Project



Find out the names of your neighbours living on the left and right side of your house.

Period 4

My senses - Ears

Textbook Page No: 80-81



Teacher Activities



Suggested Activities

Motivation: Play Way Method

Play a music and ask students if they can hear it. Ask students which organ helped them hear.



Teaching Learning Process

Discussion :

Show pictures of a crow cawing, a bell ringing, a clock ticking and ask students one by one to make the sound shown in the picture given in the textbook on Page No: 80.

Evaluation



1. What are the common sounds that you hear every day?
2. Which of the above sounds you think are pleasant?
3. Which of them you don't like hear?

Demonstration method

Divide the class into two groups. One student from each group should make the sound of any bird or animal or objects (such as telephone) and a student from the other group must say which bird or animal or object makes that sound.

Demonstration method

- ❖ The teacher plays the sounds of fire engine, ambulance, ice vending cart, flute, veena etc. Students are made to listen to the sounds carefully and identify them and their sources.



Student Activities



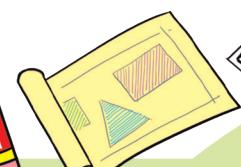
Do the following activities -

- ❖ Textbook Page No: 81
- ❖ What are the sounds you hear every day around you? Which sounds do you like?
- ❖ Work book activities

Project



- ❖ Ask students to observe and listen to various sounds that they hear on the way home. Ask them to make a list of the sounds and discuss in the next class.





Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Play way method

Play a memory game with the class. Spread out a few things on the table. Divide the class into groups and ask one group to come forward. Ask them to observe the things on the table for a minute and then turn the other side. They should name all the things they saw without turning back.

**Teaching Learning Process****Picture Description**

- ❖ Observe the picture on page 81 in the textbook and discuss various things seen in the picture. Share interesting facts about the sense of sight.

Ex: Eagles and hawks can see small object from great height.

**Student Activities****Do the following activities:**

- ❖ Textbook Page No 82
- ❖ Look at the shapes given below. Can we try the same shapes with our body?
- ❖ Work book activities

Project

Collect flowers and leaves and prepare a bouquet.

Riddles

1. Without me you can't see anything. Who am I?
2. We didn't see or talk with each other. But we will cry even one of us get hurt. Who are we?
3. We are in your face. We are two in number. We help you to see the beautiful world. Who are we?

Discussion method

Show objects of different sizes, shapes, colours and patterns to the class. Ask questions to elicit answers:

1. What colour is this?
2. Is this small or big?
3. How many legs does the chair have?
4. Name a few things which are green in colour.

Evaluation**Through game :**

Blind fold one student and instruct him/her to touch and tell the names of the objects kept on the table. The teacher calls another student to look at the things and name them. Both the students are given a minute to perform this task. Teacher asks the rest of the class to listen to them carefully and assess them. The class decides which student identified more number of things correctly. Obviously the blindfolded student would be getting a lower score. Students reason out the importance of eyes.



My Senses - Tongue, Nose and Skin

Period 6

Textbook Page No: 82-83



Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Feel the breath

Teacher asks students to keep their finger near their nose and ask them to feel their breath. Teacher also asks them to smell a few things with their eyes closed and find out the names of those objects.



Teaching Learning Process

Learning by doing method

Keep different things in classroom and ask students to match the things to the senses they use to identify them. **Example:** lemon/smell, chocolate/taste, drum/hear the sound, sand/feel and mirror/see reflection.



Student Activities



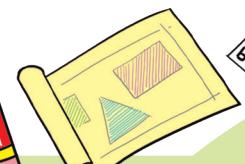
Do the following activities-

- ❖ Textbook Page No: 83
- ❖ Blind fold your friend
- ❖ Work book activities

Evaluation



1. How did the surface of the stone feel when touched?
2. What are the different kinds of tastes?
3. What kind of smell do you get from jasmine flowers?
4. What are the different kinds of sounds you hear?
5. We smell with our
6. We hear with our
7. We taste with our



Project



Collect and bring a few objects made of soft materials.





Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Discussion method

Teacher shows some objects like tooth paste, toothbrush, soap, nail cutter to children and discusses the uses of those objects.

Miming

Teacher mimes activities like Brushing, washing face, bathing, combing, and dressing. Students identify those actions.

**Teaching Learning Process****Story telling:**

Mala and the germ (Textbook Page No:84)

Teacher enacts and explains the story showing actions like waking up, brushing and washing hands using soap, eating, happy, sad, angry and afraid.

**Web Link**

<https://www.youtube.com/watch?v=Pd4WnsXwdqw>
(Brushing technique song)

**Student Activities****Evaluation**

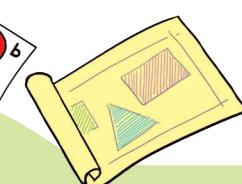
- ❖ Do you see a germ? Why?
- ❖ Why do we need to wash our hands before eat food and after using toilet?
- ❖ When you fall sick, where do your parents take you?

Do the following activities:

- ❖ Work book activities

Project

Ask students to collects pictures of healthy habits.





Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Discussion

Teacher motivates students by asking the following questions

1. Why do we brush our teeth twice daily?
2. Why do we take bath every day?
3. Why we wash our clothes?



Teaching Learning process

Demonstration: Hand Washing Technique

1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
2. Lather your hands by rubbing them together with the soap. Be sure to lather the back of your hands, between your fingers, and under your nails.
3. Scrub your hands for at least 20 seconds.
4. Rinse your hands well under clean, running water.
5. Dry your hands using a clean towel.

Note : (World Hand Washing Day- October 15th)

- ❖ Teach the steps to use the washroom or toilet.
- ❖ Teach the steps to brush the teeth.

Note: (World Health Day- April 7th)

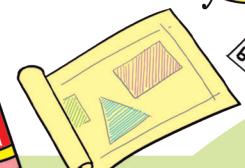


Student Activities



Do the following activities:

- ❖ Textbook Page No: 86
- ❖ These pictures show our daily routine. Arrange them in sequence.
- ❖ Put a tick mark to the things which helps to keep you clean.
- ❖ Work book activities



Evaluation



- ❖ Students are instructed to do the hand washing techniques.

Project



- ❖ Collect information regarding the cleaning materials used at home from your parent.

My Wonderful Body

Period 9

Text Book Page No: 87-88



Evaluation



Teacher activities



Suggested Activities



Recall:



Web Link

https://youtu.be/_9UG0g9YOR8 (Parts of the Body)

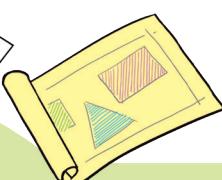


Student Activities



- ❖ Refer Text book- page numbers 87-88
- ❖ Teacher can scan the **QR Code** given to the students to do the activities given in the textbook Page No: 87.

Concept Map



3

Nature's Bounty



Teaching/ Learning Materials

Textbook, Work Book, Teacher's Manual, Models/Flashcards/ Real Objects - Leaves, Flowers, Vegetables And Fruits, Charts, Crayons, Ink, Colour pencil And Colour papers.

M	T	W	TH	F



Spotlight:

- ❖ Learning the names and uses of different kinds of found leaves, flowers, vegetables and fruits.

Learning Objectives

- ❖ The learner should be able to identify different types of leaves, flowers, vegetables & fruits



Learning Outcomes

Through the course of the lesson, students will be able to

- ❖ Observes, identifies, names and describes some commonly found leaves, flowers, vegetables and fruits. (Size, Shape, Colour and Texture)
- ❖ Gets to know the importance of leaves, flowers, vegetables and fruits in daily life
- ❖ Appreciates the rich colours and variety of leaves, flowers, vegetables and fruits

Period 1

Plants

Textbook page no-89



Teaching Methods



Teacher Activities



Suggested Activities

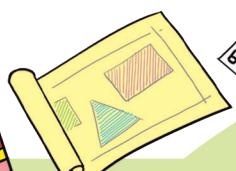
Song

I am juicy, red and round
With lots of seeds all around
Cook me hot or eat me raw
I give you health and glow!
Who am I ?

Motivation : Discussion

Teacher motivates the students by asking the following questions and explains how the different parts of the plants are useful for living organisms.

1. Which vegetable do you like best?
2. Which greens do you eat regularly?
3. Which fruits do you like to eat?
4. List out the names of the leaves, flowers and vegetables that we use for cooking and eating.



Teaching Learning Process

Story Telling:

- ❖ Teacher tells the story given in textbook on page no - 89 in an animated manner to explain the importance of plants. Uses picture cards wherever necessary.
- ❖ Teacher scans the **QR code** given in the textbook on page.89 to show the video clipping.

Suggested Activities



Evaluation:



1. Who collects honey from the flower?
2. What happens to a plant if it is not watered?



Student Activities



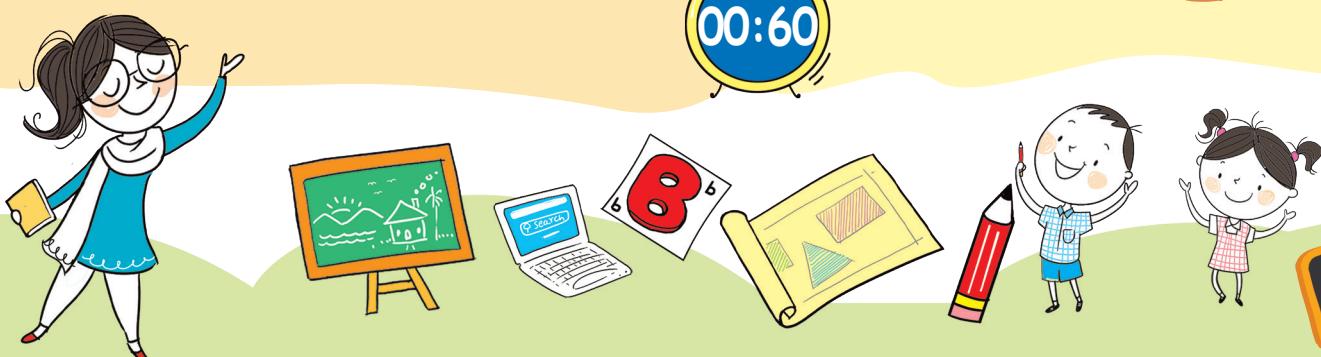
Do the following activities:

- ❖ Draw and colour your favourite plant.
- ❖ Work book activities

Project



Collect fallen leaves from the school ground or from your home and bring to the next class.



Period 2

Leaves

Text Book Page No: 90-91



Teaching Methods

Teaching Activities



Suggested Activities

Motivation :Using Real Objects:

Teacher motivates the students by showing different types of leaves and asks few questions like

1. What kind of a leaf is this?
2. What is the colour of this leaf?

Teaching Learning Process



Demonstration Method

- ❖ Teacher explains the similarities and differences among leaves based on their size, shape, colour and texture showing real samples
- ❖ Ask students to observe the changes that occur in a leaf over a week.

Evaluation



1. What are the greens we normally use for cooking?
2. What is the colour of a dry leaf?
3. Give examples of leaves that have distinct smell.

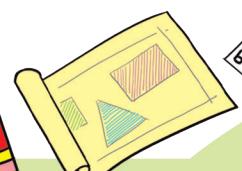


Project



- ❖ Draw pictures of leaves in their note books and colour them.
- ❖ As a class, plant a sapling in the school garden and take care of it.
- ❖ Students collect fallen flowers from the school playground or neighbourhood and bring to the class and display.

30



Period 3

Flowers

Text Book Page No: 92-93



Teaching Methods

Teacher Activities



Suggested Activities



Weblink

https://youtube/K6PzbDfn_LI
(Bees collecting honey from flower)

<https://www.youtube.com/watch?v=pGo4DOcp78E>
(Flowers Song)

Flowers Show

Teacher conducts a flower show by using available flowers and makes different kinds of decorations using flowers. Like 'thoranams' 'poo kolams', garlands, etc



Weblink

<https://www.youtube.com/watch?v=ZRe0R7IiLRU>
(Flower show)

<https://www.youtube.com/watch?v=Pji--Mezhz4>
(Different kinds of flowers)

Teaching Learning Process

Demonstration Method

- ❖ Teacher describes a flower of his/her choice using words given in the vocabulary list and gives tips to keep flowers fresh for a longer time.
- ❖ Ex. Fix the flower with its stalk on a lemon piece kept in a bowl of water.
- ❖ Teacher explains how to do flower prints by pressing them on paper or cards and guides them to make greeting cards by using flower petals



Evaluation



Student Activities



1. Name the flowers you that bloom in ponds.
2. Name four flowers that give out fragrant smell.

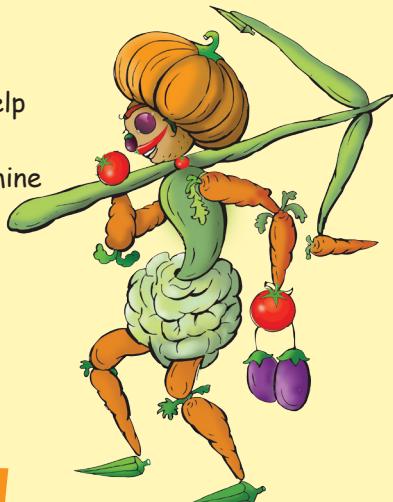
Do the following activities :

- ❖ Text book page no 92 & 93
- ❖ Work book activities

Project



- ❖ Gather information about a few common flowering plants with the help of their parents.
- ❖ Find out the name of the place in our state which is famous for jasmine flowers.
- ❖ List out the names of six fragrant flowers
- ❖ Find out the ways to keep flower fresh for a longer time.
- ❖ What are all the flowering plants that grow in your area?
- ❖ Collect pictures of different vegetables from old magazines and newspapers and stick them in your scrap book.



Vegetables

Period 4



Text Book Page No: 94-95

Teaching Methods

Teaching Methods



Suggested Activities

Motivation : Song

Sing the rhyme 'I went to the market'. Repeat the rhyme with actions, Given on page 94.

Discussion

Asks the students to answer the question like

1. Have you visited a vegetable shop?
2. With whom did you go?
3. What vegetables did you buy?
4. What vegetables do you like most?



Teacher Activities

Teaching Learning Process

Explaining the content using real objects

- ❖ Teacher brings a collection of different vegetables to the classroom. By using the given vocabulary list the teacher explains the texture, size, colour and taste of vegetables.
Eg. Carrot is orange in colour, not very soft , cone shaped, and somewhat sweet in taste.
- ❖ Teacher scans the **QR code** given in the text book page no- 95 to show the video to enrich this content.

Suggested Activities

Field Trip

- ❖ Teacher takes show students to nearby garden or vegetable shop to show and explain the nature of different vegetables. Highlights shape, size, texture, and colour and give them direct experience. Taking brinjal as an example.
- ❖ Teacher explains that the same vegetable can occur in colours, shapes and tastes. There are different varieties of brinjals, beans, greens etc



Web Link

<https://www.youtube.com/watch?v=Kc9tXkUinrY>
(Song -Vegetable)

Evaluation



Student Activities

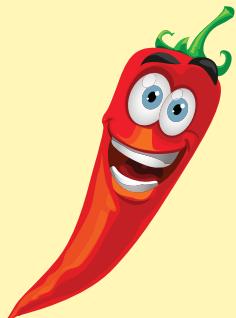


1. Fill in the blanks

- a). G __ng __ r b). R _ d _ sh
2. Name a red coloured vegetable.
3. Name any six commonly used vegetables.

Do the following activities

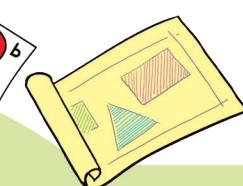
- ❖ Text book page no 94
- ❖ Work book activities



Project



- ❖ Find the names of the vegetables that were used at home in the past one week. With the help of parents pack some cut vegetables and bring them to the class.
- ❖ Join your parents when they visit vegetable market.



Vegetables

Period 5

Text Book Page No: 96



Teaching Methods

Teaching Methods



Suggested Activities

Motivation : Demonstration

- ❖ Prepare a vegetable salad using the vegetables brought by students. Discuss the texture and taste of the different vegetables in the salad.
- ❖ Enact a market scene in class. While selling the uses of the vegetables can be highlighted. Example: drumsticks make sambhar tastier; chilly adds spice to gravy.



Teaching Learning Process

Explaining the Content Using Real Object Method

- ❖ Let the students bring some vegetables from their homes.
- ❖ Arrange them to make a 'vegetable man' as shown in the textbook on page 96
- ❖ Ask students to say the name, colour and texture of vegetables and their location on the picture of the 'vegetable man'. Teacher can elicit more points from the students.
- ❖ Teacher demonstrates vegetable printing.

Project



- ❖ Collect pictures of fruits from old magazines and news papers.



Vegetables

Classification

Teacher classifies the vegetables pooled by the students and explains the basis of classification like taste, colour, shape and size. Students tell which ones can be eaten raw and which ones have to be cooked.



Web Link

<https://www.youtube.com/watch?v=9WxWvs7cwIE>

Riddles

1. I am like a top; I wear many shirts. who am I?
2. White pearls in the green box. who am I?

Answers : 1. Onion 2. Ladies Finger



Student Activities



Do the following activities:

- ❖ Text book page no 96
- ❖ Work book activities

Evaluation



Based on the picture on page 96

1. Which vegetable looks like the head of the vegetable man?
2. Which vegetable is violet in colour?
3. Which vegetable looks like the feet of the vegetable man?



Fruits

Period 6

Text Book Page No: 97



Teaching Methods

Teaching Methods



Suggested Activities

Motivation : Discussion method

Teacher motivates the students by asking the following questions.

- ❖ Which is your favourite fruit?
- ❖ Which fruits are easily available in your surroundings?
- ❖ What are the fruits you like to eat?
- ❖ Discuss about different kinds of fruits by showing pictures collected by students and pictures from the textbook. Explain the size, colour, shape and texture of different fruits.

Teaching Learning Process

Discussion method

- ❖ Teacher shows specimens of ripe and raw fruits and asks students to find out the differences between them. He/she also explains that some fruits retain the same colour even after ripening. For ex. Green Grapes, Water melon, Sapota etc.
- ❖ Classifies the fruits into fleshy and juicy fruits with suitable examples.
- ❖ Scan the QR code given in the pg.no- 97 in tab/ smart phone and show the video to students.
- ❖ Explaining the benefits of eating fruits.

Game - Playing Dice

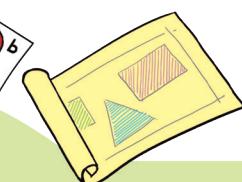
Prepare a dice using a small box and paste six different colour papers on its sides. Play the dice and ask the students to identify the colour and ask them to connect the colour with the fruits they are familiar with.

Ex. Mango - Yellow, Orange - Orange, Water melon - Green, Grapes - Green/violet.

Riddles

1. I am a climber; I am a fruit; My fruits are sweet and sour. who am I?
2. I am in yellowish/orange in colour; Many black round seeds within me. Who am I ?
3. I am a fruit; I am green outside red inside; I am available in summer. Who am I?

Answer: 1. Grapes 2. Papaya 3. Watermelon



Evaluation



Student Activities



1. Name any four fleshy fruits.
2. Name any four fruits which are juicy.
3. Name two fruits which are yellow in colour.
4. Ask students to bring their favourite fruit to class as a snack and say a few lines about it.



Fruits

Period 7



Text Book Page No: 98-100

Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Discussion

- ❖ Prepare a fruit salad using the fruits brought by students. Discuss the texture and taste of the different fruits in the salad.



Teaching Learning Process

Discussion:

- ❖ Discuss 'students' visit to the market'. Explain the journey of fruits from the farm land to our homes - given on page 100 in the textbook.
- ❖ Discuss about the size, shape, colour and texture of the fruits.



Student Activities



Do the following activities

- ❖ Text book page no 99 - 100
- ❖ Work book activities



Evaluation



- ❖ Fill in the blanks given in the text book - Page No: 99

Project



- ❖ Collect the pictures of fruits.

Nature's Bounty

Period 8



Evaluation

Text Book Page No: 101 - 102

Teacher Activities



Suggested Activities



Recall: Teacher recalls the concepts through the following methods.

Discussion: Teacher recaps all the important points which taught so far.

Ask the following questions as a part of recall.

Questions

1. Name some leaves/greens that we eat.
2. What should you do to keep flowers fresh?
3. Name a vegetable that is white in colour.
4. Name some fruits that are sweet.
5. Name a few fruits that are dried and used.

Answers :

1. Curry Leaves, Coriander, Mint (Puthina)
2. Covering with a wet cloth / Sprinkling Water
3. Radish
4. Mango , Banana , Jack Fruit
5. Grapes , Figs , Dates

Do the following activities

- ❖ Text book page no 101 - 102
- ❖ Teacher can scan the **QR code** given to the students to do the activities given in the textbook on page no 101.

Remedial Teaching

Teacher prepares flash cards of different leaves, flowers, vegetables and fruits and asks the students to match them with their names. Teacher to help if needed.



Self Evaluation:

Text book page no.101, if the students attain the given skills, the students should colour the flower at the end.



Concept Map



Types of leaves,
Texture, Colour,
Size

Ex:Banana Leaf,
Mango Leaf,
Drumstick Leaf,
Neem Leaf



Types of flowers,
Texture, Colour,
Size, Fragrance

Ex:Fire Cracker,
Jasmine, Marigold,
Lotus, Rose



Types of
vegetables,
Texture, Colour,
Size

Ex:Brinjal, Onion,
Ladies Finger,
Tomato.



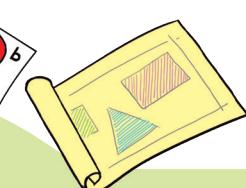
Types of fruits,
Texture, Colour,
Size, Taste

Ex:Mango, Jack-
fruit, Banana,
Guava



Types of dry
fruits

Ex:Dates, Figs,
Raisins-
(Dry Grapes)



4

Animals Around Us



Teaching Learning Materials

Textbook, Work book, Teacher's Manual, Blackboard, Flash Cards, Colour Pencils, Feathers, Charts, Clay/Wax Models.

M	T	W	Th	F



Spot Light:

- ❖ Learning about different kinds of animals like mammals, birds, insects.
- ❖ Learning the body parts of animals and birds.
- ❖ Learning about protection of animals.



Learning Objectives

- ❖ Know the names and the parts of few common animals- mammals, birds, and insects
- ❖ Identify various animals and differentiate between mammals / birds / insects
- ❖ Care for animals around us
- ❖ Know the mammals, birds, and insects are also animals.



Learning Outcomes

Through the course of the lesson, students will be able to

- ❖ Observes, names, identifies, describes and compares some common animals- birds, insects and mammals
- ❖ Classifies animals into insects, birds and mammals
- ❖ Develops an awareness about the protection of animals
- ❖ Talks about his/her favourite animal

Animals Around Us

Period 1



Text Book Page No: 103-104

Teaching Methods

Teacher Activities



Suggested Activities

Rhyme

Hen, hen, count up to ten;
Goat, goat, get your coat;
Pig, pig, dance a jig.
Mouse, mouse, build a house;
Chick, chick, make it quick;
Cat, cat, find your hat.
Bear, bear, go upstairs;
Mite, mite, say good night;
Sheep, sheep, go to sleep.



Motivation : Discussion

Teacher shows students pictures of different animals given on page 103 and asks them to name as many animals as they can identify.

Ask the following questions to elicit answers.

Questions

1. Name the animals found on the trees.



Teacher Activities

2. Name the animals in the pond.
3. Which animal is green in colour?
4. Name the birds in the picture.
5. Which is the animal that pecks the tree?
6. Have you seen these animals anywhere?

Teaching Learning Process

Using models

- ❖ Teacher shows a picture of Kangeyambull and students describe its parts. Now a picture of a cow is shown and students describe the cow using words already familiar. (legs, head, horns, ears, tail etc)
- ❖ Scan **QR code** on page 103 given in the textbook and show the videos.

Evaluation

1. Name a tiny animal.
2. Name the animal with horns.

Project



- ❖ Make a list of animals that you see on your way home.
- ❖ Collect a picture your favourite animal and bring to class.

Suggested Activities

Picture puzzle

- ❖ Teacher makes jigsaw puzzle cards out of a bull's picture and place them in a box.
- ❖ The class is divided into two groups. One group arranges the cards to get the full picture while the other group tries to name the parts of the animal using the given vocabulary bank (leg, horns, hump, tail).
- ❖ Teacher finally sums up describing all the important parts of the animal.



Web Link

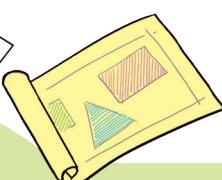
<https://www.youtube.com/watch?v=M5cFyiIX8vU>
(Name of animals)

Student Activities



Do the following activities:

- ❖ Text book page no 104
- ❖ Work book activities



Period 2

About Animals

Text Book Page No: 105



Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Game (with song)

- ❖ Keep flash cards with animal pictures in a box. Ask students to sit in a circle. Play some music from your mobile.
- ❖ Then ask the students to keep passing the box till the music stops. When the music stops the student who has the box should pick a flash card and name the animal.
- ❖ Continue the game till everyone gets a chance to name atleast one animal.

Teaching Learning Process

Discussion

- ❖ Show the pictures of animals given in the textbook and discuss their unique features.
- ❖ Scan QR code on page 105 given in the textbook and show the videos.



Puzzles

1. I can roar; and walk proudly. Who am I?
2. My body is full of dots; I keep hopping. Who am I?
3. I live on trees; I sing but hide myself. Who am I?

Role play: Conversation: Who is the best?

Do a role play in class using the following dialogue.

One day there was a discussion among the animals in the forest about who is the best among them. Let us listen to their conversation

Peacock: I have beautiful feathers, so I am the best.

Cuckoo : I sing sweetly, so I am the best.

Tiger : I am India's national animal, so I am the best.

Snake : Even warriors fear me, so I am the best.

Honey bee: I collect sweet honey, so I am the best.

Elephant: I have a long and strong trunk, so I am the best.

Giraffe: I am the tallest animal, so I am the best.

Rabbit : I have two long beautiful ears, so I am the best.

Ant : I am an active person, so I am the best.

Lion : I am the king of the forest and I have a mane, so I am the best.



Student Activities



Suggested Activities

Do the following activities

- ❖ Text book page no 105
- ❖ Work book activities



Evaluation



1. Name the king of forest.
2. Name the tallest animal
3. Name the bird which have beautiful feathers

Angel of the forest: All of you are unique. Each one of you has your own special features and each one -nature's best creation.

Animals : Yes. We are the best. Let us not fight or argue. Let us be proud of each other.



Project

- ❖ Prepare a scrap book by collecting the animal pictures from newspapers and magazines.

About Mammals

Period 3



Text Book Page No: 106-107

Teaching Methods



Teacher Activities



Suggested Activities

Motivation: Discussion

Ask students to make sounds of different animals and say a few lines about them.



Teaching Learning Process

Picture Puzzle:

Divide the students into three groups. Give the jigsaw puzzle cards of mammals to each group (Elephant, Horse, and Rabbit). Ask students to arrange the pictures to get the full picture. Appreciate the group which solves the puzzle first and identifies the animal.



Web Link

<https://www.youtube.com/watch?v=RFnegOYs-aM>
(About Animals)



Student Activities



Do the following activities

- ❖ Text book page no 106 - 107
- ❖ Work book activities



Project



- ❖ Students learn to identify and name some common mammals taking help from the elders in the family.



About Birds

Period 4

Text Book Page No: 108-109



Teaching Methods

Teacher Activities



Suggested Activities



Web Link

<https://www.youtube.com/watch?v=xw-S3Gj2J1o>
(About Birds)



Motivation:

Song

Am a prating green parrot
I always play freely in the forest
Silky wings I have two
Have a coral beak too
Seeing through my silky eye
I fly here and there in the sky.
When I see a cat coming nearer
I fly away in great fear.

Teaching Learning Process

Discussion

Show students various pictures and flash cards of birds, they observe, describe, and classify different kinds of birds that they see around them.

Ask the following questions to elicit answers.

1. What is the name of the bird in this picture?
2. Can it fly?
3. Where have you seen this bird?
4. What is the name of our national bird?



Student Activities

Do the following activities:

- ❖ Text book page no :109
- ❖ Work book activities

Evaluation



1. Name any two birds that can fly.
2. Name a green colour bird.

Project



- ❖ Collect feathers of birds and bring to class.



Period 5

About Birds

Text Book Page No: 110-112



Teaching Methods



Teacher Activities



Suggested Activities

Motivation : Picture description

Teacher collects pictures of different birds and shows them to the class .Students name the birds one by one.



Teaching Learning Process

Discussion

Show pictures of different types of birds and describe their special characteristics.

(**For example:** flightless birds, birds that can swim, and so on.)

Evaluation



1. Name any four birds that you have seen.
2. Name two birds that cannot fly.
3. Names bird that swims.
- 4.Name a bird that pecks the tree trunk.

Project



- ❖ Draw and colour your favourite bird.

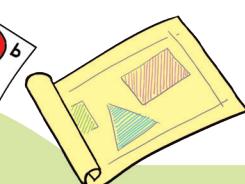


Student Activities



Do the following activities

- ❖ Text book page no: 111-112
- ❖ Work book activities



Period 6

About Insects

Text Book Page No: 113-115



Teaching Methods

Teacher Activities



Suggested Activities

Motivation: Nature Walk

Walk around the school campus. How many insects can you see? Count their number and enter in the circle given in text book page no 113.

Teaching Learning Process



Riddles

1. I have feathers, but I am not a bird, if I feel hungry I suck your blood. Who am I?
2. I am colourful and I fly around flowers. I do not have a tail. Who am I?
3. I roam around where there are flowers and sweet nectar. I save food for future. I am always busy and I have a big family. Who am I?
4. I build my house in corners of houses. If you tamper with it I come out and sting. Who am I?
5. I fly like a plane and give signals of rain. Who am I?

Ans: 1. Mosquito 2. Butterfly 3. Ant
4. Wasp 5. Dragonfly

Picture description

Show students pictures and flash cards of different insects. Ask them to identify the insects and tell whether they have seen them anywhere.



Web Link

<https://www.youtube.com/watch?v=pWpaVdn9dsE>
(About insects)

Evaluation



- a) Name the insects that can't fly.
- b) Which insect collects honey from flowers?

Project



- ❖ Do the activity to show sugar attracts ants. Students can do this activity at home and share their observations with the class.
(Answers could be-ants come to feed on sugar; they come in groups they convey messages through their feelers- etc)



Student Activities



Do the activities -

- ❖ Text book page no: 115
- ❖ Work book activities



Care and Protection of Animals

Period 7

Text Book Page No: 115-116



Teaching Methods

Teacher Activities



Suggested Activities

Motivation : Discussion

Ask the following questions to elicit answers.

1. Which animal do you keep at home?
2. Name your pet animal.
3. How do you take care of it?

Teaching Learning Process



Teaching using models

- ❖ Teacher shows the model of a parrot inside the cage and asks students whether it can be happy in the cage. Students may say either 'happy' or 'sad'. Teacher asks further questions and make the students justify their answers,
- ❖ Explain that just like us even animals have the right to have freedom and live peacefully. Tell students that they should not harm any animal be it a mammal, bird, reptile or an amphibian. Tell them that cruelty in to animals in any form is wrong.
- ❖ Scan the QR code on page 115 in the textbook and show the audio visual to the students.

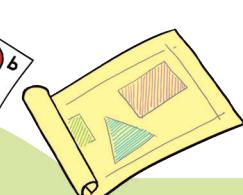


Web Link

<https://www.youtube.com/watch?v=4sRecMevpWo>
(Animal protection)



Project



Student Activities



Do the following activities

- ❖ Text book page no.116- 117



45

Animals Around Us

Period 8

Text Book Page No: 117-119



Evaluation



Teacher Activities



Student Activities



Recall: Questions:

1. Name five mammals that you have seen.
2. Name some common birds.
3. Name some common insects.
4. How do you care for your pet?

Do the following activities

Text book page no 117-119.

- ❖ Teacher can scan the QR code given to the students to do the activities given in on page no 118.



Remedial Activity

Those who not able to attain the learning outcomes of this topic are identified and further remedial activities are planned. More of repetition and drilling required.

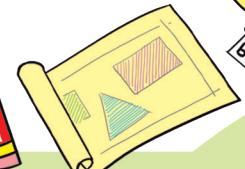
Self Evaluation:

After students attain the learning outcomes that are mentioned on page no 119, they are asked to colour the animal picture given on the same page.

Concept Map

Animals Around Us

Animals	About Mammals	About Birds	About Insects	Animal Protection
Parts of the body -Bull, Goat	Compare the animals, Importance of Animal tail,	Parts of the body of bird, Special features	Special features of insects	
Ex: Lion, Deer, Rabbit, Cat, Parrot, Ant	Ex: Dog, Cow, Elephant, Bat, Whale, Humans	Ex: Peacock, Sparrow, Crow, Duck, Pigeon, Mynah	Ex: Beetle, Dragonfly, Butterfly, Housefly, Mosquito, Honeybee	Ex: Keep water for birds, Care for animals

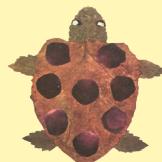


Sample Question paper -
Formative Assessment



1. Prepare a leaf zoo using leaves as shown below FA (a)

$$1 \times 10 = 10$$



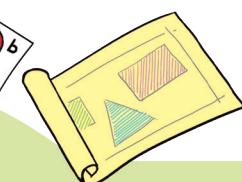
2. Circle that which eats. FA (b).

$$1 \times 5 = 5$$



3. Circle the things that have a smell. FA (b)

$$1 \times 5 = 5$$



Summative Assessment - Sample question paper

Environmental science

Class- 1
Time-90 Minutes

Marks: 60

a. Match

$5 \times 1 = 5$



b. Match the Picture and its Name.



Deer

Parrot

Onion

Cock

Watermelon

$5 \times 1 = 5$

c. Circle the odd one.

$5 \times 2 = 10$

1.



2.



3.



4.



5.



d. Match the bird and its beak.

$5 \times 1 = 5$



e. Put a Tick(✓) for True and cross(✗) for False.

$5 \times 2 = 10$

1. Living things can grow. ()
2. Without non-living thing, the living thing can't live ()
3. We see with our ears. ()
4. Some fruits cannot change their colour even they ripe. ()
5. Birds and insects are also animals. ()

f. Fill in the blanks using the letters (a, i, e, o, e)

$5 \times 2 = 10$



P____ acok



Ch____ ir



Ey_____



Br____ njal



Li____n

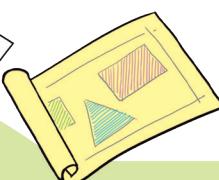
g. Draw and colour your favourite Vegetable.

$5 \times 1 = 5$

h. Oral questions

$5 \times 2 = 10$

1. Give one example for non-living things?
2. Which sense organ used to taste?
3. Give one example for non-fragrant flower?
4. Give one example for fleshy fruit?
5. How can we care for animals?





FIRST STANDARD - ENVIRONMENTAL SCIENCE

List of Authors and Reviewers

Domain Expert

Vijayalakshmi Srivatsan
Educational Consultant, (Former Principal),
P.S. Senior Sec. School, Mylapore.

Academic Coordinator

T. Ashok
Assistant Professor,
SCERT, Chennai.

Reviewers

Dr.R. Anbzhagan
Deputy Director,
SCERT, Chennai.

S.Muthamizh Selvi,

PGT, GGHSS,
Tiruttani, Tiruvallur Dist

Authors

S. Arumbumozhi, Lecturer,
DIET, Vellore.

N. Valarmathi, Senior Lecturer,
DIET, Ranipet.

R. Geetha, SGT,
A. M. M. S, Pattaravakkam,
Villivakkam Block, Thiruvallur.

G. Kaleeswaran, SGT,
PUMS, Kilathari, Sivagangai

N. Gopi, BRTE,
Nemili Block, Vellore.

S. Gayathri, BRTE,
Puzhal Block, Thiruvallur

P. Saradha, SGT,
C. P.S, Chennai Block, Chennai.

A. Subashini, BT Asst,
PUMS, Nallaganakothapalli,
Shoolagiri Union, Krishnagiri.

K. Gowri, SGT,
PUMS, Melaiyur, Thiruporur Block,
Kanchipuram

C. Thangam, BT Asst,
PUMS, Kallarapatti, Vellore.

