

CHAPTER: 5 CHHOTU'S HOUSE

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
	<u>General</u>	<u>Specific</u>
<u>PRE-CONTENT</u> Brainstorming session and interactive discussion will be taken up in which previous knowledge will also be tested by asking the following questions: a) What are the important things to survive? b) Why do we need a house?	Students will be able to • identify the need of a house	Students will be able to • develop empathy for those who don't live in a house
<u>CONTENT</u> • Difference between house and home • Parts of a house • Cleanliness around us	• classify house and home • categorize different parts of a house • realize the importance of cleanliness around us	• differentiate between house and home • explore the need of different parts of a house. • discover the significance of Swachh Bharat Abhiyaan.
<u>POST CONTENT</u> • Garbage as compost	• explore the process of composting	• realize the need for segregation of garbage

HOMEWORK / ASSIGNMENT

1. Exercises from the "N.C.E.R.T EVS Textbook-Looking Around"

AND PROGRESS**MONTH: AUGUST****CLASS-III**

Teacher's Activity	Student's activity	Teacher's observation and Remedial
Teacher will • take up the brainstorming session and ask questions and further she will introduce the topic by asking students to make their dream house using waste material.	Students will • participate in the brainstorming session and make a sketch of their dream house using waste material in the notebook.	
• introduce the topic by showing a picture of a building and then a house family member and then she will ask them to differentiate between the two. <u>Group Discussion</u> • discuss different parts of a house and use of each part. • instruct the students to paste pictures of different parts of a house in their notebooks. • introduce the topic by conducting think-pair-share activity on cleanliness and hygiene. • emphasize the role of students in Swachh Bharat Abhiyaan • illustrate importance of a clean house and 3 R's.	• compare a house and home. • discuss the ways in which they can decorate their home. • participate actively in the discussion. • follow the instructions and paste beautiful pictures in their notebooks. • comprehend the importance of cleanliness and hygiene • realize that it's their duty and responsibility to keep cleanliness around. They will draw the diagram highlighting the 3R's.	
Annexure 5 (A) • describe the process of composting through an activity.	Annexure 5 (a) • perform the activity and understand the process of composting. • attempt the questions based on the activity	

Teaching aids: Pastel sheets, ICR, textbook, shoe box**Methodology/Innovative Methods** \: Deductive and Activity Method, Brainstorming, Flipped classroom**Interdisciplinary Links-** Link to real life, develops empathy, creative thinking and strengthens motor skills.**HOD****COORDINATOR****HEADMISTRESS****PRINCIPAL**

Annexure 5 (A), (a) - Let's Use Some Garbage!

Subject	Environmental Science
Class	III
Chapter/Unit	Chhotu's House
Topic	To use garbage as compost
Time	40 mins to 4 weeks
Nature of Activity	Individual/Group

What will I learn? (Learning Outcome):

To understand that wastes are materials or substances that are no longer needed, have become useless, are meant to be thrown away. By segregating waste, it can be used in many ways.

Skills:

Recognize, Evaluating, Analysing

What I have to do?

To use garbage as compost.

What do I require?

Garbage from the kitchen — like fruit and vegetable peels, eggshells, waste food, tea leaves. Include newspapers, dry leaves and paper bags

Pieces of cloth, polythene bags, broken glass, aluminium wrappers, nails, old shoes and broken toys.

What do I need to know?

It is important to reduce the generation of waste. This can be achieved by practicing the three R's-Reduce, Reuse and Recycle.

Teacher's Activity: Teacher will

- (1) Ask students to collect the garbage from their house before it is thrown into the dustbin. Separate it into two groups, so that they have:
Group 1: Garbage from the kitchen — like fruit and vegetable peels, eggshells, waste food, tea leaves. Include newspapers, dry leaves and paper bags in this group
Group 2: Pieces of cloth, polythene bags, broken glass, aluminium wrappers, nails, old shoes and broken toys.

How will I proceed?

Student's Activity: Students will

- (1) dig the soil and put the kitchen in it and mark it A.
- (2) dig soil at another place and put any broken toy or plastic plate in it the hole and mark it B.
- (3) remove the soil after four days and observe the changes in the garbage. A black colour and no foul smell indicates that rotting of garbage is complete. Put the heaps again in the pits and cover with the soil.

What have I observed?

<u>Did the garbage?</u>	<u>Hole A</u>	<u>Hole B</u>
(i) Rot completely and not smell?		
(ii) Rot only partially		
(iii) Rot almost completely, but still smells bad.		
(iv) Not change at all?		

What have I learnt?

When the garbage rots, it forms manure. The rotting and conversion of some materials (in the garbage) into manure is called composting.

What am I curious to know?

Let us find out, why can't plastic decompose?

Let me evaluate myself

Q1. What is garbage?

Q2. Is it possible to reduce the problems relating to disposal of garbage?

Q 3. What do you do with the leftover food at home?

Q4. Suggest some ways to keep surroundings clean.

Q5. Justify the importance of cleanliness.
