

**TOPIC : L- 7 FROM THE WINDOW**

| <b><u>Pre-content/ Content /<br/>Post-Content</u></b>                                                                                                                                                                                                                                                                                                               | <b><u>Learning outcomes / Objectives</u></b>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                     | <b><u>General</u></b>                                                                                                                                             | <b><u>Specific</u></b>                                                                                                                                                                                                                                                                                                                                                               |
| <b><u>Pre-Content</u></b> <ul style="list-style-type: none"><li>Brainstorming session and interactive discussion will be taken up in which previous knowledge will be tested by asking following questions :<ol style="list-style-type: none"><li>Which place did you visit recently by train?</li><li>What did you see outside a moving train?</li></ol></li></ul> | <b>Students will be able to :</b> <ul style="list-style-type: none"><li><b>recall</b> their experiences during a train journey</li></ul>                          | <b>Students will be able to :</b> <ul style="list-style-type: none"><li><b>explain</b> the scene outside a moving train based on their experiences</li></ul>                                                                                                                                                                                                                         |
| <b><u>Content</u></b> <ul style="list-style-type: none"><li>Travelling experiences of oneself or relatives: By train</li><li>Railways : Interesting experience</li></ul>                                                                                                                                                                                            | <ul style="list-style-type: none"><li><b>compare</b> long and short journey</li><li><b>infer</b> the construction pattern of different types of bridges</li></ul> | <ul style="list-style-type: none"><li><b>assess</b> long and short journey by counting the number of days and the route of the train</li><li><b>deduce</b> the interesting facts about each state through which the train passed.</li><li><b>examine</b> the bridges constructed for trains and for other modes of land transport</li><li><b>draw</b> two types of bridges</li></ul> |
| <b><u>Post Content</u></b> <ul style="list-style-type: none"><li>Relationships</li></ul>                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li><b>differentiate</b> between languages of different states</li></ul>                                                        | <ul style="list-style-type: none"><li><b>explore</b> what they call their relatives in their regional languages</li></ul>                                                                                                                                                                                                                                                            |

**HOMEWORK / ASSIGNMENT**

Q1) Complete exercises in the textbook.

Q2) Draw bridges constructed for railways and roadways.

| <b><u>Teacher's Activity</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b><u>Students' Activity</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b><u>Teacher's observation and Remedial</u></b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <p><b>Teacher will :</b></p> <ul style="list-style-type: none"><li>take up the brainstorming session and ask questions and further she will ask students to write down the examples of different modes of transport</li><li>ask students to compare the distance covered by the train on day 1 and day 2</li></ul> <p><b>Annexure 7 (A)</b></p> <ul style="list-style-type: none"><li>conduct an activity to make students aware of different states of India</li></ul> <p><b>( Integrating art )</b></p> <ul style="list-style-type: none"><li>show a video on two types of bridges. She will ask the students to arrange themselves in a line to make a train produce sound when train crosses any bridge. Further, she will ask students to draw these two types of bridges</li><li>give a worksheet on relationships where they have to write down the names in their regional language.</li></ul> | <p><b>Students will :</b></p> <ul style="list-style-type: none"><li>answer the questions asked by the teacher and write down in their notebooks.</li><li>observe the map and try to find out the states crossed.</li></ul> <p><b>Annexure 7 (a)</b></p> <ul style="list-style-type: none"><li>perform the activity and find interesting facts about Indian states</li><li>watch the video and make a sound which they had experienced during their train journey. They will draw the two types of bridges in their notebooks.</li><li>complete the worksheet.</li></ul> |                                                  |

**Teaching aids:** ICR , textbook , videos

**Methodology/Innovative Methods** : Deductive Activity Method , Brainstorming , Mind map, Experiential learning

**Interdisciplinary Links-** Linked with Real life

**HOD**

**COORDINATOR**

**HEADMISTRESS**

**PRINCIPAL**

## **Annexure 7 (A), (a) - TRAVELOGUE**

|                                  |                                |
|----------------------------------|--------------------------------|
| <b><u>SUBJECT</u></b>            | <b><u>EVS</u></b>              |
| <b><u>CLASS</u></b>              | <b><u>IV</u></b>               |
| <b><u>CHAPTER</u></b>            | <b><u>FROM THE WINDOW</u></b>  |
| <b><u>TOPIC</u></b>              | <b><u>INCREDIBLE INDIA</u></b> |
| <b><u>TIME</u></b>               | <b><u>30-40 MINUTES</u></b>    |
| <b><u>NATURE OF ACTIVITY</u></b> | <b><u>INDIVIDUAL</u></b>       |

**What will I learn ? (Learning Outcome)** To explore interesting information about states crossed during a train journey.

**Skills :** Understanding , analyzing, evaluating, integrating art

**What I have to do ?** To locate Indian states on political map of India.

**What do I require ?** India political map ( blank ), colour pencils, flash cards of dances of India.

**What do I need to know ?** Location of states of India. Names of famous dances of different states of India.

➤ **Teacher's Activity:** Teacher will :

- (1) show India political map to students and check their prior knowledge about different states.
- (2) show a power point presentation on states of India with brief description.
- (3) conduct a brainstorming session on the location of different states of India and encourage children to find out from atlas.
- (4) conduct an interactive session on interesting facts about various states.
- (5) conduct an activity. Teacher will-
  - divide the class in to three groups.
  - ask each group to find out the names of the states crossed between-
  - **GROUP 1** - Delhi and Kolkata
  - **GROUP-2** - Delhi and Mumbai
  - **GROUP-3** - Delhi and Thiruvananthapuram
- (6) ask students of each group to draw a symbol of railway track in the states crossed during the journey.( On blank India political map )
- (7) ask students of each group to represent each state crossed by telling interesting facts about those states like- climate , language , famous dance , tourist destinations.
- (8) show flash cards of different dances to students and ask them to relate it with associated state.

**How will I proceed ?**

➤ **Students' Activity:** Students will :

- (1) perform the activity.
- (2) draw symbols of railway track in those states through which train passed.
- (3) speak about the states through which their allocated route train passed.
- (4) tell the names of the states after observing the flash cards of dances .

(4) perform famous dances of various states of India in groups.

**What have I observed :** Students will complete the table :

| <u>S.No.</u> | <u>STATE</u> | <u>CAPITAL</u> | <u>CLIMATE</u> | <u>FAMOUS<br/>DANCE</u> | <u>LANGUAGE<br/>SPOKEN</u> | <u>TOURIST<br/>SPOTS</u> |
|--------------|--------------|----------------|----------------|-------------------------|----------------------------|--------------------------|
|              |              |                |                |                         |                            |                          |
|              |              |                |                |                         |                            |                          |
|              |              |                |                |                         |                            |                          |
|              |              |                |                |                         |                            |                          |

**What have I learnt ?** Trains cross many states when we travel from one place to another place. Train journey could be long or short.

**What am I curious to learn ?**

❖ Many tunnels and bridges are constructed between Goa to Kerala. Let us explore the reason.

**Let me evaluate myself :**

**Q1) Which country has the biggest network of railways in Asia.**

Ans)\_\_\_\_\_

**Q2) List any two positive effects of the advancement in transport system ?**

Ans)(i)\_\_\_\_\_

(ii)\_\_\_\_\_

**Q3) What precautions will you take while travelling to stop further spread of Covid-19.**

Ans)(i)\_\_\_\_\_

(ii)\_\_\_\_\_

(iii)\_\_\_\_\_

(iv)\_\_\_\_\_

**Q4) Mark the states crossed by the train during the journey. (on blank India political map)**

**Q5) Draw and colour picture of a train inside a tunnel.( Think and draw )**

