

TOPIC :FROM HERE TO THERE

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
<u>PRE-CONTENT</u>	General	Specific
	Students will be able to • recall and list various modes of transport used to reach school.	Students will be able to • discover and correlate the geographical locations with the kind of transport used by the people of that area.
<u>CONTENT</u> • Use of animals for transport • Means of transport : air , water , land • Sign language and use of braille	• sensitise people towards plight of animals • classify means of transport in air , water and land • explore why people use sign language to communicate with each other	• develop love and care for animals. • identify and make logical deduction • comprehend the structure and use of braille script
<u>POST CONTENT</u> • Importance of transport	• recall the importance of transport	• analyse the use of different vehicles.

HOMEWORK / ASSIGNMENT

1. Work exercises from the “ N.C.E.R.T EVS Textbook-Looking Around “
2. Practice assignments from work book

Teacher's Activity	Student's activity	Teacher's observation and Remedial
Teacher will ANNEXURE 11 A take up the brainstorming session and ask questions and further she will introduce the topic by conducting the activity mentioned in annexure related to mode of transport.	Students will be able to ANNEXURE 11 a answer the questions asked by the teacher and perform the activity and note down their observations.	
- introduce the topic by showing them pictures and videos from youtube and have a discussion on the topic that how do animals feel when they made to pull cart. Teacher will also conduct a role play on the same. - introduce the topic by dividing the class into groups and ask them to make vehicles using clay and differentiate them as air , land and water transport accordingly. - explain students about the sign language and Braille . She will show ICR on the same and also show some google images of Braille.	- express their views on the same and will also write in their notebooks. Students will also participate in role play. - make their masterpieces and categorize them accordingly. Students will also paste land , air , water transport pictures as well in their notebooks. - observe the pictures and Video shown in ICR and will share their views on the same.	
ask students to think life without transport and ask students to create a transport model from waste material which can work on solar energy.	perform the activity.	

Teaching aids: pastel sheets , ICR , textbook , cartons , pictures

Methodology/Innovative Methods : Deductive Activity Method , Brainstorming

Interdisciplinary Links- Linked with Real life

HOD

COORDINATOR

HEADMISTRESS

PRINCIPAL

ANNEXURE-11A&a
FROM HERE TO THERE

<u>SUBJECT</u>	<u>EVS</u>
<u>CLASS</u>	<u>III</u>
<u>CHAPTER</u>	<u>FROM HERE TO THERE</u>
<u>TOPIC</u>	<u>MODES OF TRANSPORT</u>
<u>TIME</u>	<u>30 MINUTES</u>
<u>NATURE OF ACTIVITY</u>	<u>GROUP</u>

What will I learn(Learning Outcome)?

To explore various modes of transport.

Skills: Applying, Analyzing, Creating and Critical Thinking.

What I have to do? : To categorize different vehicles as land , water and air transport.

What do I require? : Pictures of different types of vehicles used in modern as well as in ancient times, A4 size sheet, some boxes, pencil, scale and eraser.

What do I need to know? : Identification of different vehicles, sounds produced by them and different modes of transport.

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

- divide the class in groups of 5 members each.
- collect pictures from magazines/ newspapers of different types of vehicles used by human beings these days as well as in olden days.
- put all the pictures in box and mix them (8 to 10boxes should be ready with same pictures.)
- distribute the A4 size sheets and the boxes to respective groups.
- tell the students to pick up pictures one by one from the box and record their observations in the observation table.

How will I proceed ?

➤ **Student's Activity :**

- 1) The students will sit in groups of 5 members each.
- 2) Student A will pick up one picture , identify the name of that vehicle and will produce the sound of that vehicle in the class.
- 3) Write the name and sound produced by that vehicle in their observation table.
- 4) Similarly this process will be repeated with all the other members of the group until each member gets at least 2 chances to pick up the cards.
- 5) Categorize the vehicles (recorded in observation table 1) as Land Transport , Water Transport and Air Transport.

What have I learnt? I have learnt that different vehicles which we see :

- on roads are modes of Land Transport.
- in lakes, rivers , oceans etc. are modes of Water Transport.
- flying in the air are modes of Air Transport

What am I curious to know?

Metro train is not running on roads directly , sometimes it is above the ground or under the ground. Which mode of transport is it?

Let me evaluate myself

Q1) Identify the correct mode of transportation used by people in the following situations.

- (a) Ram wants to meet his uncle who lives on the opposite bank side of a river in their village. Which mode of transport will he use? _____
- (b) Harish wants to go to America to for vacation. Which mode of transportation will he use? _____
- (c) Lata lives in South Delhi and she got admission in a college which is in East Delhi. Which mode of transport she can use to travel regularly? _____

Q2)Unscramble the following words to recognize the appropriate mode of transport.

<u>WORD</u>	<u>MODE OF TRANSPORT</u>
(a) peje : _____	_____
(b) rac : _____	_____
(c) ratin : _____	_____
(d) sub : _____	_____
(e) rckut : _____	_____

Q3)Write the names of the following means of transport in the correct columns.

Tonga , metro train , bicycle , aeroplanes , bullock cart , Volvo buses , local trains , horse cart

<u>In villages</u>	<u>In big cities</u>

Q4) Why is it advised to use public transport?

Q5) Sketch / draw your dream vehicle in the space provided.


