

TOPIC : L- 15 FROM MARKET TO HOME

<u>Pre-content/ Content / Post-Content</u>	<u>Learning outcomes / Objectives</u>	
<u>Pre Content</u>	General	Specific
Interactive session will be conducted by asking few questions related to food they eat Q1) Do you eat vegetables? Q2) Why do you eat food ? Content - Life of a vegetable- seller - From market to home - Perishability of vegetable	Students will be able to : list names of vegetables and fruits explore the life of a vegetable - seller identify the steps of crop production develop the concept of perishability	Students will be able to : explain the importance of eating vegetables and fruits assess the problems faced by a vegetable- seller interpret the daily schedule of vegetable- sellers explore the steps of crop production differentiate between various tools used in the cultivation of crops classify vegetables on the basis of their perishability
<u>Post Content</u>	compare their own lives with the problem filled lives of farmers and their families.	empathize with farmers and their families

HOMEWORK / ASSIGNMENT

Q1) Complete exercises from the textbook.

Q2) Draw flow chart on steps of cultivation of crops.

Teacher's Activity	Students' Activity	Teacher's observation and Remedial
Teacher will : - ask students to write down the names of vegetables and draw the pictures in their notebook - guide students to take an interview of a vegetable- seller to know about his/ her daily schedule (refer from textbook page no.- 125) Annexure 15 (A) - conduct an activity to make children aware about the steps of crop production - ask students to complete exercise given on page no.- 124 of the textbook (Integrating art) - ask students to make a poster depicting the life of a vegetable-seller	Students will : - draw the pictures of vegetables and colour it - make a questionnaire and take an interview of a vegetable - seller in their area. Annexure 15 (a) - perform an activity and draw a flow chart on steps of crop production - complete the exercise - draw a poster by using their creativity	

Teaching Aids: Pictures showing different tools used in farming. Pictures showing the various steps of farming , You tube video

Methodology/Innovative Methods: Discussion, Demonstration, Experiential learning

Interdisciplinary Links: Life skills- students will develop respect and compassion towards farmers , Integrating art

HOD**COORDINATOR****HEADMISTRESS****PRINCIPAL**

Annexure 15 (A), (a) - JOURNEY OF FOOD

<u>SUBJECT</u>	<u>EVS</u>
<u>CLASS</u>	<u>IV</u>
<u>CHAPTER</u>	<u>FROM MARKET TO HOME</u>
<u>TOPIC</u>	<u>CULTIVATION OF CROPS</u>
<u>TIME</u>	<u>50-55 MINUTES</u>
<u>NATURE OF ACTIVITY</u>	<u>INDIVIDUAL</u>

What will I learn ? (Learning Outcome) To find out different steps of crop production.

Skills : Remembering, understanding , analyzing, critical thinking

What I have to do ? To find out the series of activities followed to cultivate crops.

What do I require ? Moong seeds , beaker , water , A-4 sheets, sketch pen

What do I need to know ? How do farmers grow crops. How do they check the quality of seeds.

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

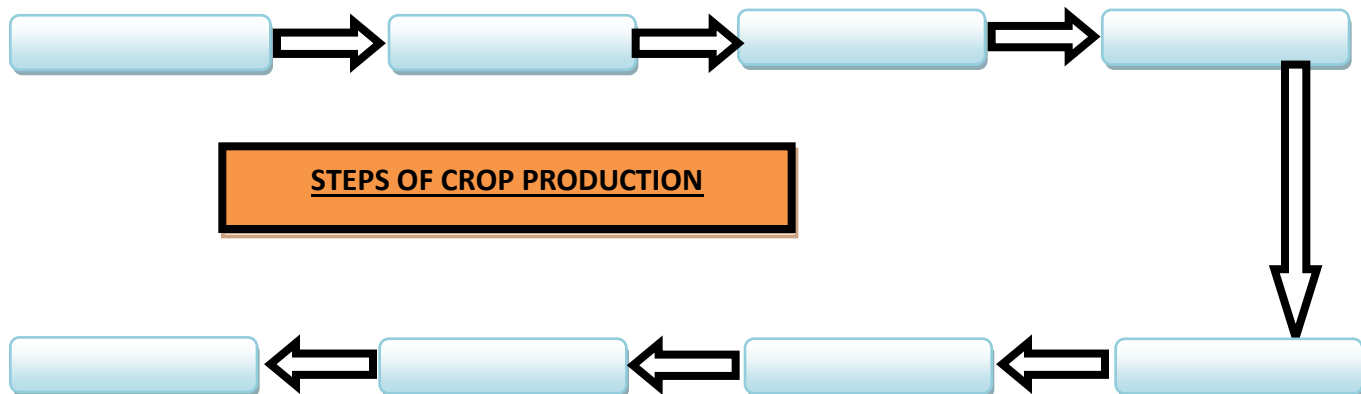
- (1) show a flow chart to students on the topic steps of crop production
- (2) take children to the field and take help of gardener to show few steps of crop production to the students.
- (3) ask gardener to take a small portion of land and help children in tilling and sowing seeds.
- (4) show children how quality of seed is checked by - "seed water testing method" .

How will I proceed ?

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

- (1) take half filled beaker .Put whole moong seeds in it and stir well.
- (2) after waiting for sometime the seeds which float on the surface are bad quality seeds as they are hollow. Seeds which sink at the bottom are good quality seeds.
- (3) use good quality seeds to sow in the soil.
- (4) take help of gardener in preparing the soil (tilling) to increase aeration in the soil.
- (5) sow the seeds as guided by gardener at equal distance.
- (6) add manure / fertilizers in the soil to increase fertility of the soil.
- (7) irrigate the soil.

What have I observed ? Students will complete the flow chart-



What have I learnt ? I have learnt about different steps of crop production and also how to check the quality of seeds

What am I curious to learn ?

- ❖ Earthworms live in the soil and are known as farmer's friend. Let us find out how earthworms help farmers.

Let me evaluate myself :

Q1) Fill in the blanks :

- a) A farmer prepares the soil by _____ the field.
- b) Water is supplied to the fields from _____ and _____.
- c) Farmers put up _____ to protect food crops from birds.
- d) Farmers pack grains in _____.

Q2) Arrange the sentences according to the journey of food. Number them in correct order.

- a) Rice is cooked with oil, spices and vegetables. _____
- b) Fertilizers , insecticides and pesticides are added _____
- c) Biryani is ready _____
- d) Rice crop is harvested _____

- e) The grains are threshed and winnowed _____
- f) Rice is soaked in water for two hours _____
- g) Saplings of rice are sown _____
- h) Field irrigated _____
- i) Bought by consumers _____
- j) Stored in gunny bags and sold to shops _____

Q3) Why do farmers add manure and fertilizers to the soil ?

Ans) _____

Q4) During functions/ marriages people waste food. There are so many people who don't get food to eat. What will you do if you see people wasting food ?

Ans) _____

Q5) Draw and colour agricultural implements used in traditional and modern farming.

Name them. (2 each)

IMPLEMENTS USED IN TRADITIONAL FARMING

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IMPLEMENTS USED IN MODERN FARMING

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