

Pre-Content/content Post-Content	Learning outcomes/Objectives	
	General	Specific
<u>Pre Content:</u> - Chapter will be introduced by talking about bird's life, their habitats or surroundings <u>Content:</u> - Birds and their nests - Importance of nests for birds - Different needs different beaks and claws - Animal teeth <u>Post Content:</u> - Construction of nests	Students will be able to: interpret the significance of habitat explore the reasons why birds make nests analyze the importance of nest and relate it with their own house for safety identify different types of beaks differentiate between claws of different birds develop the concept of milk teeth and permanent teeth value hard work done by birds to construct their nests inculcate the value of compassion .	Students will be able to: compare habitat of birds categorize birds according to the place where they live differentiate between different types of nests categorize nests according to types of materials used for it assess the importance of nests for birds to lay eggs and hatch it justify that the shape of the beaks depend upon the feeding habits relate beaks with the teeth compare claws of different birds interpret the function of different types of claws according to birds' needs distinguish between the shape of teeth of different animals construct nests of a few birds using waste materials sensitize people to protect the nests of birds

Home Work /Assignments:

- Q1. Write the incubation period of five birds.
Q2. Why do birds make nests ?

Teacher's Activity	Students' Activity	Teacher's observation and Remedial
Teacher will: - illustrate the concept by class discussion about bird's habitat (Group discussion) - show a video on different types of nests followed by interactive session about different types of nests - ask students to observe any bird's nest near their house or in garden/park Annexure 16 (A) - conduct an activity to show shape of beaks depend upon feeding habit of birds - show a mind map to students categorising birds on the basis of feet and claws (Integrating Art) - guide students to make teeth of few animals by using clay and compare them - guide students to construct models of few bird's nests. - design bird feeder using waste materials and hang it outside for birds	Students will: - categorize birds according to their habitat - watch the video and discuss how different birds use different materials to make their nests - observe nests of birds in their neighbourhood Annexure 16 (a) - perform the activity and understand that shape of the beak depend upon the type of food a bird eats - draw mind map in their notebook - make teeth of few animals using clay/POP - construct models of few birds - enjoy performing the activity	

Teaching Aids : Textbook , ICR, Activity kit , You tube video

Methodology/Innovative Techniques : model making, discussion , experiential learning

Interdisciplinary Links: Social skill - importance of family , compassion ,sensitivity towards animals

HOD

COORDINATOR

HEADMISTRESS

PRINCIPAL

Annexure 16 (A), (a) - DIFFERENT NEEDS, DIFFERENT BEAKS

<u>SUBJECT</u>	EVS
<u>CLASS</u>	IV
<u>CHAPTER</u>	A Busy Month
<u>TOPIC</u>	Birds' beaks
<u>TIME</u>	20-25 minutes
<u>NATURE OF ACTIVITY</u>	Individual

What will I learn ? (Learning Outcome): To understand why birds have different types of beaks .

Skills: Remembering , analyzing , evaluating, creating

What I have to do?: To explore different types of beaks .

What do I require?: (Cloth pins , straw , spoon) - **used as beaks**
(Cereals , water , ripe fruit) - **used as food**

What do I need to know? : Common shapes of beaks .

- **Teacher's Activity :** Teacher will demonstrate the activity and ask students to repeat the same.
- **Case 1 : When straw is used as a beak :** The teacher will place a cup filled with water on the table . Teacher will hold the straw in his/her mouth and try to drink water .
 - **Case 2 : When cloth pin is used as a beak :** The teacher will hold a cloth pin and try to pick seeds with the help of a cloth pin.
 - **Case 3 : When spoon is used as a beak :** The teacher will hold a spoon (inverted) in his/her hand and try to eat any fruit (soft fruit)

How will I proceed ?

- **Students' Activity:** Students will perform the activity.

What have I observed ? : Students will perform the activity and fill the following table -

<u>OBJECTS</u>	<u>FOOD</u>	<u>BIRDS</u>
Representing the BEAKS	Items which could be eaten with the help of objects serving as beaks	Two examples of birds having beak similar to the object representing the beak
STRAW		

CLOTHPIN		
SPOON		

What have I learnt ? : I have learnt that the shape of the beak of a bird depends upon the food habits of a bird.

What am I curious to learn?

- ❖ Observe the beak of a duck. Let us find out how duck's beak acts like a strainer.

Let me evaluate myself:

Q1) Fill in the blanks-

- a)Vulture, eagle and owl have strong, sharp and curved beaks for _____ flesh.
- b)Sunbird has a long, thin and pointed beak to _____ nectar from flowers.

Q2) Draw the beaks of any two birds of your choice and write the name of the birds.

Q3) Match the following-

**TYPE OF
BEAKS**

CRACKER BEAK

SUCKER BEAK

TWEEZER BEAK

CHISEL BEAK

PROBING BEAK

SPEAR BEAK

HOOKED BEAK

STRAINER BEAK

**TYPE OF
FOOD**

ANIMALS

FISH

WATER WEEDS

**FLOWER
NECTAR**

INSECTS

**NUTS AND
GRAINS**