



Master Lesson Plan

For

From the Window

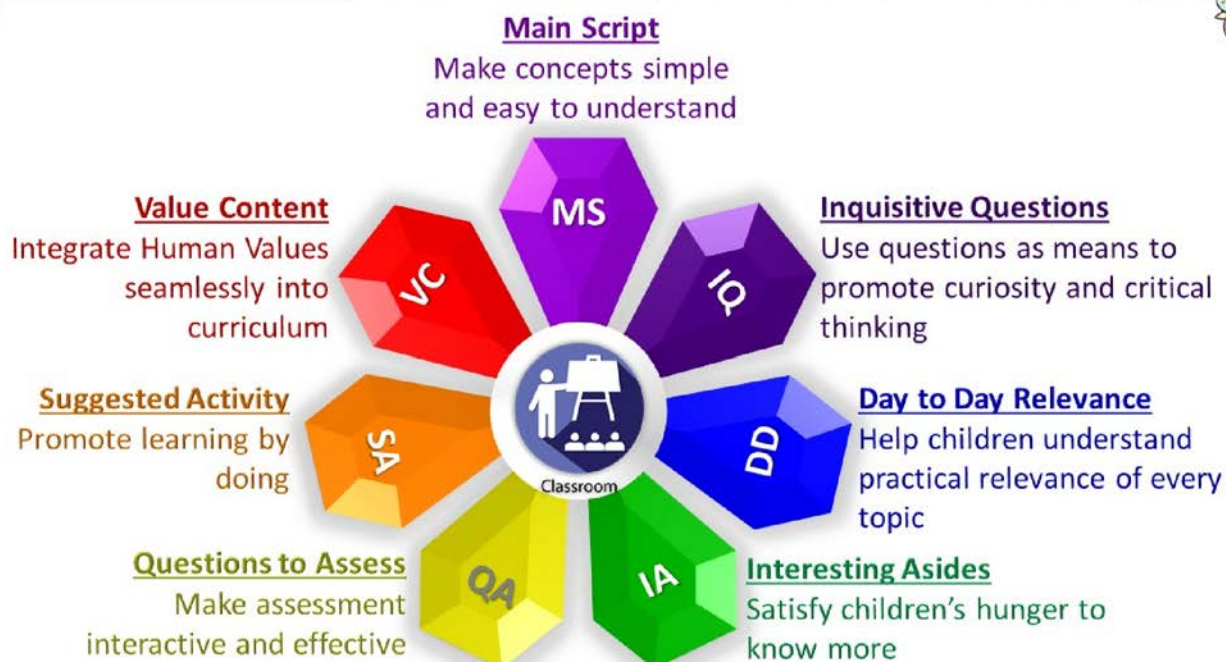
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD IV	EVS	From the Window	English	From the Window	2021-01-03 19:31:41

DISCLAIMER

1. Strictly not for Commercial use.
2. Provided on **as is** basis with no warranties of any kind.
3. Content that falls in Public Domain or common Knowledge facts can be used freely.
4. Some of the contents are owned by the Third parties and are used in compliance with their licensing conditions. Any one infringing the Copyright of such Third parties will be doing so at their own risks and costs.
5. Content can be downloaded and used for Personal, educational and informational purposes only. Any attempt to remove, alter, circumvent or distort the data that is accessed is Illegal and strictly prohibited.



Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

From the Window

1. MS_Objectives_From the Window

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter.

It states the asset objectives of the MLP.

This asset is for teacher's reference and need not be taught to the students.

Students will be able to

- relate to the various crossings that are there for trains to cross before reaching the platform.
- connect to the various scenes seen while the train is moving and when it stops at the platform.
- discuss the importance of fuel used in vehicles.
- relate to the etiquettes or mannerisms which are supposed to be followed while travelling in the train.
- discover various types of bridges and tunnels on their route.
- summarize the various aspects of a journey.
- internalise the need to love and accept people for what they are.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Travel	Modes of Travel, Modes of Travel

2. IQ_Fuel Used in Vehicles

1. Identify the fuel used in vehicles-

Find out which of them run on diesel or petrol and which do not run on diesel/petrol. Vehicles: Bus, Car, Cycle, Truck,

Tonga, Auto rickshaw, Bullock-cart, Motorcycle, Scooter

Answer:

Vehicles that run on diesel/petrol	Vehicles that do not run on diesel/petrol
Bus	Cycle
Car	Tonga
Truck	Bullock-cart
Autorickshaw	
Motorcycle	
Scooter	

2) Why is there so much smoke and noise from vehicles at the level crossing?

Ans. There is so much smoke and noise from vehicles at the level crossing because some people do not switch off the engine of their vehicles even while waiting at the level crossing.

3. What is the difference between a diesel and petrol?

Ans.

Diesel	Petrol
used in heavy vehicles such as trucks and buses	used in light vehicles such as motorcycles and cars.
low fuel consumption	high fuel consumption
high maintenance cost	low maintenance cost

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Inquisitive Questions	Travel	Fuel, Fuel

3. MS_Level Crossing, Bridges and Tunnels

Teachers can start the session by interacting with the students about various crossings of trains.

Trains have to cross roads in the cities to reach railway stations. Trains may pass through forests and mountains. Trains also have to cross over rivers and other water bodies.

Three main crossings that are built for the train to pass through are:

1. Level Crossing
2. Bridges
3. Tunnels

Level Crossing

A level crossing is an intersection where a railway line crosses a road or path at the same level. Level crossings are built wherever the train has to pass through a road or areas in a city. The purpose of the Level Crossing is to stop the movement of people and traffic so that the train can pass through that intersection without any problem or accident.

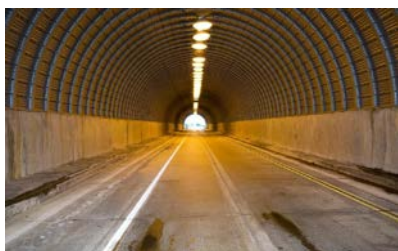


- We can see people and vehicles waiting on both sides of the crossing for the train to pass.
- We can also hear the sound horn of the train as it approaches the Level Crossing.
- A Flagman in a nearby booth who would, on the approach of a train, wave a red flag or lantern to stop all traffic and clear the tracks.
- Majority of the level crossings in India are manually regulated.
- Signals and barriers are installed at all crossings while manual crossings additionally have the hand signal lamps of red and green.

Tunnel

A tunnel is an underground passageway, dug through the surrounding soil/earth/rock and enclosed except for openings at the entrance and exit.

Tunnels are generally built underground or through mountains for trains or other vehicles to pass through.



Bridge

Many times, trains have to cross over rivers and other water bodies. Bridges are built over these water bodies for the trains to cross over. We have some long, huge bridges built across many rivers.



Image Source:

<https://www.flickr.com/photos/lensonjapan/8675388648> (By lensonjapan)

<https://pixabay.com/en/tunnel-road-highway-drive-street-1876487/>

<https://commons.wikimedia.org/wiki/File:PambanBridge%26IndianRailways.jpg> (By Tracy Hunter)

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Travel	Train Travel, Train Travel

4. MS_View at Indian Railway Station

Teachers can start the class by asking students to talk about what they have observed at a Railway Station.

What do they see when the train is moving? And what do they see when the train stops at the platform? Teachers may write down the answers given by the students on the board.

When the train is moving-

- One can see fields with beautiful greenery, red soil and green crops.



- Hills covered with trees and beautiful mountains.
- Ponds, rivers or seas.
- Bridges and tunnels.
- Small villages with beautiful houses, fields of greenery and nature.
- During long journeys, one may get to see beautiful sights of sunrise and sunset.

At the platform

When the train stops at the platform one can see the following:

- Big queues of people waiting on the platform to board the train.
- Commotion which happens while the people try to get in and step out.
- Vendors selling different eatables and cold drinks.
- Coolies carrying people's heavy luggage.
- Cleaners getting inside the train to clean.
- Some empty trains on the railway track.
- The visitors who have come to pick up their friends or family members.
- Book stalls which have all sorts of books for all age groups.
- People filling their empty water bottles.
- Beggars asking for alms.



- Guard waiting to give the green signal to let the train move.
- At times, policemen/police women board the train to do some checking.
- Ticket checkers on duty may board the train.

Image Source:

<https://www.pexels.com/photo/clouds-engine-fast-iron-433301/>

<https://pixabay.com/en/beggars-indian-railway-india-poor-1123694/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Travel	Train Travel, Train Travel

5. DD_Train Etiquettes

Teachers will explain some of the etiquettes or polite behaviour which a student must follow as a good citizen while travelling in the train and using the government property. Teachers can begin the session by asking the following questions:-

What are etiquettes?

Probable answer: A set of manners or polite behaviour to be followed.

What could be the train travelling etiquettes?

TRAIN ETIQUETTES

Whenever we travel in a train, there are manners which we need to follow. They are known as 'train etiquettes'.

1. Do not put your hand or face out of the window in the moving train.
2. Do not spoil the seat covers in the train.
3. Do not cross the railway track. Always use the pedestrian bridge.



4. Always flush after using the washrooms in the train in order to maintain hygiene.
5. Do not jump or step out of a moving train.
6. Do not stand near the door of the train.



7. Do not talk to strangers.
8. Do not eat any food offered by any stranger.
9. Do not dirty the seat or compartments.
10. Throw the refuse in the trash cans; do not litter.

Image Source:

<https://www.pexels.com/photo/bengal-india-kolkata-platform-713610/>

Standing - <https://www.flickr.com/photos/unlisted sightings/3915439500/in/set-72157623253551998/> (By Satish Krishnamurthy)

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Travel	Train Travel, Train Travel

6. IA_World's Largest Tunnel

Pir-Panjal Railway Tunnel

- The 11.2 km long Banihal railway tunnel is India's longest railway tunnel.
- It is Asia's 2nd longest railway tunnel.
- The great tunnel is located on the highest mountain pass on the eastern Pir Panjal range in the middle of Himalayas.
- Indian Railways successfully built India's longest transportation railway tunnel.

The Gotthard Base Tunnel



- The Gotthard Base Tunnel (GBT) is a railway tunnel through the Alps in Switzerland.
- It was opened on 1st June 2016.
- It has a route length of 57.09 km.
- It is the world's longest and deepest railway tunnel and the first flat, low-level route through the Alps.

Image Source:

[https://commons.wikimedia.org/wiki/File:SBB_-_Gotthard_Base_Tunnel_GBT_\(29223270723\).jpg](https://commons.wikimedia.org/wiki/File:SBB_-_Gotthard_Base_Tunnel_GBT_(29223270723).jpg) (By Kecko)

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Travel	Train Travel, Train Travel

7. SA_Producing noise from amplifier

Aim: Students will make a simple sound amplifier and relate to the horn of a Train. This activity will demonstrate to children how sound is amplified.

Materials Required:

- Thermocol cup
- String





Procedure:

Teachers can begin the activity by asking the following questions:-

Have you ever noticed how trains make a horn like sound when it stops at the station?

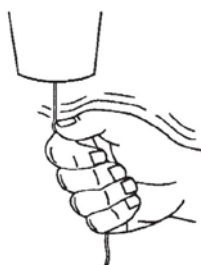
Probable Answer – Yes, we have noticed the sound and it is basically to warn that the train is about to arrive or leave.

What sort of sound is that?

Probable Answer – It sounds like a big loud horn.

Let's try creating a device that can give a similar sound of the train's horn.

- Take the string, cut it to a length of about 40 cm long.
- Tie a large knot at one end of a string.
- Take a paper or thermocol cup. Make a small hole at the centre of the bottom of the cup.
- Pull the string through the hole.
- The knot will prevent the string from coming out.
- Rub your thumbnail down the string while squeezing and pulling the string tightly.



You should hear a roaring sound. Why?

The empty space inside the cup amplifies and increases the sound.

Observation: Students will be able to observe that empty spaces amplifies sound or noise.

Image Source:

OC – (s.suchitra9@gmail.com)

<https://pixabay.com/photos/twine-cooking-yarn-cotton-string-1927967/>

OC – Author

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Travel	Train Travel, Train Travel

8. VC_Love and accept people for what they are

When we look through the window of our life, we may realise that we have to live in a society with the presence of people with qualities -both good and bad. Bad qualities are like weeds, the stubborn weeds which never seem to leave your lawn or garden.



How do you deal with them? The least we can do is to love and accept the people who have some undesirable qualities.

Let us look at this traditional Sufi story.



Finally, Nasruddin travelled to the palace of the Sheikh to seek the wisdom of the royal gardener himself.

But alas, Nasruddin had already tried the methods the royal gardener recommended to him for eradicating such troublesome weeds.



Silently they sat together for a good long time.

At last, the royal gardener looked at Nasruddin and said, "Well, then, the only thing I can suggest is that you learn to love them."

Remember:

1. Not everyone thinks the way you think or act the way you do.
2. Wisdom lies in embracing the fact that we need to coexist with them and learn to accept and love them.

Image Source:

<https://pixabay.com/illustrations/cartoon-faces-expressions-emotions-1769064/>

Flower bed: Clipart, CC <https://pixabay.com/vectors/green-plants-flowers-greenery-576278/>

Gardener: Clipart, CC <https://pixabay.com/vectors/gnome-gardening-wheelbarrow-blue-310468/>

Man in Blue Cloak: Clipart, CC <https://pixabay.com/vectors/gnome-garden-dwarf-beard-hat-old-576496/>

Castle: Clipart, CC <https://pixabay.com/vectors/castle-architecture-buildings-35013/>

Man in Brown: Clipart, CC <https://pixabay.com/vectors/boots-garden-gnome-lovely-male-1293464/>

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Love	Wisdom	Group Activities

9. QA_Recap-From the Window**I. Underline the scenes that Omana had seen through the window.**

- Red soil, green crops, ponds, hill covered with trees, sea and rivers.
- Omana saw many kinds of vehicles and two elephants at the level-crossing.
- Level crossing was with much smoke, noise, animals running around and children playing football.
- Omana saw a long bridge, trolley and bamboo bridge.

Answer:

- Red soil, green crops, ponds, hill covered with trees, sea and rivers.
- Omana saw many kinds of vehicles and two elephants at the level-crossing.
- Level crossing was with much smoke, noise, animals running around and children playing football.
- Omana saw a long bridge, trolley and bamboo bridge.

II. Match the following

Madgoan	Mother's elder sister
Rattling sound	Goa
Tunnels	Ammumma
Valiyamma	Bridge on a river
Mother's mother	mountain

Answers:

Madgoan	Goa
Rattling sound	Bridge on a river
Tunnels	Mountain
Valiyamma	Mother's elder sister
Mother's mother	Ammuamma

III. Fill in the blanks:

- 1.Omana saw some people going under the _____ of level crossing.
- 2.Some people crossed the _____ even when the _____ is closed.
- 3.Omana felt _____ when she looked down from the train.
- 4.Omana climbed on the _____ berth to read her _____
5. _____ and _____ are needed to cross mountains and rivers.

Answers:

- 1.bars 2.tracks,crossing 3.giddy 4 upper, comics 5.Tunnels and Bridges

IV. Answer the following:

- 1.Why was there smoke and noise at the level crossing?

Ans. Some people do not switch off the engines of their vehicle even while waiting.

- 2.When the train crossed the river, it made a different sound. Why?

Ans. The wheels rattled as there was no ground, it was only the tracks, and the water down below.

3. Why did everything become dark in the train?

Ans. The train entered a tunnel as it was going right through the mountain.

4. Where did Sunil's family get down?

Ans. Sunil's family got down at Kozhikode,

V. Look at the pictures and write the names:

Answers 1.bridge 2.tunnel 3.level crossing 4.hills 5.fields

Image Source:

<https://www.flickr.com/photos/8328409@N04/4805137696> (By Arun)

<https://pixabay.com/photos/tunnel-railway-tunnel-monreal-3681846/>

<https://pixabay.com/photos/level-crossing-transit-barriers-1695561/>

<https://pixabay.com/photos/mountains-landscape-meadow-nature-919040/>

<https://pixabay.com/photos/panorama-summer-meadow-field-away-3629120/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Travel	Modes of Travel, Modes of Travel

10. MS_Summary_From the Window

In this lesson we learnt

- various crossings of the train passes through.
- various scenes seen while the train is moving and when it stops at the platform.
- importance of fuel used in vehicles.
- etiquettes or mannerisms which are supposed to be followed while travelling in the train.
- discover various types of bridges and tunnels on their route.
- summarize the various aspects of a journey.
- internalise the need to love and accept people as they are.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Travel	Modes of Travel, Modes of Travel

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.

How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.