



Master Lesson Plan

For

Web of Life

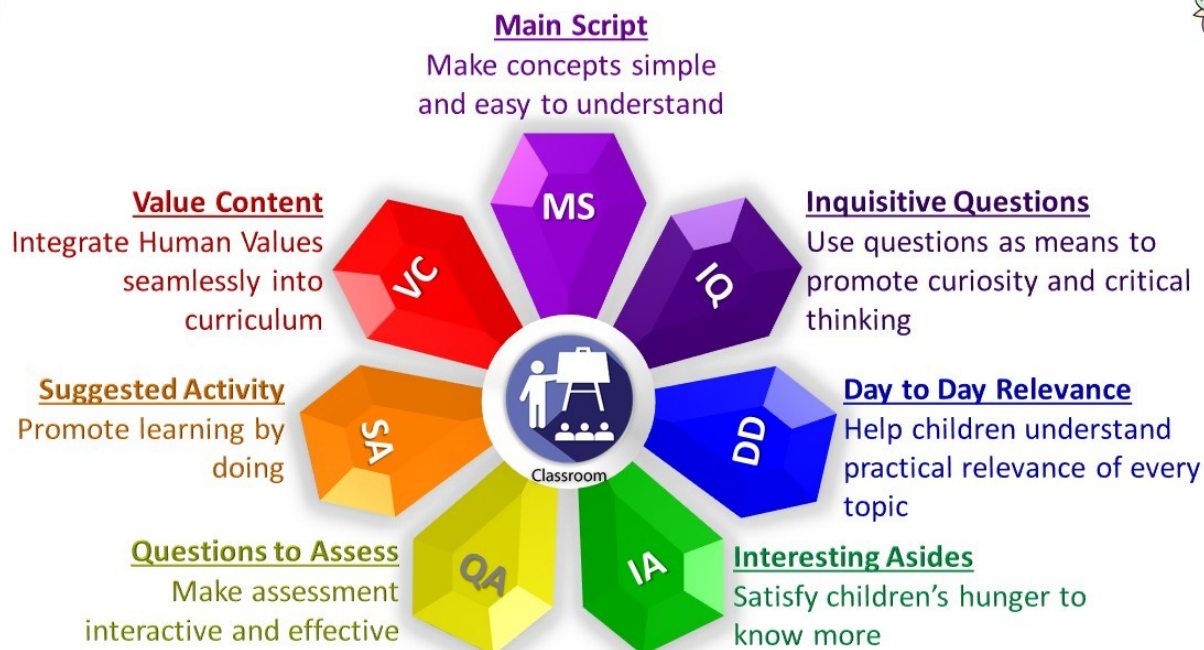
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	EVS	Web of Life	English	Web of Life	2021-02-02 14:25:42

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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.

Web of Life

1. MS_Objectives_Web of Life

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.

The students will be able to

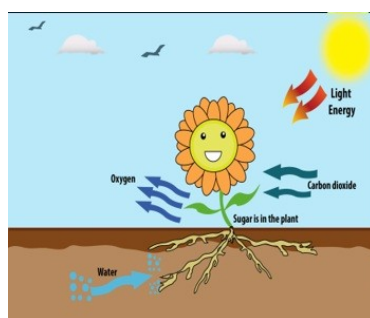
- explain the interdependence of living beings with nature.
- explore the sources of energy.
- appreciate the importance of the Sun, water, and plants to sustain life on Earth.
- prepare a food chain with the Sun as the main source.
- decide on the ways to save the environment.
- recall about the interdependence of living beings.
- appreciate the wonderful small things of life.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Interdependence	Living Beings and Nature, Living Beings and Nature

2. IQ_Sources of Energy

Notes to the teacher: The teacher may ask these questions and get answers from the students. The teacher may also summarize the different answers given by the students and explain the answer further.

Question1: Which is the main source of energy for living beings? How does each living being absorb this energy?



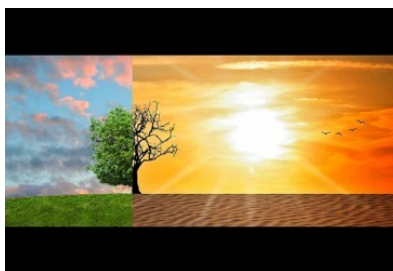
Suggested Answer: The Sun is the main source of energy. Plants absorb the sunlight through their leaves and prepare food for energy. Other living beings eat plants as food directly or indirectly and gain energy.

Question 2: Carnivores like lions, tigers, etc. eat plants indirectly. Give reasons.



Suggested Answer: Carnivores like lions and tigers eat the plant-eating animals or insects and thus eat plants indirectly.

Question 3: What would happen if there were no plants on our planet Earth?



Suggested Answer: If there are no plants on Earth, Sun's energy cannot be trapped and there won't be any food chain to provide energy. All living beings would die.

Image Source:

- Sun: SSSVV- Gallery
- Deer: <https://pixabay.com/photos/deer-forest-wildlife-wild-doe-973734/>
- Tiger: <https://pixabay.com/photos/tiger-big-cat-predator-wildcat-3096135/>
- Global warming: <https://pixabay.com/illustrations/climate-change-global-warming-2063240/>

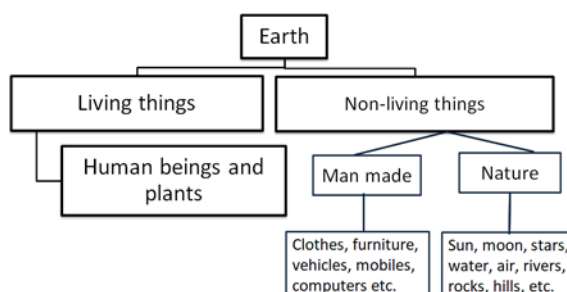
Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Inquisitive Questions	Interdependence	Living Beings and Nature, Living Beings and Nature

3. MS_Interdependence of Living Beings and Nature

The teacher can start the class by asking the students the following:

- About the basic needs that all living beings need for their survival
- Their daily routine and relating them to the various natural resources from which they were obtained
- Relate the food items they ate and whether it is plant or animal-based
- The teacher may then explain the interdependence of living beings on each other and on nature.

Dependence on Nature



Living beings are completely dependent on the environment for many things. Everything that surrounds us is called the environment. Our environment includes all living and nonliving things found on the Earth. Most of the nonliving things are either manmade or found in nature. Nonliving things in nature are the sun, moon, stars, water, air, weather, clouds, rivers, rocks, caves, hills, etc. Examples of manmade nonliving things are clothes, furniture, vehicles, mobiles, computers, etc.

Humans and animals need air for breathing, water for drinking, plants for food and shelter. Plants also depend on soil, water, air, and sunlight to prepare food and get energy.

We are dependent on both natural and manmade things in our daily life. For example, the clothes we wear can be made from natural or manmade fabrics. The natural fabric includes cotton or silk, and man-made fabric can be nylon or polyester. The nylon or polyester clothes we wear are prepared from coal, water, air, and petroleum which come from nature.

Interdependence among living beings



- Plants also depend on soil, water, air and sunlight to prepare food and get energy.



- Humans and animals depend on air for breathing, water for drinking, plants for food and shelter.

Animals and plants are interdependent on each other for basic survival needs like food protection, and shelter.

Plants provide food to animals and humans, who cannot make their own food. They provide oxygen to the animals to breathe. They provide shelter to many animals.



When animals die, they decompose and become natural fertilizer for plants. As the plant cannot move from one place to another, the animals and insects help in the pollination and spreading of the seeds. Due to the spreading of seeds, plants can grow in new places.

Food Chain



A food chain is a very good example of interdependence between plants, animals, and human beings. A food chain is the transfer of energy in the form of food from one organism to another. For Example, green plants use the sun's energy directly to make food. Animals and human beings eat green plants. These animals are eaten by other animals or human beings. Energy is transferred in the form of food, from one living organism to another along the food chain.

Multiple interconnected food chains is a food web. The food web also shows how plants and animals are interconnected to each other by different paths for survival.

Image Source:

Plant: <https://pixabay.com/photos/seedling-plant-soil-growth-life-5800499/>

Human: <https://pixabay.com/photos/woman-dog-winter-autumn-beach-pet-4719239/>

Decomposition: <https://pixabay.com/photos/tree-fungus-sponge-moss-forest-5022047/>

Pollination: <https://pixabay.com/photos/pollination-wasp-flower-pollinator-5540567/>

Sun: <https://pixabay.com/vectors/sun-hot-light-bright-yellow-160294/>

Shrub: <https://pixabay.com/vectors/bush-leaves-shrub-green-greenery-575516/>

Rabbit: <https://pixabay.com/photos/rabbit-bunny-pet-cute-isolated-740621/>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Interdependence	Living Beings and Nature, Living Beings and Nature

4. SA_Food Chain

Aim: To make students explore and sequence the food chain of nature and living beings.

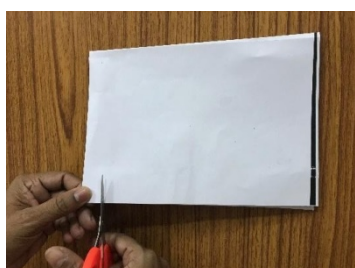
Preparation: The teacher may ensure that all students have the necessary materials and follow safety while using scissors.

Materials Required: Paper, Scissors, Glue and Marker pens



Procedure:

Take the paper and cut it into strips of about 1 inch wide



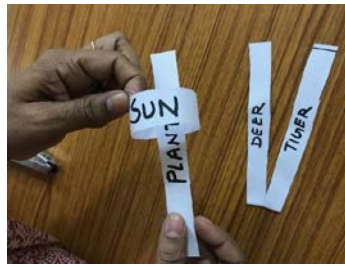
Write the names from the food chain on the strip of paper. Few sample food chains are given below.



Take the strip that has the first name from the food chain and paste the two edges of the strip to make a loop.



Now, insert the next strip that has the name of the living being or natural resource that has to come next in the food chain into the loop and paste the edges.



Continue and complete the food chain.



Sample Food Chains:

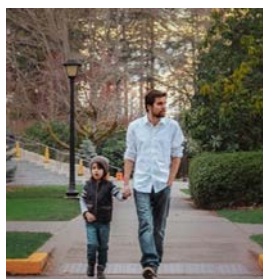
1. Sun -> Leaves -> Rabbit
2. Sun -> Plants -> Deer -> Tiger
3. Sun -> Plants -> Caterpillar -> Snake -> Hawk

Images: srividya.sssvv@gmail.com

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Interdependence	Living Beings and Nature, Living Beings and Nature

5. VC_Appreciate the wonderful small things of life.

Appreciate the wonderful small things of life.



One day a very rich man took his son on a trip to a nearby village with the purpose of showing him how the poor people live. They spent a few days in the village.



On their return home, the father asked his son, “How was the trip? Did you see how the people in the village lived? So, tell me, what did you learn from the trip?”



The son answered, “I saw that we have one dog, and they have four. We have a swimming pool in the middle of our garden, but they have a lake that has no end. They are lucky to have the whole horizon to watch the stars and the moon at night.

We have a small piece of land to live on, and they have huge fields. We buy our food, but they grow theirs. We have walls around our house to protect us, they have friends and relatives to protect them.”

Then his son added, “Thank you Dad, for showing me how poor we are.” The boy’s father was speechless.



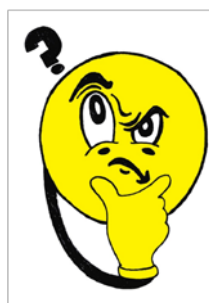
Children!!! The Earth is filled with so many beautiful things. We should be thankful and appreciate that Nature has bestowed us with Sunlight, Moon, Stars, Rivers, Mountains, Tree and so many Natural resources to enjoy. We have our Parents, Teachers, and Friends to Support, and guide us. Instead of worrying and comparing about what we don't have, Let u Be Thankful for what we have and be happy.

Image Source:

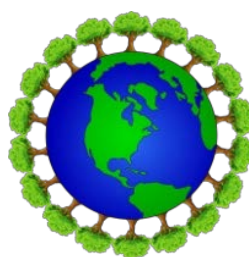
- Dad: <https://pixabay.com/photos/father-son-walking-child-family-2212091/>
- Father and Son: <https://pixabay.com/photos/family-hiking-father-and-son-father-1784512/>
- Father and son: <https://pixabay.com/photos/silhouette-father-and-son-sundown-1082129/>
- Girl: <https://pixabay.com/photos/little-girl-wildflowers-meadow-2516585/>

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Non-Violence	Appreciating others	Stories

6. IA_No Life on Other Planets



Have you ever wondered if people live on any other planets other than our Earth? Why do you think is so?



There is no life on other planets except our Earth.

Living beings can survive on the Earth because plants can grow on our planet.

There is water on the Earth. Along with the sunlight, water is also required by plants to prepare food and get the energy to grow.

It is only because of plants there is a food chain and hence there is life.

If there are no plants, there is no life.

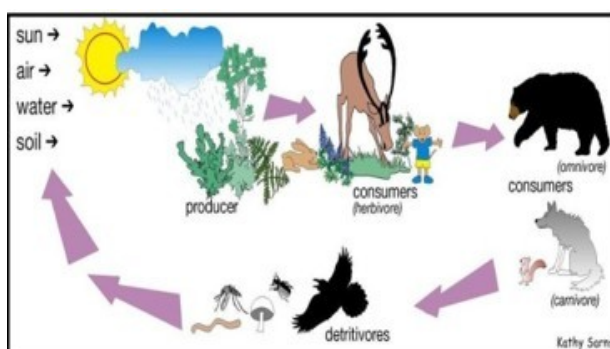


Image Source:

- Cartoon: SSSVV Gallery
- Planet: <https://pixabay.com/vectors/nature-plant-tree-arboreal-green-2754285/>
- Sun: <https://pxhere.com/en/photo/741737>
- Food chain: <https://pixy.org/491472/>

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Interesting Asides	Interdependence	Living Beings and Nature, Living Beings and Nature

7. DD_Save the environment

Save the Environment.

As we all know, the environment includes everything that surrounds us and affects us.

All living beings are directly or indirectly dependent on the environment for many things such as water, air, sunlight, land, etc.

A clean environment is very important for the survival of all living beings.

We need to take steps to protect our environment for a healthy and wealthy living.

By following a few steps at home or school, we can try to save the environment.

Save or prevent trees from cutting as they are very important for our existence.

Prepare and throw seed balls into the barren lands to plant more trees.





Save paper to save the trees as the paper is made from the wood pulp of the trees.



Turn off the electrical and electronic items when not in use to save energy.



Save water by harvesting or collecting rainwater in tanks or drums.



Turn off the taps and pipes and fix the leakages.



Remember the 3 R's: Reduce, Reuse, and Recycle to save the environment.

Say 'no' to plastics wherever and whenever possible.

Use public transport or walk or cycle to places instead of using motorized vehicles.



Keep our environment neat and clean by proper garbage disposal.



Image Source:

- Cutting Trees: <https://pixabay.com/illustrations/axe-icon-axe-icon-hatchet-tool-5585093/>
- Soil: https://commons.wikimedia.org/wiki/File:Seed_Bombs.jpg- Attribute to Kevan Davis
- Paper: <https://pixabay.com/photos/printing-paper-cut-material-3733104/>
- Room: [https://commons.wikimedia.org/wiki/File:Mentor_High_School_\(21897482300\).jpg](https://commons.wikimedia.org/wiki/File:Mentor_High_School_(21897482300).jpg)-Attribute to Erik Drost
- <https://pixabay.com/en/hand-finger-button-switch-off-944189/>
- Water Harvesting: SSSVV Gallery
- Plumber: <https://pixabay.com/photos/plumber-handyman-repair-worker-228010/>
- Recycle: [https://commons.wikimedia.org/wiki/File:Poster_competition_photo_124_\(4811679147\).jpg](https://commons.wikimedia.org/wiki/File:Poster_competition_photo_124_(4811679147).jpg) – SuSanA Secretariat
- Bus: <https://pixabay.com/vectors/bus-travel-transport-vehicle-road-312564/>
- Man: <https://pixabay.com/vectors/man-travel-smartphone-briefcase-3660670/>
- Bicycle: <https://pixabay.com/photos/touring-cycling-biking-bike-riding-945130/>
- Garbage: <https://pixabay.com/photos/containers-sorting-waste-trash-5320376/>

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Day-to-day Relevance	Interdependence	Living Beings and Nature, Living Beings and Nature

8. QA_Web of Life

Q.1. Fill in the blanks:

- Everything around us and that affects us is called _____.
- Plants need _____ to make food.
- Human beings and animals are dependent on _____ for food.
- An interconnected food chain is called a _____.

Answers: a. environment b. sunlight c. plants d. food chain e. food web

Q.2. Write 'True' or 'False' and rewrite the false statements correctly.

- Plants do not depend on animals for anything.
- Planting more trees can save the environment.
- Rainwater harvesting is one of the best methods to save water.
- We can throw plastic wrappers into the drainage.

5. Humans and animals can live without plants.
6. We should switch off the lights while leaving the room.

Answers:

1. False: Plants are dependent on animals for pollination and the spreading of seeds.
2. True 3. True 4. False. We should throw them in the dustbin only.
5. False. Humans and animals are directly dependent on plants for food to get energy. 6. True

Q.3. Complete the Food Chain.

- 1) Sun ---> _____ ----> Sheep.
- 2) Sun ----> Plant ----> Caterpillar ----> _____.
- 3) _____ ----> Grains ---> Dove.
- 4) Carrots---> Rabbit---> _____.
- 5) Algae ----> _____ ----> _____ -----> Shark.

Answer :1. Plant 2. Crow 3. Sun 4. Fox 5. Small fish, Big fish

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Assessments	Interdependence	Living Beings and Nature, Living Beings and Nature

9. MS_Summary of Life

In this lesson we discussed

- our dependence on non-living things.
- interdependence of the living beings.
- food chain for energy transfer.
- food web.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Interdependence	Living Beings and Nature, Living Beings and Nature

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.