

Environmental Studies (Class-IV)

Learning Outcomes	Resources	Week-wise Suggestive Activities (to be guided by Parents with the help of teachers)
<p>Child-</p> <ul style="list-style-type: none"> identifies relationship with and among family members in extended family. describes different skilled work (farming, construction, art/craft, etc.), their inheritance (from elders) and training (role of institutions) in daily life. creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/neighbourhood etc.) using local/waste material. explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people) 	<p>NCERT Textbook /State developed Textbook</p> <p>Children and Parents may also visit NROER, an online educational resource repository of NCERT and explore the EVS e-resource available online eg.</p> <ul style="list-style-type: none"> Jaanm pramad patra- https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1ef85916b51c016225de07 Cylinder lo magar dhyan se https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d230fe116b51c01725581dd Dadi ki rasoi se https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1efb1116b51c016313bfa3 Savdhani hi suraksha https://nroer.gov.in/55ab34ff81fccb4f1d806025/page/5d23098116b51c01725581d4 	<p>WEEK-1</p> <ul style="list-style-type: none"> <u>Draw an extended family tree of your maternal and paternal side. Talk to your grandparents and parents about how different are your family tree from the family tree of their childhood.</u> Encourage the student to do some workout eg. skipping, free dance, yoga, puzzles, indoor games etc. at home. Parents may accompany their children to motivate to be healthier and spend quality time together. (continue in the following weeks also) Children may help siblings and elders in various household tasks for the period they spend at home. <p>WEEK -2</p> <ul style="list-style-type: none"> What are the changes that you see around now? How are these different from the life when you go to school? Are these different from when you had the summer or winter vacations? How? At home, children may be asked to observe the kitchen activities. Children may be encouraged to observe and list the food items (cereals, pulses, spices etc.) and help the elders in the kitchen. Use creative ways to prepare five innovative messages for public awareness on Corona outbreak.

		<p>WEEK-3</p> <ul style="list-style-type: none">• Talk to the people in family, or friends, neighbours or relatives over phone and develop a list of indoor games which they used to play in their times along with rules of the games.• Children may develop a 'Game Book'. Parents should encourage the children to play these games also. <p>WEEK-4</p> <ul style="list-style-type: none">• Ask the children to write what they used to do in school during school hours (period wise) and what they do at home now during the school time and compare the two situations. Children may also do the same for other family members.• Write some ways in which you or your family members helped each other during the lockdown period.
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Learning Outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p>The learner</p> <p>a. records her observations / experiences/ information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/ phenomena.</p> <p>b. groups objects, materials, activities for features and properties, such as, shape, taste, colour, texture, sound, traits, etc.</p> <p>c. voices opinion on issues observed/ experienced in, family/school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/ solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).</p> <p>d. voices opinion on issues observed/ experienced in, family/ school/ neighbourhood,</p>	<p><i>Samay Badal Gaya</i> https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d1f14ec16b51c016477294b</p> <p><i>Kilometer ya Meter</i> https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d23337916b51c01732f8154</p>	<p>WEEK 5</p> <ul style="list-style-type: none"> Enlist different fuels being used at home. Compare them with respect to the use, cost, availability, pollution emitting aspects etc. Children may collect data on price and consumption of petrol/diesel over the last five years and present their results pictorially/ graphically. <p>WEEK 6</p> <ul style="list-style-type: none"> Identify some material like notebook, pencil, pencil box, eraser, etc. What could be the various ways to measure their length? Try for other objects around, like, table, door, windows of your house. Record your observations. Enlist various eatables in kitchen and find out the rate of each item. How are these weighed? (e.g., pava, roti, Man, tola, kilogram, gram, litre, mL or any other) . Which out of these are local units? Try to find the relation among local and standard units. Visit the site of FSSAI and find out how you can check the adulterated food material at home. Try to do that yourself. <p>WEEK 7</p> <ul style="list-style-type: none"> Children may play different games like treasure hunt with their siblings, parents or elders, involving rules for finding the object with suitable clues and directions. Children may draw a lay out of their house/ lane and mark different areas. Parents can frame questions to help them acquire a sense of the directions. Write your name in Braille. Try to learn a few alphabets in Braille and send a secret message to your friend <p>WEEK 8</p> <ul style="list-style-type: none"> Children may do the activity of role play at home on safety in kitchen as a theme. Prepare a list of guidelines to observe safety measures and to deal any emergency situations ?



<p>e.g., on stereotypes (making choices/ decision making/ solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).</p> <p>e. suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/ deprived.</p> <p>f. records her observations / experiences/ information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predicts patterns in activities/ phenomena.</p> <p>g. identifies different features (beaks/ teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.</p> <p>h. identifies relationship with and among family members in extended family.</p>		<p>WEEK 9</p> <ul style="list-style-type: none"> • Are there any people who lost their jobs during this pandemic? Find out how are they supporting their families? • Collect the news items on this and suggest some ways how to help such people. <p>WEEK-10</p> <ul style="list-style-type: none"> • Using torch children can form shadows using objects of different shapes like ball, glass, bowl, spoon, plate, box pencil, and notebook. In the dark room they may keep the light source at one side and keep the object in between the light source and the wall. Take your observations when the light source is— • far from the object. • near to the object. • on the right side of the object. • on the left side of the object. • do shadows change with the size of the object, distance between torch and the object, distance between object and the wall/both. • According to you, under which conditions does shadow formation take place? • Children can do this activity with their hands and fingers using a torch as mentioned above. <p>WEEK 11</p> <ul style="list-style-type: none"> • Children may prepare a chart and draw/ or paste pictures of animals with— • big ears • small ears • no visible ears • Compare these animals and enlist the similarities and dissimilarities among them. <p>WEEK 12</p> <ul style="list-style-type: none"> • Their parents can tell them their childhood stories like how they used to spend time without mobile and computer • Students can see their family pictures when they were not born. • Most of the families belong to any other place where their elders used to stay. • They can make a family tree of their mother's family and their father's family. • They can collect images even from mobile.
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