

Environmental Studies (Class-V)

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"> Records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (e.g. floating, sinking, mixing, evaporation, germination, spoilage) to establish relation 	<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"> Chale Rasoi Ghar https://nroer.gov.in/55ab34ff81fc4b4f1d806025/p 	<p>WEEK-1</p> <ul style="list-style-type: none"> <u>Mention some unique things about each family member. How are you similar or different in habits or traits from family members?</u> Encourage the student to do some physical workout eg. Skipping, yoga, dance, games, puzzles etc. at home. Parents may accompany their children to motivate them to be healthier and to spend some quality time together. (continue these in the following weeks) <p>WEEK -2</p> <ul style="list-style-type: none"> Maintain a diary to write down your daily experiences of 21 days of

<p>between cause and effect.</p> <ul style="list-style-type: none"> creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes 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>age/5d22e4d416b51c01732f7b4f</p> <ul style="list-style-type: none"> Gas Cylinder Raseed https://nroer.gov.in/55ab34ff81fc4b4f1d806025/file/5d23054c16b51c01732f7df5 Swad swad me https://nroer.gov.in/55ab34ff81fc4b4f1d806025/file/5d232fff16b51c01725582b0 	<p>lockdown due to Corona Virus Outbreak.</p> <ul style="list-style-type: none"> Use creative ways to prepare five innovative messages for public awareness on Corona outbreak. Design appropriate slogans for public awareness on dos and don'ts during Corona virus outbreak. <p>WEEK-3</p> <ul style="list-style-type: none"> What is social distancing and how is it important at this point of time? Ask children to develop their own 'Hygiene Guide' and share it with all family members and later with their classmates and teacher after reopening of school. <p>WEEK-4</p> <ul style="list-style-type: none"> What kind of food can help people build their immunity against Corona virus infection? Which food needs to be avoided? Find out. Write how you and your family members are helping/ contributing to the society (including plants, birds/animals) during the lock down period due to corona outbreak. What kind of challenges you and people around you are facing during Corona virus outbreak? What are the important lessons learnt during this time? How do you think the life should change after this? Give Suggestions.
--	---	--

Subject: Environmental Studies (Class V)

Learning outcomes	Resource(s)	Week-wise suggestive activities (to be guided by parents with the help of teachers)
<p>The learner</p> <p>a. explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to Roti, preservation techniques, storage and tracking of water source)</p> <p>b. records observations and experiences; information in an organised manner (e.g., in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena (e.g., floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect</p> <p>c. guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight, etc.) and time in simple standard units and verifies using simple tools/set ups. (e.g., floating/sinking/ mixing/evaporation/ germination /spoilage/ breathing /taste)</p> <p>d. suggests ways for health, managing waste, disaster/ emergency situations and protecting/ saving resources and shows sensitivity for the disadvantaged/ deprived.</p>	<p><i>Jadon Ka Jadoo</i></p> <p>https://www.youtube.com/</p> <p><i>Blow Hot Blow Cold</i></p> <p>https://www.youtube.com/watch?v=nhwLyI7Nq1g</p> <p>watch?v=IyBrcRrLVBo</p>	<p>WEEK 5</p> <p>Children may take three bowls and put some dry chana (chick peas/black gram). In one of the bowls dip the chana under water and in the other wrap them in wet cotton whereas in the third one they can keep it as it is. Observe each one carefully and record the changes in the seeds in each bowl everyday. Tabulate your data to find out.</p> <ul style="list-style-type: none"> ✓ In how many days were the seeds germinated? ✓ In which bowl did the seeds germinate first why? ✓ In which bowl, did the seeds not germinate or germinated last and Why? ✓ Watch the video at the given link <p>WEEK 6</p> <ul style="list-style-type: none"> • When we feel cold, we blow hot air in our palms to feel warm but when we blow on a hot cup of milk, we make it cool. Please refer to the video link and perform the activities as shown to understand the concept <p>WEEK-7</p> <ul style="list-style-type: none"> • Help children to collect materials made up of wood, metal, plastic, glass and test them for sinking and floating in a water-filled bucket. • Collect materials of different shapes, e.g. <ul style="list-style-type: none"> Plastic- bowl and spoon Wood- block and ice cream stick Glass- bowl ,plate Steel- pin, spoon , bowl Piece of Aluminium foil- flat sheet , rolled in a all Paper – sheet, boat, ball • Try to make floating object sink and a sinking object float. • Children may collect a spoon of salt, sugar, coffee, chalk powder, milk powder, etc. Add them one by one to a glass of water. They may note their observations on which materials were dissolved and which were not. • Students may write their questions for the above mentioned activities and probable answers according to them. Later they may discuss them with their subject teacher.



- e. identifies signs, directions, location of different objects/ landmarks of a locality / place visited in maps and predicts directions in context of positions at different places for a location
- f. describes the interdependence among animals, plants and humans. (e.g., communities earning livelihood from animals, dispersal of seeds, etc.)
- g. Traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working)
- h. explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)

<https://www.youtube.com/watch?v=M15OeCuhdtQ>

Mera Janm Card

Kapaas Se Kapde Tak
<https://www.youtube.com/watch?v=i0HkVaDAigY&feature=youtu.be>

Faand Lee Deewar
<https://www.youtube.com/watch?v=5iEFXLAT5Ls>

<https://nroer.gov.in/55ab34ff81fccb4f1d806025/file/5d22dc3116b51c01732f7b1a>

WEEK 8

- Enlist various activities (like agriculture, cleaning, medical, security, teaching, banking, designing, tailoring, construction work, photography, singing, dancing, cooking) that you see people do in your house and neighbourhood .
- Categorise them into essential and non-essential for survival of life.
- What do they feel about those persons who are still doing that work when most of the people are at home?

WEEK 9

- Children may read their birth certificates and answer the questions framed by the parents/ teachers/elders. Children can also frame questions. The corresponding video may be used as reference.
- Children may read vaccination card to know about different vaccines, related diseases and other information.

WEEK 10

- Watch the video and depict the journey of fibre to fabric through drawing. Give appropriate captions to each.

WEEK 11

- Which games do you and your friends play?
- Which games have you heard of but never played?
- Which games do you wish to play but cannot? What are the reasons for the same?
- Do you think all games can be played by everyone irrespective of his/her age caste, gender, etc.
- Are there any games which are meant for only boys or only for girls? What is your opinion about this?

WEEK-12

- Visit the site of NDMA and find out about the safety measures to be adopted during disasters/ emergencies. Try to assemble a kit that is most relevant to the area where you live in.

