

Poonam's Day Out

CBSE, EVS, Class 3, Unit 1

Our friends....so similar, so different

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Learning Objectives / Outcomes:

- ❖ To develop an understanding about nature based on observation.
- ❖ To observe the diversity of animals around them.
- ❖ To explore children's ideas of an 'animal'.
- ❖ To classify animals into different categories based on
 - * Size (small and big Animals).
 - * Where they live (land, water, air; wild, domestic).
 - * How they move and parts of body used for movement.

Prior Knowledge: Ability to recognize animals by their name. Basic knowledge of animals around them. What do they eat? Do they have tail or wings? etc.

Learning Resources: Video Clips, Poster, Card board & Colours for making thumb print.

ENGAGE:

Elephant song

Teacher's Initiative: Play the elephant song from the URL <https://www.youtube.com/watch?v=FxniKNtY>

This song has various activities that an elephant does. Ask the children to sing the song along with action which will engage the children well.

Students' Response: The children will enjoy singing and acting out the song.

Assessment: The teacher needs to ask questions on all the animals that are mentioned in the song.

Animal identification

Teacher's Initiative: Make the students sit in groups and assign one of the two pictures (TEXTBOOK: Picture1-Page.No.1 & Picture2-Page.No.2) to each group. Ask them to discuss and say / write the animals that they see in the picture.

Students' Response: The children must observe the picture and discuss in the peer group. Then they must make a list of animals.

Assessment: The teacher needs to check if the students are able to name the animals in the picture.

Animal sounds

Teacher's Initiative: The teacher asks students if they know the sounds animals make. Using the pictures in the textbook, the teacher asks the students to imitate the sounds of different animals. She also asks them to imitate the actions

and mannerism of these animals.

sounds and movements of the different animals.




Students' Response: Children are expected to be able to imitate the sounds and movements of animals.

Assessment: The teacher needs to assess whether the students are aware of the correct

EXPLORE:

Movement of animals

Teacher's Initiative: Divide the children into

FLY	HOP/ JUMP	CRAWL
<p>WINGS Bones are hollow to reduce weight.</p>	<p>LEGS (LONG) Hind limbs are Powerful.</p>	<p>LEGS (SHORT) No legs / many legs</p>
		

small groups. They are asked to refer to the picture on Page 4 of the lesson and discuss how animals in the picture move. They are then asked to fill the worksheet on Page 3 based on the discussion.

Students' Response: The students observe the

animals in the picture, discuss in the group and note them down. They are expected to be able to discuss the different types of movement in different animals and the parts of their bodies that help them move.

Assessment: The teacher moves from one group to another and helps the discussion to move in right direction by prompting necessary questions.

Animal habitats

Teacher's Initiative: The children are asked to discuss among themselves, the habitats of the animals. They are asked to fill the worksheet, (Exercise in Page 4) based on the discussion. The teacher moves from one group to another and helps the discussion to move in right direction by prompting necessary questions.

Student's Response: The students are expected to observe the animals in the picture and discuss among themselves and note them down. They should be able to relate the animal to its habitat and the reasons behind its habitat.

Assessment: The teacher moves from one group to another and helps the discussion to move in right direction by prompting necessary questions. She can assess the ability of the children to bring in relevant factors into the discussion to arrive at the answers to the questions.

EXPLAIN:

Teacher's Initiative: The individual groups present the answers for the previous two activities in the Explore phase. Teacher may fill in the gaps in students' understanding E.g.

Movement of animals

- ❖ Different kinds of animals fly – insects, flies, birds. Their bodies are adapted in special ways – lighter bones, wings, legs that fold when flying.
- ❖ There are many animals that crawl. E.g. Lizards. Their bodies are adapted in different ways E.g. no legs (snakes), multiple small legs (millipedes).

Habitats

- ❖ Birds that live on water bodies have webbed feet. E.g. Duck.
- ❖ Monkeys have tails that help them move on trees.
- ❖ Fins enable the fish to swim.

The teacher then plays the video in the CD on animal movement. The teacher then validates their understanding by asking probing questions like:

What are the animals you see living inside houses? [Cat, Dog, Lizard, Mosquito, Cockroach], How does a Mosquito move? [Fly]. How are they able to fly? [They have wings]. Do you know any animal which can hop? Do all the animals that live on trees have tails? Name some animals which do not have tails? How do insects move? Which is the smallest and the biggest animal that you have seen? Why do some animals live only in water? How do animals move? Where do rats live? Do snakes have legs? How do they move? How many legs do insects have? Do all insects have 6 legs? Which animal have you only heard about and not seen? Why have you not seen?

Students' Response: The students present their findings on the two questions from the Explore stage. They are expected to be able to articulate:

- ❖ The habitats of different animals and the way they provide safety and comfort.
- ❖ Different types of movements in animals. How the bodies are built to allow that kind of movement.

Assessment: The teacher validates the correctness of the answers to the questions.

ELABORATE:

Teacher's Initiative: Based on students' understanding of how different animals move, the kind of habitat they need, they can be asked to design a natural habitat. Clues can be given to students to encourage them to consider factors such as size, movements, food habits of the animals while designing the natural habitat.

Students' Response: The children need to draw appropriate habitats and explain the suitability of the habitat.

Assessment: Teacher can ask questions to bring out details of the various habitats, the animals live in.

EVALUATE:

Animal observation

Teacher's Initiative: The Evaluate phase begins with the students spending some time under a tree. They are instructed to observe the animals around them and complete the worksheet individually. (Page No.8).

Students' Response: The children complete the worksheet with relevant details on habitat of

various animals in their immediate surrounding.

Assessment: The teacher checks the worksheet for correctness and bridges the understanding if needed.

Complete the animal

Teacher's Initiative: The teacher asks to complete the incomplete pictures of animals individually (Page No.5).

Students' Response: The children complete the incomplete pictures.

Assessment: The teacher checks for correctness.

Who am I?

Teacher's Initiative: Make the students to sit in groups and solve the crossword puzzle (Page No.5) which is based on the habits of animals.

Students' Response: Children solve the puzzle.

Assessment: The teacher checks for correctness.

Finger painting

Teacher's Initiative: Ask them to make animal pictures using fingers and thumb prints.

Students' Response: The children will enjoy and do the painting.



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