

Vision Empower & XRCVC

Teacher Instruction KIT

My house

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

Textbook Name: ENVIRONMENTAL STUDIES - Text cum Workbook (Revised) - First Standard

Chapter Number & Name: 6. My house

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To learn about a house and its parts
- To estimate the distance between a house/school and other places

Prerequisite Concept:

General awareness regarding a house and the different places around the house/school.

Content Index

OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

LEARN

2.1 KEY POINTS

2.2 LEARN MORE

ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Story - The Three Little Pigs *

Activity 2: Discuss about a house *

3.2 CONCEPT GENERATION ACTIVITY

HOUSE AND ITS PARTS

Activity 3: Structure of a house *

NEAR AND FAR

Activity 4: Near and far *

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

[Activity 5: Recite a poem](#)

Activity 6: Action movement for parts of a house

4.2 IMPORTANT GUIDELINES

*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Houses are of many types. They are built in a different manner at different places. The parts of a house are doors, windows, walls and roof. The members living in the house share their work and help each other. Different things and places are located at different distances from the house which can be described using words like very near, near, far and very far.

2.2 LEARN MORE

NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Story - The Three Little Pigs *

Reference link [\(1\)](#)

Materials required: Hay, sticks and a piece of stone or brick

Prerequisites: NA

Activity flow:

Before stating the story, pass around the hay, sticks and the brick. Tell them what these are. Ask them if someone has to build a house using any one of these materials, which one will be the best to use. Allow children to express their own thoughts on this and do not give any right or wrong answer.

Narrate the following story:

Once, the three little pigs left their home as it was time they built their own houses. The mother pig advised them to do their best. The first pig took the easiest way out and built a house of hay. The second pig built a house with sticks, which was a little stronger than the first one. The third pig remembered mother's advice and built a house with bricks. Soon, a wolf came by. He huffed and puffed and blew the hay house. The pig ran to the stick house.

The wolf huffed and puffed and the stick house also came down. The two pigs ran to the brick house. The wolf huffed and puffed but the house remained intact. The pigs knew that the wolf would enter through the chimney and kept a pot full of boiling water under it. The wolf entered through the chimney but fell right into the pot full of boiling hot water. Screaming with pain, the wolf ran away and the pigs learnt their lesson.

Ask children what lesson did the pigs learn?

Activity 2: Discuss about a house *

Materials required: NA

Prerequisites: NA

Activity flow:

Describe the following scenario and have a general discussion about the same.

There is a small house surrounded by a boundary wall. In front of the house, a person is watering the plants in the garden. A woman collecting flowers in a basket from one of the plants with lots of flowers. An old woman, sitting on the porch or verandah is combing a little girl's hair. Another small boy is playing with their pet dog and an old man is watching them play.

Ask questions like:

Who are these people? What kind of work is each one of them doing? Does it sound like a house or school or some other place?

3.2 CONCEPT GENERATION ACTIVITY

HOUSE AND ITS PARTS

Activity 3: Structure of a house *

Materials required: Model of a house having doors and windows.

Prerequisites: NA

Activity flow:

Introduce the model and ask children if they can identify the different parts of a house. Inform that this is a very small model of an actual house and the size and shape of every house may differ from each other. The number and size of doors and windows may also be different in different houses.

Allow children to touch the model of the house and identify the different parts on it.

Summarise the discussion by saying that a house has the following basic parts. Doors, windows, roof and walls.

NEAR AND FAR

Activity 4: Near and far *

Materials required: Model of a house, tree, a cow, another building (representing a school), bus, strips of paper cut like a road

Prerequisites: NA

Activity flow:

Arrange all the items on the table in the following way.

- The house in the centre
- The tree just next to the house
- The cow (or any other domestic or pet animal) is a little away from the house.
- A bus standing little far away from the house
- The school building far away from the house
- If possible, make roads to the bus and the school using strips of paper

Call out the children one by one and tell them that this is Raja's house. Help Raja locate the position of the tree, animal, bus and the school with respect to his house. Mention the distance from the house using the following terms: very near, near, far and very far

Children may respond in the following way:

The tree is very near to the house. The animal is near the house. The bus is standing far from the house and the school is very far from the house.

- Alternatively, take the children outside the classroom and ask them to find different rooms with respect to the distance from the classroom. For example, class 2 is very near to class 1. The washroom is near to class 1. The Principal's room is far from the classroom and the school gate is very far from the classroom.
- This concept can be practised in many different locations outside the school building.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Have a general discussion about what kind of house they live in. How many doors and windows does the house have? Is there any garden in front or back of the house? What kind of plants are grown there? Is there any pet or domestic animal kept in the house?

Also discuss how near or far different places are from their house. For example, friend's house, hand pump or a street tap, school, shop, Anganwadi, well, bus station and so on.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 5: Recite a poem

Materials Required: NA

Prerequisites: NA

Activity Flow:

Recite the poem and encourage children to repeat the lines:

My house is white - a lovely house,
with doors and windows green;
Lots of trees - big and small
To shade me from the sun.
I laugh and play the whole day long,
A happy child I am

Activity 6: Action movement for parts of a house

Materials Required: NA

Prerequisites: NA

Activity Flow:

Children will stand up in their own place.

For every part of the house like a roof, walls, window, and door, the teacher and students can decide the action representing these parts of the house.

For example,

1. A window can be represented by first stretching both the hands on two sides parallel to the ground.
2. A door can be represented by stretching both hands up above the head, vertical to the ground.
3. Roof can be shown by first joining both the hands like “namaskar” and then parting the palms of both the hands away from each other while the tip of the middle three fingers still touch each other.
4. A wall can be represented by just placing both the hands in front, elbows folded and palms facing outward towards the front.

To carry out with the activity, call out the name of any part and ask children to do the action. Ask any child randomly to describe their position and posture.

Teaching Tips

If there are any additional teaching tips then utilize this section to mention them.

References

(1) Story of 3 pigs -

<http://www.shortstories4kids.com/2016/07/three-pigs-short-stories.html>

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learnings as well as their reading. Hence have the children read out the newly learned concepts from their textbooks or other available resources.

Perform Textbook Activity

It is good practice to have the children perform the textbook activities. Your textbook activities might not be accessible hence go through this resource to learn how to make textbook content accessible.

Provide Homework

To evaluate their understanding and to help the student revise and implement the new learnt concept ensure to provide them with homework. Students should perform one or two of the questions mentioned above or from the textbook exercises with the teacher in class and the remaining may be given for homework. Also, ensure that the student knows their special skills linked to independently using their accessible books as it will be critical to doing homework independently.

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