

Vision Empower & XRCVC
Teacher Instruction KIT
Transportation

Syllabus: Karnataka State Board

Subject: EVS

Grade: 1

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

Chapter Number & Name: 9. Transportation

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To identify the local means of transport

Prerequisite Concept:

- Names of a few common vehicles

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OVERVIEW

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Roads connect different villages, towns and cities. The most common road vehicles include buses, trucks, motorcycles, scooter, rickshaw, car, vans and bicycles. Bus carries a large number of passengers near about 50-60. Rail transport includes all transport over rails or tracks. Rail transport carries more people or goods compared to road transport. Air transport includes all transport through the air such as airplanes, helicopters. It is the fastest means of transport and connects all major cities. Water transport includes boat, ship, steamer, yacht, submarines. Steamers and boats sail along big rivers and ships sail in the oceans and seas carrying passengers and goods from place to another. [\(1\)](#)

2.2 LEARN MORE NA

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Story of a car *

Materials required: NA

Prerequisites: NA

Activity flow:

Narrate the following story:

There was a boy named Khaidi. "Hi, I am Khaidi. I am 7-years-old. I have a lovely car. My father made it for my birthday. It is a long stick with a wheel at one end. I hold one end of the stick over my shoulder and the other end with the wheel is on the ground. I drag the wheel and go around wherever I want to go. I love my car and I like to drive it all day long.

Drooomm here I go Drooomm there I go
Drooomm I go everywhere

I visit my relatives driving my car, and in school, my friends want my car. I love my grandma and she loves to see me drive. With my car I go round and round my home. With my car I go around the earth. I go around the sun, moon and the stars.

My little brother loves riding on my car by climbing on the stick and holding it tight. Mummy tells us not to do so, but do we care! But alas! Dhooomm.

Now, here I am without my car and my brother without his tooth. But still we go Drooomm with my brother on my back.”

Ask children what the story is about and discuss about how the car was. How many wheels does the car have?

Activity 2: Explore a vehicle

Materials required: Arrange for any type of two, three or four wheeler, only the cart of the bullock cart parked outside the school building. Ensure that the vehicle is clean.

Prerequisites: NA

Activity flow:

Inform children that they are going to closely observe a vehicle which is parked outside. Instruct them to feel how big the vehicle is and how high it is. Understand the place where the tyres are attached and count how many tyres are there. If it is safe to climb inside the vehicle, allow them to explore the inside of the vehicle as well.

3.2 CONCEPT GENERATION ACTIVITY

VEHICLES IN THE LOCALITY

Activity 3: Identify the model of vehicles *

Materials required: Models of vehicles like a cycle, bullock cart, truck, bus, auto, boat, train

Prerequisites: NA

Activity flow:

Pass around the models one by one. Allow children to understand the basic structure of each vehicle. Tell the names and features of each vehicle.

For example,

1. A cycle has two wheels and one handle in front. With the help of our legs, we can peddle and move the cycle.
2. A bullock cart has 2 wheels and a cart where a person can put goods. Oxen pulls the cart.

3. The truck is a big vehicle. A truck has four wheels and it carries a large number of goods or material from one place to another for long distances.
4. The bus is a big vehicle. A bus has four wheels and 50 to 100 people can travel on one bus for a long distance.
5. The auto has three wheels and it is smaller than the bus. Two or three people can travel in an auto for a small distance.
6. With the help of boats, we can travel on water. Small boats can take 3 to 4 people on the ride.
7. Trains run on a railway track and carry a big number of people.

Have a discussion about which kind of vehicles children have travelled on. Encourage them to describe the vehicle in terms of how big it is. How fast it travels. From which place to which place did they travel and so on.

WHERE DO VEHICLES MOVE

Activity 4: Where do these vehicles move? *

Materials required: Models of a land vehicle (bus, train), water vehicle (boat, ship) and an air vehicle (airplane, helicopter)

Prerequisites: NA

Activity flow:

- Pass around the vehicles and ask children if they know where these vehicles move:
 1. Airplane: Sky
 2. Boat: Water
 3. Bus: Land
 4. Train: Railway track which on the land

Ask children to give more examples of vehicles which move via different modes.

- Discuss why these vehicles use modes of transport. For example, a boat, coracle or ship moves in water as there are no roads on water. An airplane is the fastest mode of transport and it is used when people have to go to a place quickly. A train runs on track which helps it to move faster than other land vehicles.
- Instruct the children to form a small line by standing behind each other and holding the shoulder of the person in front. Play a train game by moving around the classroom like a train and make sound like a train, choo-choo.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Encourage children to share their experiences of riding on vehicles. Have a discussion about what kind of vehicle they board. Was it big or small? How far did they travel in the vehicle? Was it fast or slow? Did the vehicle carry many people or less number of people?

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 5: Make a paper boat

Reference link: [\(2\)](#)

Materials Required: A4 size paper for each child

Prerequisites: NA

Activity Flow:

Help children make a boat by following the steps:

1. Start off with a sheet of paper and fold it in half downwards.
2. Bring corners to the centre so that you get a triangle shape with a rectangle under it.
3. Fold the rectangle part under the triangle upwards. Flip your origami and do the same on the other side.
4. Grab the centre of the triangle shape and pull both sides out. Flatten.
5. You'll get a square shape.
6. Take the corner which has the opening and fold it up. Flip it and do the same on the other side so that you get a triangle shape.
7. Pull the sides outwards and you'll again get the square shape.
8. Slowly pull the top parts outwards and you have your paper boat!

Activity 6: Sing a poem on vehicles

Materials Required: NA

Prerequisites: NA

Activity Flow:

Sing the following poem and ask children to repeat the lines after you.

The horn of the bus goes beep beep beep
The bell of the cycle goes trin trin trin
The sound of the auto goes pom pom pom
The engine of the train says puff puff puff.

The wings of the plane files swish swish
The bells of the cart sings jingle, jingle, jingle
The row of the boat goes splash splash splash

The wheels of the scooter goes zoom zoom zoom

Teaching Tips

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

References

(1) About transport -

<https://educationwithfun.com/course/view.php?id=9§ion=1#:~:text=The%20most%20common%20road%20vehicles,%2C%20car%2C%20vans%20and%20bicycles.&text=Rail%20transport%20carries%20more%20people,air%20such%20as%20airplanes%2C%20helicopters>

(2) Paper folding activity

<https://www.easypeasyandfun.com/how-to-make-a-paper-boat/>

4.2 IMPORTANT GUIDELINES

Exercise Reading

It is very important that the children practice their learning 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.

End of Document