

Vision Empower & XRCVC

Teacher Instruction KIT

In the sky

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 18. In the sky

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To learn about the sun, moon and stars and identify their characteristics
- To identify the East, West, North and South directions.

Prerequisite Concept:

EVS (Karnataka State Board) – Grade1 – Chapter 14 – Heavenly friends

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

The sun, moon and stars are the objects that appear in the sky. The sun is a big ball of fire and so is hot. It is round in shape. The sun is much bigger than the earth. It is very far from us, therefore it looks small from the earth. It gives us heat and light. We cannot live without the sun. Sun rises in the east in the morning and sets in the west in the evening. Stars are very far from us, so appear small. Stars can be big or small in size. Stars are as bright as or even brighter than our sun. The sun is also a star. The stars have their own light. The moon is smaller than the Earth. The moon gets its light from the sun. It has no air or water on it, therefore there is no life on the moon. The moon is not hot like the sun.

2.2 LEARN MORE - None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITIES

INTRODUCTION TO THE TOPIC

Activity 1: Introduction to sun, moon *

Materials required: Tactile diagram of a sun, moon and a star. Or a 3-D model of the same. Alternatively, 3 balls of different sizes can be used. (football - sun, tennis ball – earth and a pea – moon)

Prerequisites: NA

Activity flow:

Ask children to share what they understand by day and night. Allow them to express in their own words and based on their own understanding.

Have a general discussion about how they think a day differs from a night.

Introduce the tactile diagram or models. Encourage children to explore and understand the difference in shape for each.

3.2 CONCEPT GENERATION ACTIVITIES

Activity 2: All about sun *

Materials required: NA

Prerequisites: NA

Activity flow:

Start the discussion by asking children to share their knowledge about the sun. Summarise by saying that the sun is a huge ball of fire. It is very far away from earth. It is present in the sky only during the day and gives us warmth and light. That is the reason people feel warm when they stand under the sun. The colour of the sun ranges from yellow to orange.

- Ask children to stand and stretch their hands on the two sides horizontal to the ground. Imagine the sun is in their right hand. The head is the earth. Now take the hand all the way above the head and place the sun on your left hand.
- Explain that when the sun is in the right hand it is like the sun rising from there and then the sun travels all the way up into the sky and again comes down and sets in the left hand.
- When the sun rises in the sky it is dawn and when it is in the centre of the sky (right on top of the head), it is noon. That is when one feels the maximum heat. Finally, when the sun sets, it is dusk or evening.

Activity 3: Directions (North-South-East-West) *

Materials Required: Compass

Prerequisites: NA

Activity Flow:

- Ask children to stand in the same way as they did in the previous activity. This time ensure they are standing in such a way that their right hand is pointing towards the east and the left hand is pointing towards the west.
- Tell them that the direction where the sun rises is called east (which is towards their right hand) and the direction where the sun sets is called west (which is towards their left hand).
- Ask them to hold their neck straight such that the nose is pointing to the front. Inform that the direction in which their nose is pointing to is north and the direction towards the back of their head is south.
- Orient children with the east and west direction with regard to the classroom.
- Introduce the compass and help children understand that the needle of the compass always points towards the North direction. Once children are familiar with the compass,

allow a child to hold a compass in his/her hand. Make the child turn around 2-3 times and stop. Ask the child to identify the direction in which the needle is pointing to and turn in that direction. Repeat this with other children as well.

Activity 4: Find the direction *

Materials Required: Four chairs, any four random objects to be placed on the chair like a bottle, toy, wooden block, soft toy, box or similar

Prerequisites: NA

Activity Flow:

1. Arrange the four chairs by placing them in four opposite directions to each other, that is east, west, north and south. Leave a small space in the centre for a child to stand.
2. Place one object on each chair. Specify which object is next to which one. For example, there is a soft toy kept on a chair, next on the right is a box, then on the right is the bottle and then there is a leaf.
3. Call one child to stand in the centre space. Tell that the sun is rising behind the leaf chair. Ask if she can tell which direction is the soft toy now. If the soft toy is in the east, then which side is the box? (north)
4. Continue this by changing the position of the sun and allowing children to figure out which object is kept in which direction.

Activity 5: All about moon *

Materials Required: Tactile diagram/3-D model for different shapes of moon. (new moon, full moon, half moon, crescent moon and gibbous moon)

Prerequisites: NA

Activity Flow:

Moon appears in the sky during night time after sunset. Inform that a moon is not a ball of fire like the sun and it does not have any light of its own. This means that the moon reflects the light of the sun.

The moon appears to have different shapes due to the continuous rotation around the earth in circular motion. When the moon appears completely round like a circle, it is called a full moon and when there is no moon appearing in the sky, it is called a new moon.

Introduce the tactile diagram or the 3-D model of the different shapes or phases of the moon. Introduce all the shapes of the moon and allow children to explore and identify the shapes.

Activity 6: All about stars *

Materials Required: Tactile diagram of a star

Prerequisites: NA

Activity Flow:

Inform children that during the night, when there is no sun in the sky, there is a moon and many many stars. All those stars are very far from the earth. The sun is also a star. All the stars have light of their own.

Introduce the tactile diagram of the star and inform children that the shape of the star is given like this because when they are very far, the light rays appear pointed and elongated. But the sun does not appear like this because the sun is much closer to the earth.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

Ask children if they hear people talking about Poornima and Amavasya. Explain that Poornima is the name used for a full moon and Amavasya is when there is no moon in the sky, that is during a new moon. Encourage children to share their knowledge about sun, moon and stars in their own words.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 7: Poem – Sun, Moon and Stars

Materials Required: NA

Prerequisites: NA

Activity Flow:

Read the poem one line at a time and encourage children to repeat the lines.

Rising up in the east is the sun,
Giving out his heat to all;
The birds started flying from their nest,
All are working at their best.
Pretty moon, Pretty moon,
Shining so bright;
Join with the stars
And play the whole night.
Twinkling little stars,
Come to me dear ones;
Let us shine in your light
And play with you all night.

Teaching Tips

None

References

None

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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