

Vision Empower & XRCVC
Teacher Instruction KIT
We need a house

Syllabus: Karnataka State Board

Subject: EVS

Grade: 2

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

Chapter Number & Name: 7. We need a house

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- To recognize the need for a house and understand the need for living together
- To understand the different portions of a house
- To recognize the different types of wastes/garbage produced at home and know the correct way of disposing them
- To identify the situation around the house using words/ phrases like behind, in front of, left and right.

Prerequisite Concept

- Awareness regarding varieties of plants and trees around us.
EVS – Grade 1 – Chapter 6 – My house

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Human beings and animals need a house to live, protect themselves from sun, rain, wind, cold, animals, strangers. House is also required to give birth to young ones and raise them. Usually, family members live together in a house and every member shares work at home. A house has different rooms and each room is used for carrying out different activities in the house.

2.2 LEARN MORE - None

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

INTRODUCTION TO THE TOPIC

Activity 1: Discussion about a house *

Materials required: NA

Prerequisites: NA

Activity flow:

Ask the following questions to revise the previously learned concepts:

1. Where do you live? (house/hostel)

2. Who lives with you?
3. Name the members of a family?
4. Do you have any domestic animals in the house? If yes, where do they live?

3.2 CONCEPT GENERATION ACTIVITY

NEED FOR HOUSE

Activity 2: The need for a house or dwelling *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Begin a discussion by asking why people need a house.

Summarise by saying that people need houses so that they can live together with their family members. Houses give protection from bad weather, animals and strangers. People can keep their belongings safe in a house and they also get privacy to do their work in their house.

Do animals also need a house of their own?

Yes, for the same reason as people. They also need a house to protect themselves from weather like cold, wind, rain, sun and other animals which can harm them. They need a house to give birth to young ones and take care of them.

Activity 3: Animal homes *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Play a game in the form of a quiz to find out if they know the names of some of the animal homes.

Divide the class into three groups while they are seated into their respective places. Give 10 points for a correct answer, otherwise the answer passes on to the next group and they get 5 points if they answer correctly. Assign one child from each group to calculate the scores for their team.

Name the animal home for:

1. Tiger – cave or lair
2. Bird – nest
3. Mouse – holes or burrow
4. Cow – shed

5. Lion – den
6. Horse – stable
7. Pigs – pen
8. Elephant – under the trees

Encourage students to name more animal homes they are aware of.

Activity 4: Who lives in a house? *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Do a recap of who are the members of a family. Ask if they can tell what kind of work each family member does.

Discuss that family members do various household work like washing, cleaning, gardening, cooking and so on. They share work and help each other. The young members of the family take care of the older members.

What work do you do to help the family members or the people you live with?

PARTS OF A HOUSE

Activity 5: Different parts of a house *

Materials Required: NA

Prerequisites: Student should be comfortable writing in braille

Activity Flow:

Can we cook food in the same place where we sleep? Give reasons.

Summarise by saying that we cannot cook in the place where we sleep because it will not be comfortable to do so. In a house, we need a specific area to do specific tasks.

Ask children to think about what are the other parts in a house they can think and what are the activities they do.

Tell children that you are going to call out the activity name and they would guess the place or room in which these activities are done.

1. Cooking - kitchen
2. Sleeping - bedroom
3. Watching tv or sit and chat with people – living room or drawing room
4. Taking bath – bathroom
5. Eating food – dining room

Inform children that there are some houses which can have a separate study room for studying. Not all houses have the same kinds of room. Some houses may have one big room in which there are separate corners to do various activities. But the very basic need for a house is to have at least one room for sleeping and cooking and a bathroom.

The teacher would further ask children to think about what kind of rooms they have come across in their school.

Summarise by saying that apart from class rooms, there is a principal's office, library, staffroom, washroom etc. The teacher can discuss the purpose for each room.

Activity 6: Orientation with a model house *

Materials Required: A house model, tiny things like a pebble, button, ice cream stick, different kinds of grains etc.

Prerequisites: NA

Activity Flow:

Ask students to touch the house model and identify the different parts of the house like the wall, door, windows and roof. Orient them regarding the front and back of the house.

Now keep the tiny items around the house in various places.

Ask one by one to find where a particular object is using the positional words as follows:

There is a button in front of the house.

There is a pebble on the left of the house.

There is a chickpea behind the house.

There is one ice cream stick on the right side of the house.

WASTE SEGREGATION

Activity 7: Identifying and separating waste *

Materials Required: two dustbins or one plastic bin and one cardboard box, few waste papers or wrappers, few vegetable or fruit peel or few leaves collected from the ground

Prerequisites: NA

Activity Flow:

Ask the following questions:

Do you eat bananas? Do you eat the banana peel as well? If no, then what do you do with the banana peel?

We throw the peel in the dustbin.

Do you eat small chocolate with wrappers? What do you do with the wrapper? Do you throw them in the same dustbin?

Ask children to think about what kind of waste we produce in our daily life. The kind of wastes we throw in dustbins. Now, introduce the two dustbins to the class. Inform that there are two dustbins kept on the table.

Spread the waste materials on the table or on the floor. Call out 4 students to come forward and tell them one dustbin is for food waste and the other is for dry waste.

Now ask them to pick up the waste from the table or floor and put them on the respective bins. Check if they have done it correctly or not.

Ask them to share with the class what kind of waste they have put in which dustbin.

Summarise their responses by saying that what they did just now is called waste segregation. One dustbin is kept for throwing only food waste which is also called “wet waste”. While the other is for dry waste like papers and plastic.

The teacher would suggest children to keep their rooms/classrooms clean by throwing the waste in the correct dustbin.

Appreciate children if this practice is already followed in the class.

3.3 LET’S DISCUSS: RELATE TO DAILY LIFE

Encourage a discussion about different kinds of houses people live in different places. What kind of house is required to live in a cold place, or the places which experience plenty of rain? Allow students to think and share about the rooms which are most important in a house. Discuss their favourite corner in their house and encourage them to share why that place is their favourite.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 8: Visit to a cow shed

Materials Required: NA

Prerequisites: NA

Activity Flow:

If there is a cow shed in the vicinity, arrange a short trip to the cow shed and discuss how and with what material the shed is made of. Further discuss how the cows are being taken care of in the shed. Alternatively, the teacher can choose any other animal home present in the area.

Activity 9: Tour of the school

Materials Required: NA

Prerequisites: NA

Activity Flow:

Take a tour of the school and find out where each room is located and discuss their purpose with the children.

Activity 10: Recap of parts of house

Materials Required: NA

Prerequisites: NA

Activity Flow:

Do the following activity verbally.

Arun got up in the morning and went to the _____ room to wash his hand, legs and face. Later mother called him to the _____ and gave him milk to drink. In the _____ room, father was assisting mother in cooking. In the _____ room, Arun's brother was watching the television. His sister was reading in the _____ room. Grandmother was sleeping in the _____ room.

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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