

Vision Empower & XRCVC

Teacher Instruction KIT

House

Syllabus: Karnataka State Board

Subject: EVS

Grade: 3

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

Chapter Number & Name: 9. Pretty House

1. OVERVIEW

1.1 OBJECTIVE AND PREREQUISITES

Objective

- Identify the features of a good house
- Discuss the changes that happen in the house during festivals

Prerequisite Concept

- Awareness regarding parts of a regular house
- Awareness regarding different cultures and festivals

EVS_Grade2_Chapter7_We Need a House

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*Note: The fields marked with * are mandatory*

2. LEARN

2.1 KEY POINTS

Features of a good house would include a house with all the necessary parts which are well maintained. Regular repair of the wear and tear of various parts of the house should be done to control more damage to the house. The waste generated in the house should be disposed of properly. During festivals celebrated by different cultures, the house undergoes change in terms of cleanliness and decoration.

2.2 LEARN MORE

3. ENGAGE

3.1 INTEREST GENERATION ACTIVITY

FEATURES OF A GOOD HOUSE

Activity 1: Story – House (reading) *

Materials Required: Handout with Story or textbook containing the story in accessible format (i.e. Braille/Large Font/Accessible E-copy).

Prerequisites: Student should be able to read braille

Activity Flow:

Pass the handout to students and narrate the following story:

Once a man wanted to build a strong house. He built a terraced house using bricks and steel. He made a door to go in and out of the house. Later he went inside the house. He felt cold and felt there was no air. To get warmth and air, he took a big vessel and held it by standing outside the house under the sun. Thinking that the vessel had warmth from the sun and enough air, he took the vessel and poured it inside the house. He did this several times but still the house felt cold and there was still no air. A wayfarer (a traveller who walks barefoot) who was passing by, saw him and was amused to see what he was doing. He showed him a way to get plenty of warmth and air into the house.

At this point ask the following question.

Q - What might the wayfarer suggest to the man so that he gets enough warmth and air into the house?

Summarise by saying that he helped him make a window on the wall of the house. This shows that a window is necessary for a house to let plenty of warmth, sun rays and fresh air to come in.

3.2 CONCEPT GENERATION ACTIVITY

Activity 2: Discussion on the story (House) *

Materials Required: NA

Prerequisites: Familiarity with the parts of a house

Activity Flow:

Q – Apart from windows on the wall, can you tell what could be the other important features of a house?

Summarise the responses by saying that in a good house:

1. There should be sufficient light and fresh air in the house. Hence, a house should have large doors and windows.
2. There should be sufficient space around the house. It is good to utilize the available spaces by growing useful plants and turn it into a kitchen garden.
3. There should be protection from thieves and robbers. So, the windows and doors should be strong.
4. To avoid worms and insects, the house should be cleaned every day.
5. To protect it from rain and to avoid the entry of snakes and rats, ensure the roof does not have cracks or holes.
6. Waste should not be put around the house. It should be swept and the surroundings kept clean. The wastes must be put in the dustbins.
7. Care should be taken to avoid the stagnation of water around the house and in the drainage. Dunghills and drainage stagnation around the house should be avoided.

Activity 3: Cleanliness in school

Materials Required: A prior invitation needs to be sent to the housekeeping In-charge of the school to come and address students and talk about how they maintain cleanliness in the school.

Prerequisites: NA

Activity Flow

Invite the housekeeping In-charge of the school. Briefly inform students about what they do. Encourage students to ask the following questions and have a general discussion on the same:

1. How do you keep our school clean?
2. What kind of waste gets collected in our school?
3. Where and how do you dispose of these wastes?

CHANGES THAT HAPPEN IN OUR HOUSE DURING FESTIVALS

Activity 4: Story – Priya's house *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Narrate the following story:

Priya is studying in class 3. Her house is very clean. She puts different kinds of rangoli every day in front of her house. On festivals, she makes bigger rangoli in front of her house. On holidays, she keeps flowers in flower vases. She puts buntings of mango leaves on the front door of her house during festivals. She has kept the dolls also inside the house. The things in the house are arranged properly. She likes to keep her house neat and clean.

After the story, have a discussion on the following:

Q – Can you share about any festival that you have celebrated in your house?

There are many festivals which are celebrated in our houses. For example, we celebrate sankranti, pongal, holi, eid, diwali, Christmas etc.

Q - Think about what preparations we do in order to celebrate such festivals.

Apart from making varieties of food related to the festival, we ensure our house and its surroundings are clean. All the things are neatly kept in the right places. Sometimes, we put buntings of mango leaves on top of our main door. We decorate using flower garlands.

Activity 5: How do I help? (writing and reading) *

Materials Required: Writing materials

Prerequisites: Comfortable in reading and writing in braille

Activity Flow

Ask students how they participate in the cleaning process and what work do they like to do during festivals. How can they help the elders to keep the house clean?

Encourage students to write a few lines about the same. After they complete writing, allow them to share their answers with the class.

3.3 LET'S DISCUSS: RELATE TO DAILY LIFE

If possible, invite a person related to construction of houses such as architects, builders, engineers or masons to come and talk to students about how houses are built, what materials are used and how long it takes to build a house and so on.

4. EXERCISES & REINFORCEMENT

4.1 REINFORCEMENT

Activity 6: Features of a good house (Alternative activity for observing pictures of houses) *

Materials Required: NA

Prerequisites: NA

Activity Flow:

Provide the following 2 scenarios:

Scenario 1: Ramesh Babu lives in a house with lots of space around the house. However, the lawn is full of wild plants and weeds (unwanted plants) which have grown haphazardly. There are dry leaves all around. The doors and windows are damaged at corners. The glass on the window has cracks on it. Things in and around the house are all scattered and it becomes difficult for anyone to walk around the house without stumbling on something.

Scenario 2: Naresh Babu lives in a similar house just next to Ramesh Babu's house. He has planted plenty of useful plants in the open spaces around his house. He works hard to keep the lawn clean and regularly collects and disposes all the waste generated in the house appropriately. The doors and windows are regularly checked for any damage and repaired on time if there is any. All the things in and around the house are kept in their proper places.

Ask students what is the difference between the two scenarios? Which house they would like to live in? Ask them to summarise the features of a good house.

Activity 7: Building a Model House

Materials Required: Shoe boxes with removable lids, child friendly scissor/cutter, chart paper, glue

Prerequisites: Student should be comfortable in using scissors and glue

Activity Flow

This activity can be a group activity. Follow the steps to build a house:

Step1: Take the shoe box. Explain that this is going to be a miniature model of a real house. It does not have any doors and windows right now.

Step2: Ask them to point out where they want the door and windows to be. How many windows do they want?

Step3: With the help of a scissor/cutter cut the doors and windows on 3 sides in such a way that they open up like a flap.

Step4: Once that is done, the teacher can help make a tilted roof on top of the house. Reverse the lid of the shoe box. Place it on top of the house like a roof. Now fold a thick chart paper into half and place or stick it on top of the lid like a tilted roof. Allow students to add things as they like in and around the house.

Teaching Tips:

NA

References

NA

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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