

**Vision Empower & XRCVC**  
Teacher Instruction KIT  
**Home-The first school**

Syllabus: Karnataka State Board  
Subject: Environmental studies  
Grade: 4  
Textbook Name: Text cum workbook  
Chapter Number & Name: 17. Home-The first school

## **1. OVERVIEW**

### **1.1 OBJECTIVE**

#### **Objective**

- To know that the family is a small unit that has its own religion, values and cultural practices.
- To observe the changes that have taken place in the society due to the change of values in families.

#### **Prerequisite Concept**

- Family- *EVS, Grade 3, Chapter 16: Deepa's Garden*

#### **Content Index**

*Kindly Note: Activities marked with \* are mandatory*

#### **LEARN**

KEY POINTS

LEARN MORE

#### **ENGAGE**

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LET'S DISCUSS: RELATE TO DAILY LIFE\*

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## 2. LEARN

### 2.1 KEY POINTS

Our family is considered our first school. Our first learning and the foundation takes place at our home.

### 2.2 LEARN MORE

None

## 3. ENGAGE

### 3.1 INTEREST GENERATION ACTIVITY

#### **First teacher**

##### **Activity 1: First teacher!**

*Materials required:* None

*Prerequisites:* None

#### *Activity Flow*

*Ask the following questions to the students and build a discussion on what is learning and what they have learnt.*

1. *Why do you come to school?*
2. *Didn't you learn anything before joining the school?*
3. *What did you learn? Can you share?*
4. *Then, whom do you think was your first teacher?*

### 3.2 CONCEPT INTRODUCTION ACTIVITIES

#### **Different cultural practices**

##### **Activity 2: Different cultural practices**

*Materials required:* None

*Prerequisites:* None

#### *Activity Flow*

*What are the festivals that your family celebrates?*

*Any habits/values which they have learned from their families?*

*Any ritual that your family performs daily?*

*After this narrate the story of Pavithra, Raziya and John :*

*Pavithra: My father does Pooja every morning. We eat together at night. My father always brings the same type of books and pens for me and my brother. He tells us to respect everyone and to help those who are weak. He distributes sweets to the children at festivals. We attend our village fair every year.*

*Raziya : Friday is a holy day for us. On that day my mother and I do Namaz at home. My father and brother go to the mosque to participate in the Namaz. We help the poor on the festival of Ramzan. My grandmother tells us to treat and respect everybody equally. My mother teaches me Arabic whenever she is free.*

*John: Sunday is a holy day for us. On that day all the members of our family go to church and offer prayers. It is a holiday for mother and father. We eat food together. My mother decorates the house, reads the Bible and tells stories whenever she is free. My father says that we should not quarrel with each other and should treat everyone as a friend.*

- *Discuss with the children that every family has their own values, cultural practices.*

## **Family**

### **Activity 3: Family**

*Materials required: None*

*Prerequisites: None*

#### *Activity Flow*

- *Ask the children to write a short paragraph about their family. Which can include who is there in your family, what do you like the most about your family, what daily ritual does your family follow, any cultural practices, values you would like to share?*
- *After completing this activity, children can also share this with their classmates by reading their story aloud if they feel comfortable sharing it.*
- *Then discuss with the children that their parents/caregivers are the people who teach us first, make us learn the basic things and then as we move from one stage to another (as we grow) we learn and become aware of our cultures and values.*
- *Our values as individuals may vary but there are some values which we should always follow: Helping others, respecting elders, treating everyone fairly and equally, showing love and affection to all.*

### **3.3 LET'S DISCUSS: RELATE TO DAILY LIFE\***

1. **Why are home and school relationships important?**

Families are equal partners in attaining educational goals for students. Educators view families and creating family-school relationships as essential for children's optimal academic, social, and emotional learning. Both in- and out-of-school times are recognized as influencing students' school performance.

## 2. What are the benefits to students by building a strong home school connection?

There are other advantages for children when parents become involved — namely, increased motivation for learning, improved behavior, more regular attendance, and a more positive attitude about homework and school in general.

## 4. EXERCISES & REINFORCEMENT

### 4.1 EXERCISES & REINFORCEMENT

#### Activities at home

##### Activity 4: Activities at home

*Materials required: None*

*Prerequisites: Familiarity with numbers, days and months*

#### *Activity Flow*

*Ask the children to share in the class the games or activities that they have learnt at home.*

*Given below is a game, which can be played in the class once and then ask the students to play with their family members. This will encourage them to share their learnings at home and their interests.*

#### *Game:*

*Numeracy concept: Time*

*Number of players: 2 or more*

#### *Game Overview and Basic Rules for Play:*

*The objective of this game is to understand the pattern and sequence in days, weeks and months in a year along with the concept of before, after and in between the numbers.*

#### *Play Session plans*

#### *Guess my birthday*

- *Begin by reciting all the months of the year in the form of a song or just in a rhythm.*  
*Discuss that for each month, we can assign a number starting from number 1 for January,*

*2 for February and so on.*

- *The first player gives a clue related to his/her birthday. This game can be demonstrated between the facilitators first with their birthdays and the children can observe. Inform that they should try to give their answers quickly. (This happens only when the children are very familiar with the months)*
- *Clues can be given in the following way:*  
*Clue 1: I was born in a month which begins with letter A.*  
*Other players need to guess the month. So, answers should be April and August.*  
*Clue 2: My birthday is not in August. Which month is my birthday?*  
*The children who answer April get the next clue.*  
*Clue 3: My birthday is in the first week of April. What is the birthday date?*  
*Answers can range between 1 and 7. If they tell any number higher than 7, they're out.*  
*Those who tell any date in the range of 1 to 7 go to the next round.*  
*Clue 4: My birthday is after 2nd April and before 4th April*  
*Whoever answers 3rd April wins. All can win!*
- *In between a few questions can be added such as "Do you know anyone in your family or friends whose birthday falls on the same month?" and/or "How many people have their birthday in the same month?"*
- *The game can be extended by including a fifth clue to guess the day of the week by asking "my birthday falls on a day before Sunday or a day between Tuesday and Thursday. The facilitator needs to find out if children are aware of the day their birthday falls on that particular year.*
- *Summarise the entire session by asking the following questions:*  
*Whose birthday comes first?*  
*Whose birthday is closest now?*  
*Whose birthday is next?*  
*What day of the week is each one's birthday?*

#### 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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