

Activities

A Take turns to tell the class

◀ Application of Knowledge, Communication

- which means of transport is your favourite and why.
- which mode of transport is the safest and why.

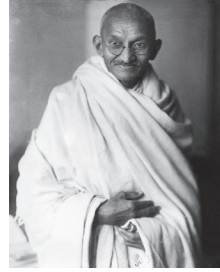
Then, narrate an interesting or unforgettable experience of travelling by any means of transport.

B Work in pairs and find out about the physical features, special adaptations and diet of any two animals that live in the polar region. Make a chart on it. Include as many pictures as you can.

◀ Multidisciplinary Approach, Collaboration



- C Work in groups and enact any event from Gandhiji's life. You may refer to Manorama Jafa's book *Gandhi: The Man of Peace* for a simple retelling of his life. ◀ Art Integration



- D Work in pairs and find out about the size and population of the continents.

◀ Multidisciplinary Approach, Critical Thinking, Collaboration

- Write the details on this map.
- Then, represent them as a bar graph.
- Compare the information in mathematical terms.
- Write a few sentences about the information using degrees of comparison.

Example

Australia is smaller than Africa but it is more densely populated.



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- E** Work in pairs and compare the Indian government with the school system. Say who is like the President, Prime Minister, Chief Minister, ministers and so on. Say why you think so.

◀ Critical Thinking, Application of Knowledge

- F** Work in groups and enact a scene at a post office, bus depot, railway station or an airport. You may use any language and your own dialogues.

◀ Collaboration, Creativity Communication

- G** Work in groups and make a chart on the United Nations. You may create a flow chart or a mind map. Include these about each organ and agency:

◀ Collaboration, Conceptual Understanding

- emblem,
- full form and abbreviation,
- headquarters,
- year of formation, and
- three main functions.



Display the chart in class.

- H** Work in groups and find out more about

◀ Application of Knowledge, Multidisciplinary Approach

- how to prevent floods,
- what the signs of a tsunami are,
- what precautions to take during an earthquake, and
- who provides relief during a drought.

Present the information in the form of a chart or presentation.

- 1 Often, we do not know about the people who predict natural disasters and provide relief during them.

Work in pairs and find out

◀ Creativity, Collaboration, Conceptual Understanding

- who they are,
- what they do, and
- how they work.

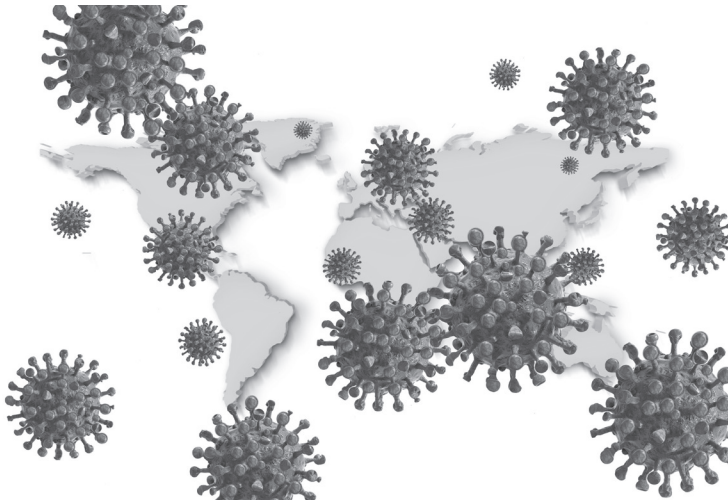
Make a thank-you card for them.

- 1 A pandemic* is also a kind of disaster. COVID-19 is a man-made disaster. Work in pairs and talk about

◀ Conceptual Understanding, Communication

- how it affected your life, and
- the people who helped you.

Discuss the ways in which you can make the job of doctors, nurses, policemen, sanitation workers and food delivery people easier.



Projects

A Work in pairs and do as directed.

◀ **Experiential Learning, Multidisciplinary Approach, Communication, Collaboration**

- Create a map of your school or neighbourhood.
- Compare your map with that of another pair.
Discuss the similarities and differences.
- Exchange your map with another pair. Then, take turns to give directions to one another to trace all routes from one place to another. Use imperative sentences and the correct prepositions.

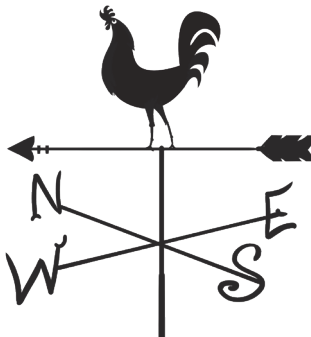
B Work in groups and make a manuscript* constitution for your class.

◀ **Collaboration, Critical Thinking, Application**

- List the rights and duties separately.
- Ask your teacher to help with the preamble**.

C Make a simple model of a wind vane or weathervane using only these materials: clay/playdough, drinking straw, chart paper, cardboard, paper plates and tacks or paper pins.

◀ **Experiential Learning, Creativity, Art Integration**



*manuscript: handwritten, not printed; ** preamble: introduction

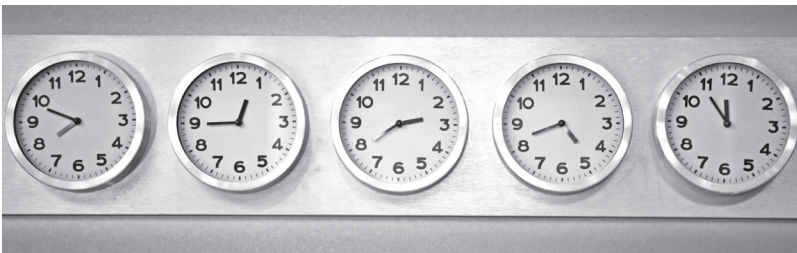
- D** Draw the outline map of India using a stencil. Indicate the landforms using textures. Example: Use fine sand to indicate the western desert and green felt paper to indicate the northern plains. Glue them onto the map so that the physical divisions are clear.

◀ Conceptual Understanding, Application of Knowledge

- E** Work in groups and make *World Clocks*.

◀ Collaboration, Critical Thinking

- Find out the current date and time in these cities: Kolkata, Tokyo, Cairo, Moscow, London, Paris, Hongkong, Canberra, Toronto, New York.
- Show the date and time in a table. Indicate the difference using numbers and the phrase '... behind India' or '... ahead of India'.
- Explain why there is a difference in time and date.
- Each group will make a model clock and set the current time in any one city. Ensure that all the clocks look the same and that all the ten cities are represented.
- Label the clocks and display them in class.



- F** Make a poster on any of these topics. Include a slogan too.

◀ Art Integration, Critical Thinking, Creativity

- Stop pollution.
- Say NO to plastic.
- Celebrate an eco-friendly Diwali/Holi.

SAFAL

Sample Questions

- A Read this passage and do as directed.

◀ Conceptual Understanding, Multidisciplinary Approach

The **canopy** is the most dense layer, with thick leaves that form a roof. There is plenty of food, so the maximum number of animals live here. Loud birds with large beaks, tree reptiles and monkeys are the most common animals here.

The **forest floor** receives the least sunlight, and so it has very few plants. Worms, fungi, many insects, rodents, big land animals and large reptiles live here.

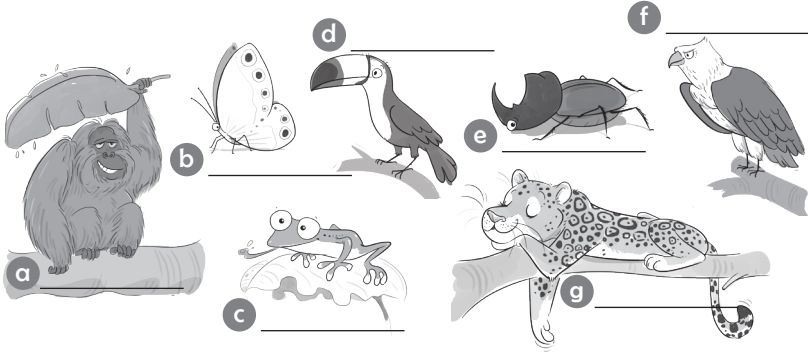
The **emergent layer** receives the maximum sunlight, and it has trees that reach up to 60 metres. These trees have a few small leaves. Flying or gliding animals, birds with sharp, hooked beaks and small, light animals are found here.

The **understory** is very dark and humid. The plants here are short, with broad leaves, large, bright flowers and edible fruits. There are shrubs and climbers too. A variety of insects, large animals and amphibians are found here.

1. Label the layers of the rainforest.



2. Name the layer where each of these animals is found.



B Read these statements and tick (✓) the correct options. Say why they are correct.

1. If you live in Kinshasa, which of these are you likely to have with you at all times?
 - a. insect repellent _____
 - b. umbrella _____
 - c. inflatable boat _____
2. If you live in Nuuk, which of these is likely to be your favourite set of clothes?
 - a. cotton T-shirt and shorts/skirt _____
 - b. kurta-pyjama/sari _____
 - c. jacket or sweater _____
3. If you live in Jeddah, which of these are you likely to drink the most?
 - a. water _____
 - b. tea/coffee _____
 - c. milk _____
4. If you live in Mexico, which of these dishes are you most likely to find in a restaurant?
 - a. pulao _____
 - b. bread and soup _____
 - c. idli-vada _____