

Bridge course Program of 2021-22

Class : 4

30 days of learning activities

Subject: Environmental Studies

Sl. No.	Expected Learning Outcomes	Learning points	Suggested activities	Instructions to carry out the activities
1	understand the family's needs, relationships, values and diversity..	1) They will know the group of blood relatives at home is a family.	Day - 1 1.1 My Dear Family - Family Portrait Exhibition 1.2 Questionnaire - flash cards having questions on relationships. 1.3 Little talk on family members	1.1: children will tell the relationships of the individuals in their family portraits in the classroom, and help them understand the family. 1.2: Let the children know the various relationships, answering questions on relationships in the flash cards. Ex: What should your father's sister do to you?

		<p>2) Understand the difference between nuclear and joint families.</p>	<p>Day-2 2.1 Family types - Picture display 2.2 My family type- verbal expression 2.3 Group Activity</p>	<p>2.1: Take a look at the pictures of different families and let them tell you the differences of the two types of family, Nuclear and joint Families depending on the number of members.</p> <p>2.2: Let each child share his or her family with friends and teachers to discussing the matter in detail, whether their family nuclear or joint.</p>
		<p>3) Learns values from the family</p>	<p>Day-3 3.1 I can help — oral activity 3.2 Drama related to family values 3.3 Questionnaire</p>	<p>3.1: Let the child be encouraged to share proudly in the classroom how he helps family members in his free time.</p> <p>3.2: Let teachers encourage children to make a play on the good qualities they learn from the family and learn the values that come from the different scenarios of the play.</p>

2	They will recognize indoor and outdoor games and learn the benefits of playing games	1) Knows indoor and outdoor games.	Day-4 1.1 Set-up - group activity 1.2 play game play 1.3 Observation 1.4 Group Discussion	1.1: Let us help them to associate the images of the games on the practice sheet with their names. 1.2: let them enjoy by Playing indoor games like Carrom, Chowkabara and outdoor games such as Kabaddi, Lagori etc. Let's make a list of some indoor and outdoor games.
		2) Know the benefits of games.	Day-5 2.1 Health from the game - Discussion 2.2 Display of Flashcards 2.3 Poster Display 2.4 Video Display	2.1: In the classroom, children and teachers discuss about the advantages of games . 2.2: Let us know the importance of games by reading the sentences in the flashcards that relate to the benefits of games.

3	Identifies parts and types of plants and explains our dependence on plants	1) Identifies the types of plants.	Day-6 1.1 Observation of plants around our school 1.2 Observation of Video / chart 1.3 Classification and naming of plants. 1.4 Group Activity 1.5 Field Visit	1.1: Teachers and children navigate school environments, observe a variety of plants, introduce herbs, shrubs, vines and trees and help them identify and name them. 1.2: Children, watch a video / chart of various plants and help them to identify the types of plants.
		2) Identifies parts of the plant.	Day-7 2.1 Demonstration 2.2 'I will draw'- draw the Image of the plant. 2.3 Introduction & Exhibition of Parts of local plants 2.4 Questionnaire	2.1: Children observe real plants, identify parts of the plant. 2.2: Teacher Encourage the children to draw a beautiful picture of the plant and paint it . Then let the children display their pictures in the classroom and enjoy.

		<p>3) They will know that we depend on plants for daily needs.</p>	<p>Day-8 3.1 Food from Plant - Group Activity 3.2 Backyard Potion – Environmental observation 3.3 List of useful plants</p>	<p>3.1: Teachers facilitate children to group and list their daily consumption of foods such as whole grains, fruits and vegetables to show how we are depends on plants</p> <p>3.2: Teachers, facilitate children to view the medicinal plants available around the school, inform their uses, and encourage them to grow them in the school garden and at home.</p>
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4	Identifies different animals and birds, grouping the animals on the basis of habitat and the food they eat.	1) They will identify surrounding animals.	Day-9 1.1 Come on let's Identify the animals - image observation 1.2 Listening and imitation of sounds of animals and birds 1.3 Album making of animal & bird habitat 1.4 Question Card	1.1: Let children view and identify pictures of various animals and help them to list the names of the animals in their hometown and their sights. 1.2: Teacher play the audio of various animals & birds, children listening to them, let them identify the animals, and let them play the game that mimic the sounds of the animal & bird.
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		<p>2) Animals will be classified based on their habitat.</p>	<p>Day - 10 2.1 Exhibit the charts of animal shelters. 2.2 Let's classify animals - group activity 2.3 Video Display 2.4 Questionnaire</p>	<p>2.1: Let the children recognize the pictures of the various animal habitats displayed by the teachers.</p> <p>2.2: Teachers, let's give each child a flashcards of animal picture and facilitate to group them into terrestrial, aquatic and snowmobiles.</p>
		<p>3) Identify different birds and group them into herbivores and omnivores.</p>	<p>Day - 11 3.1 Bird Watching 3.2 do you know the food of birds - Video observation 3.3 Album making 3.4 Group Discussion</p>	<p>3.1: Help the Children to watch and name the birds in school and home environments.</p> <p>3.2: Let the children watch the video related to the food of the various birds displayed by the teachers and classify them as herbivores and omnivores.</p>

5	Locations will be identified according to directions and directions.	1) Will recognize the directions	Day - 12 1.1 Celestial observation 1.2 Assigned activity 1.3 Left-right, back-and-forth game 1.4 Identification of directions on a map. 1.5 Identification of directions using a compass.	1.1: Let's show the children the direction of the Sun rise, and introduce the directions. Let's play a game of rotate to different directions. 1.2: Let us stand in different locations of place and mark directions.
		2) Locations will be identified according to different directions.	Day - 13 2.1 Let us identify the directions 2.2 Direction - Oral activity 2.3 Group Activity 2.4 Practice Sheet	2.1: By considering the school as center as instructed by the teacher Children will mark the direction of the main building or places located. (Eg: In what direction is the health center from the school?) 2.2: Let the children name the towns in different directions, centering their hometowns.

6	They will recognize the various celestial bodies and know the characteristics of the earth	1) Will recognize the celestial bodies	Day - 14 1.1 Celestial observation 1.2 Painting 1.3 Information Collection 1.4 Group Activity	1.1: Watch the day and night sky Let us identify the sun, moon and stars. 1.2: Let them draw the sun, moon and stars and colour it and display in the classroom. 1.3: Let's tell them to gather more information about stars from seniors.
		2) Will describe the properties of the earth	Day - 15 2.1 Our Land - Demonstration 2.2 Demonstration 2.3 Group Activity 2.4 Model making	2.1: Let Children, observe the globe, identify the land and water bodies, and let us help them understand the features of the earth. Ex: Earth is a planet, moon is a satellite, aquifer, land etc. 2.2: Let children identify the latitude and longitude of the globe.
7	Learn about water sources, uses and measures of water	1) Identifying water source	Day – 16 1.1 Water sources - Group activity 1.2 Assigned function 1.3 Video viewing of	1.1: Let the children discuss in groups and prepare a list of water sources. 1.2: Let's collect pictures of water sources.

	conservation		water sources 1.4 pick and speech	
		2) Know the uses of water	Day - 17 2.1 Water Needed - Discussion 2.2 Making a wall magazine 2.3 short drama on water use 2.4 Listing water uses.	2.1: Discuss the different scenarios of using water in day-to-day tasks, and prepare a project to understand the importance of water. 2.2: Let the children make a wall magazine about the uses of water and display it in the classroom. Then discuss their key summaries in the classroom.

		3) Know the steps to be taken to prevent water loss	Day - 18 3.1 chart / video display 3.2 Short Drama Show 3.3 Context View 3.4 Practice Sheet	3.1: Children, watch a chart / video of loss of water, make a list of those scenarios, and discuss the steps that can be taken to prevent water loss. 3.2: Let's make a proper short play about the steps to prevent water loss.				
8	Identify plant and animal source of foods and know the ingredients for food preparation and the food of various animals and	1) Classify plant and animal source of foods	Day – 19 1.1 Food - Where does it come from? - Group activity 1.2 Chart making 1.3 Group Discussion 1.4 Classification of food items	1.1: Give children flashcards of different food pictures and group them into groups of plant and animal source of foods. 1.2: Let us give them instructions for pasting pictures of food collected by children in chart below <table border="1" data-bbox="1108 1040 1915 1214"> <thead> <tr> <th>Plant source</th> <th>Animal source</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Plant source	Animal source		
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	birds	<p>2) They will know the ingredients used to prepare different foods</p>	<p>Day-20 2.1 Taste-group activity 2.2 festive food - assigned activity 2.3 Discussion Card-Festive Fun 2.4 Information Collection</p>	<p>2.1: Divide the children into 4-5 groups and tell them to make a list of some of their home-made foods, and let them write down the ingredients used to make them. Eg: chapati - wheat, lump - millet 2.2: Let's help the children come up with a list of the different types of dishes and the food items that they have prepared for the festivals in their home.</p>
		<p>3) Identifies food consuming by Various animals / birds.</p>	<p>Day-21 3.1 Diversity of food - Written activity 3.2 Discussion Card 3.3 Information Collection 3.4 Practice Sheet</p>	<p>3.1: Teacher List outs from children the foods consuming by Various animals and birds that they have seen and let them facilitate to know the variety of foods that the animals and birds consumed. Eg: goat - greens, cat-meat, milk, rice</p>

9	They explain the need for human basic needs and their changes over time	1) They will learn about basic necessities such as food, clothing and housing	Day-22 1.1 Questionnaire on housing, food and clothing 1.2 Group Activity 1.3 Debate 1.4 Questionnaire	1.1: Give each child a card with questions, read and answer those questions. Ex: Why do we need clothes? Why do we need a home? - Let's identify functional reason . 1.2: Give children some practice sheets with different images, and let them mark the images (✓) that meet our basic requirements. Ex: Clothing, TV, couch, house
		2) They will learn about changes in human clothing and housing needs	Day 23 2.1 Field Visit - Video display 2.2 Diversity of clothing - Video viewing 2.2 Costume Contest 2.3 Video Display 2.4 Practice Sheet	2.1: Let us compare the pictures with the images of the human in past (cave, wooden cottage) and present day housing 2.2: Watch video related to clothing worn by humans in the past, let's talk about the change in the way clothes are worn.

		3) They will learn about one of the main needs of human beings, diet, change in diet, storage methods	Day-24 3.1 Changes in diet – chart viewing 3.2 Changes in dietary - video viewing 3.3 Image painting 3.4 Collection of information by elders	3.1: Watch the film related to Adiman's diet and tell about the change from the previous diet to today's diet. Let's list the food items that are being consumed then and now. 3.3: Kids, paint a picture of something that collects grain, let them paint and learn, and let a group create a picture.
10	Identify and group the various transport vehicles and understands the changes in them according to the need in respect to	1) Various types of vehicles are identified and categorized as transport vehicles	Day - 25 1.1 chart display of vehicles 1.2 Image viewing and classification of vehicles 1.3 Album making of images	1.1: Give children a picture with different types of vehicles and let them identify and name them. 1.2: observe separate images of different vehicles and guide them to the division of land, water and airborne vehicles
		2) Understands communication devices and	Day-26 2.1 Group Activity 2.2 Field visit 2.3 Question Card	2.1: Show children the most important communication devices, introduce them, and collaborate. 2.2: Take the children to the nearest post office and let them help to understand their work ethic and needs.

	time	their need		
		3) They will know the changes from the previous communication devices to the current devices	Day-27 3.1 Video display 3.2 My favorite communication device — oral expression 3.3 Image storage of various communication devices	3.1: Let's start learning videos by displaying video of past and present communication devices. 3.2: Let each child in the classroom tell us about the uses of a particular device.
11	They will be aware of personal and environmental cleanliness and learn about	1) Be aware of physical cleanliness	Day-28 1.1 Cleanliness- Questionnaire Card 1.2 Image display and discussion 1.3 Video watching of physical cleanliness.	1.1: Give children with questions about cleanliness and give them answers, let's raise awareness about cleanliness. Ex: Why bath every day? 1.2: Divide classroom children into five groups, give each group one senseorgans picture and ask them how to do their cleaning, and let the children know more.

	garbage recycling	2) They will realize that environmental cleanliness is possible through disposal of various types of garbage	Day-29 2.1 Trash sectioning - Demonstration 2.2 Short film show on garbage disposal 2.3 Discussion	2.1: Divide the garbage collected in school into putrescent garbage, reusable garbage and hazardous garbage. 2.2: Let us provide information on garbage disposal by showing a short film about trash collection and garbage disposal in the city's , towns , villages municipalities . 2.3: Let's discuss how to dispose of trash in their home.
		3) They will discuss garbage that is worth reusing	The day - 30 3.1 Refuse, Reuse, Recycle -3R's - Group Activity 3.2 Discussion and craft making 3.3 Video viewing	3.1: List children's recyclable trash and guide them in discussing the recycling method with classmates. Ex: plastic objects, pieces of paper 3.2: Discuss the Recycling of the Garbage Let's create a craft using some trash and arrange it for display in school. Eg: Making flower pots and pen stands from plastic bottles