

2021-22ನೇ ಸಾಲಿಗೆ ಸೇತುಬಂಧ ಯೋಜನೆ

Bridge Course Plan for the Year 2021-22

ತರಗತಿ / **Standard: III**

ವಿಷಯ / Subject : **EVS**

| Sl. No. | Month & Days: From-to | Unit | Learning Outcomes of the Unit | Alternate Teaching Learning Strategies | Resources available/to be prepared by the Dept. | Preparations to be made by the Teachers at school level | Assessment Strategies and Records (FA/SA) |
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| 1 | July | | Bridge Course | Bridging between previous LOs to present LOs | | | |
| | 1 -7 - 2021 To 15 -7- 2021 | Day-1 30 minutes | Introduces the family members and the relationship | <p>1. Recite and enjoy the rhyme: Father, finger, where are you?</p> <p>2. Introduction of family: Picture of a family</p> <p>Category: 1 (Smart Phones)</p> <p>Activity-1</p> <p>The facilitator makes the learners watch the provided video of a rhyme. Then asks them to repeat after the video. The facilitator will play the video twice or thrice, as required.</p> <p>Category: 2 (Without Cell-Phone)</p> <p>Activity-1</p> <p>The facilitator recites the rhyme on family and asks the learners to repeat after her/him.</p> <p>Category: 1 & 2</p> <p>Activity-2</p> | <p>Refer to the video link https://youtu.be/w5MCEFoqUzY</p> <p>Printed format of the rhyme and a poster</p> <p>Provided in the Facilitator's Resource material</p> | <p>Category: 1 (Smart Phones)</p> <p>Teacher prepares a list of learners who have a smartphone and identifies the facilitator for each learner. She/he instructs the facilitators to watch the videos before showing them to the learners and instructs them to make the learners watch the demo video twice or thrice as required.</p> <p>Category: 2</p> <p>Teacher holds a meeting of facilitators and handovers the rhyme sheet and an instruction sheet to them and explains how</p> | |

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| | | | | <p>The facilitator Shows a chart of a joint family and asks the learners to identify the members of the family. Then she/he asks a few questions to the learners. She/he allows the learners to talk in their home language (Refer to Facilitator's resource material).</p> <p>For Example – How many members are there in this family?</p> | | <p>to recite the rhyme Category: 1 &2</p> <p>Teacher gives a set of questions and encourages the facilitators to ask questions to the learners and familiar with members of the family.</p> | |
| | | Day-2 30 minutes | <p>Introduces the family members and the relationship</p> | <p>Recite and enjoy the rhyme: Sarah, Sarah my darling, 2. Introduction of family: Picture of a family Category: 1 Activity-1</p> <p>The facilitator makes the learners watch the provided video of a rhyme. Then asks them to repeat after the video. The facilitator will play the video twice or thrice, as required. She/he asks a few questions to check their understanding. For example: Who was crying? Category: 2 Activity-1</p> <p>The facilitator recites the rhyme on family and asks the learners to repeat after her/him. She/he asks a few questions. Category: 1 & 2 Activity-2</p> <p>The facilitator Shows the family photo of</p> | <p>Refer to the video link https://youtu.be/gKc5Y0ib22o</p> <p>Printed format of the rhyme Provided in the Facilitator's Resource material</p> | | |

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| | | | | learners and asks them to recognise the members of the family. She/he allows them to talk in their home language. | | | |
| | | Day-3 30 minutes | Introduces the family members and the relationship | <p>1. Game:Cabbage-Game</p> <p>2. Worksheet</p> <p>Category: 1 & 2</p> <p>Activity-1</p> <p>The facilitator Teacher takes some pictures of members of family and pastes each picture on a piece of paper. She/he (using those paper sheets) makes a paper ball and asks the learners to hold it and plays the music. If the music stops the learner has to remove a sheet of paper and identify the member. Then once again she/he plays the music and when it stops the learners has to remove next paper from the ball and name it. The game continues.</p> <p>Activity-1</p> <p>The facilitator supplies the provided worksheet to the learners and asks them to complete the given tasks. She/he help them to do the tasks. Teacher models out the presentation:</p> <p>Teacher should repeat twice or thrice. And she/ he should use home language to make the children familiar with members of the family.</p> <p>The worksheet contains:</p> <p>Introduction of the family members and introduction of oneself.</p> | Printed format of pictures and worksheet Provided in the Facilitator's Resource material | | |

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| | | Day-4 30 minutes | Introduces the family members and the relationship | <p>1. My Family Meet- Me 2. Your turn Category: 1 & 2 Activity-1</p> <p>The facilitator introduces her/his own family in home language as well as in English and asks the learners to prepare for their presentation</p> <p>For e.g. showing a photo of facilitator's family. This is my family. We are ----- members in my family. He is my father, - -----(name). She is my mother, ----- (name). I have ___sister/s and _____ brother/s. My sister name is/are ----- . My brother name is/ are Our family is happy family.</p> <p>Activity-1</p> <p>The facilitator encourages the learners to introduce their family using given phrases and sentences. The facilitator allows the learners to using bilingual while introducing.</p> <p>For example</p> <p>ಇದು ನನ್ನ family. ನನ್ನ family ದಲ್ಲಿ six ಸದಸ್ಯರು ಇದ್ದಾರೆ</p> | | Teacher should help the facilitator to prepare for family introduction. Or Teacher makes an audio recording on her family introduction and plays it in front of the facilitators and makes them familiar with the words and phrases used in while introducing family members. | |
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| | | Day-5 30 minutes | Introduces the family members and the relationship | <p>1. Rhyme: Comb, Comb</p> <p>2. Enacting:</p> <p>Category: 1</p> <p>Activity-1</p> <p>The facilitator makes the learners watch the provided video of a rhyme. Then asks them to repeat after the video. The facilitator will play the video twice or thrice, as required.</p> <p>Category: 2</p> <p>Activity-1</p> <p>The facilitator recites the rhyme on family and asks the learners to repeat after her/him.</p> <p>Category: 1 & 2</p> <p>Activity-2</p> <p>The facilitator guides the learners to enact a character of their family and introduce their work.</p> <p>e.g1. I am grandfather. ನಾನು ಎಲ್ಲರಿಗೂ ಸಲಹೆ ನೀಡುತ್ತೇನೆ</p> <p>(Enacts like a grandfather- like walking with a stick)</p> | <p>Refer to the video link https://youtu.be/xdwj4BvoNDg</p> <p>Printed format of the rhyme Provided in the Facilitator's Resource material</p> | | |
| | | Day-6 30 minutes | Introduces the family members and the | <p>Discussion- Co-operation among family members.</p> <p>Worksheet-2</p> <p>Category: 1 & 2</p> | <p>Printed format of the worksheet Provided in the Facilitator's Resource material</p> | Category-1 | Teacher sends the images of different work |

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| | | | relationship | <p>Activity-2 The facilitator shows a few sets of pictures and asks the learners to observe them. After the observation she/he asks a few questions. For example: What do you see in the pictures? ಚಿತ್ರಗಳಲ್ಲಿ, ನೀನು ಏನೇನು ನೋಡುತ್ತೀಯಾ?</p> <p>Activity-2 Worksheet The worksheet contains family co-operation</p> | | <p>distribution and list of questions to the facilitators who have smart-phones and asks them to ask a few questions to the learners and get answer in their home language. For category -2 Teacher supplies materials and asks them to do the task.</p> | |
| | | Day- 7 | Describes the different festivals and functions celebrated in a family | <p>Category: 1 & 2 Activity-1 The facilitator Shows Festivals' poster to the learners and asks them to identify the festivals which they celebrate at their homes. Then she/he discusses about the festivals. For example What do you see in these pictures? Which festival do you celebrate in your house? Why do we celebrate festivals?</p> <p>Activity-2 The facilitator asks the learners draw any one picture from the given list or asks her/him to draw a picture related to the festival. She/he guides them to talk about the picture in their home language.</p> <ul style="list-style-type: none"> Lamp | Printed format of the poster Provided in the Facilitator's Resource material | <p>Category-1 Teacher sends the images of different festivals and list of questions to the facilitators who have smart-phones and asks them to ask a few questions to the learners and get answer in their home language. For category -2 Teacher supplies materials and asks them to do the task.</p> | |

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| | | | | <ul style="list-style-type: none"> • Christmas tree • Moon <p>For example: Light- ದೀಪಾವಳಿಯಲ್ಲಿ ನಾವು ದೀಪಗಳನ್ನು ಬೆಳಗಿಸಿ ಮನೆಯ ಸುತ್ತಲೂ ಇಡುತ್ತೇವೆ. ಏಕೆಂದರೆ ದೀಪಾವಳಿ ದೀಪಗಳ ಹಬ್ಬವಾಗಿದೆ.</p> | | | |
| | | Day-8 | Describes the different festivals and functions celebrated in a family | <p>Discussion- Decoration on festivals and work distribution (Birthday) Fun Activity- Craft activity Category: 1 & 2 Activity-1 Story of Radha The facilitator narrates the given story and asks a set of few questions and discusses the importance of cooperation of the family members while celebrating festivals Activity-2 Fun Activity The facilitator makes the learners do the given fun activity in their supervision.</p> | Printed format of the story Provided in the Facilitator's Resource material | Category: 1 & 2 Teacher records the story and send it to the what's app group or supplies the sheet to the facilitators and helps them to facilitate the tasks. | |
| | | Day-9 | Describes the different festivals and functions celebrated in a family | <p>Worksheet-3</p> <ul style="list-style-type: none"> • Match the festival with the symbols • Sort the festival celebrate at home and at school. | Printed format of the worksheet Provided in the Facilitator's Resource material | Category: 1 & 2 Teacher supplies the worksheets to the facilitators and instructs them to help the learner | |
| | | Day-10 | Observe the food habits and dwelling places of animals and birds. | <p>1. Rhyme: Old MacDonald had a farm Ee i eei o 2. Identify Me: Guess my name Category: 1 Activity-1 The facilitator makes the learners watch the provided video of a rhyme. Then asks them to repeat after the video. The</p> | <p>Refer to the video link https://youtu.be/zRP9uoH7LdQ</p> <p>Printed format of the rhyme Provided in the Facilitator's Resource material</p> | Category: 1 & 2 Teacher sends a set pictures of animals to what's app group or printed format and asks the facilitator to do the guided tasks. | |

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| | | | <p>facilitator will play the video twice or thrice, as required.</p> <p>Category: 2</p> <p>Activity-1</p> <p>The facilitator recites the rhyme on family and asks the learners to repeat after her/him.</p> <p>Category: 1 & 2</p> <p>Activity-2</p> <p>The facilitator shows a few pictures of animals one by one and asks the learners to identify them.</p> | | | |
| | | Day-11 | <p>Observe the food habits and dwelling places of animals and birds.</p> <p>1. Make a photo album of animals:</p> <p>2. Make Me: Caterpillar</p> <p>Category: 1 & 2</p> <p>Activity-1</p> <p>The facilitator guides the learners to collect the pictures of animals and birds, (or draw) paste them in a book, and helps them to write their names and prepare an album.</p> <p>Activity-1</p> <p>The facilitator demonstrates or gives instructions on how to make caterpillar and asks the learners to make it. Learners may prepare butterfly or any other insects which they like to do.</p> | <p>Printed format of the making caterpillar</p> <p>Provided in the Facilitator's Resource material</p> | Category: 1 & 2 | <p>Teacher asks the facilitators to facilitate all the given activities</p> |
| | | Day-12 | <p>Observe the food habits and dwelling places of animals and birds.</p> <p>Worksheet-4</p> <ul style="list-style-type: none"> • Animals and their names • Animals and their food | <p>Printed format of the worksheet</p> <p>Provided in the Facilitator's Resource material</p> | Category: 1 & 2 | <p>Teacher supplies the worksheets to the facilitators and instructs them to help the learner</p> |

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| | | Day-13 | Observe the food habits and dwelling places of animals and birds. | <p>Movement of the animals Worksheet- 5 Category: 1 & 2 Activity-1 TPR activities and guides the learners to follow her/him</p> <p>(The facilitator says a few names of animals and asks the learners to do like animals.)</p> <ol style="list-style-type: none"> 1.Fly like a bird 2.Hop like a frog 3.Roar like a lion 4.Bark like a dog 5.Dance like a peacock 6.Act like a monkey 7.Swim like a fish 8.Hisses like a snake 9.Trumpet like an elephant | Printed format of the worksheet Provided in the Facilitator's Resource material | Category: 1 & 2 Teacher asks the facilitators to facilitate all the given activities | |
| | | Day-14 | Observe the food habits and dwelling places of animals and birds. | <p>Domestic and wild animals Food of the animal Category: 1 & 2 Activity-1 The facilitator makes two circles of the floor and names them as domestic animals and wild animals and takes the</p> | Printed format of the chits Provided in the Facilitator's Resource material | Category: 1 & 2 Teacher asks the facilitators to facilitate all the given activities | |

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| | | | <p>provided chits and keeps in a box. She/he asks the learners take the chits from the box one by one and place the chits according to the animals' group.</p> <p>Activity-2 The facilitator (with same chits) asks the learners to pick the chits one by one and talk about the food of the animals. For example Cow- Cow eats grass. Lion- Lion eats meat. Elephant- Elephant eats sugarcane and bamboo Hen- Hen eats grains and small insects.</p> | | | | |
| | | Day-15 | <p>Introduces the family members and the relationship</p> <p>Describes the different festivals and functions celebrated in a family</p> <p>Observe the food habits and dwelling places of animals and birds.</p> | <p>Assessment worksheet-6</p> <ul style="list-style-type: none"> • Members of the family • Festivals • Animals and their food • Animals and their movement | <p>Printed format of the Worksheet Provided in the Facilitator's Resource material</p> | <p>Category: 1 & 2 Teacher supplies the worksheets to the facilitators and instructs them to help the learner</p> | <p>Teacher records learners' assessment on the basis of their performance, worksheets and activities and records it according to the assessment guidelines given by the department</p> |