



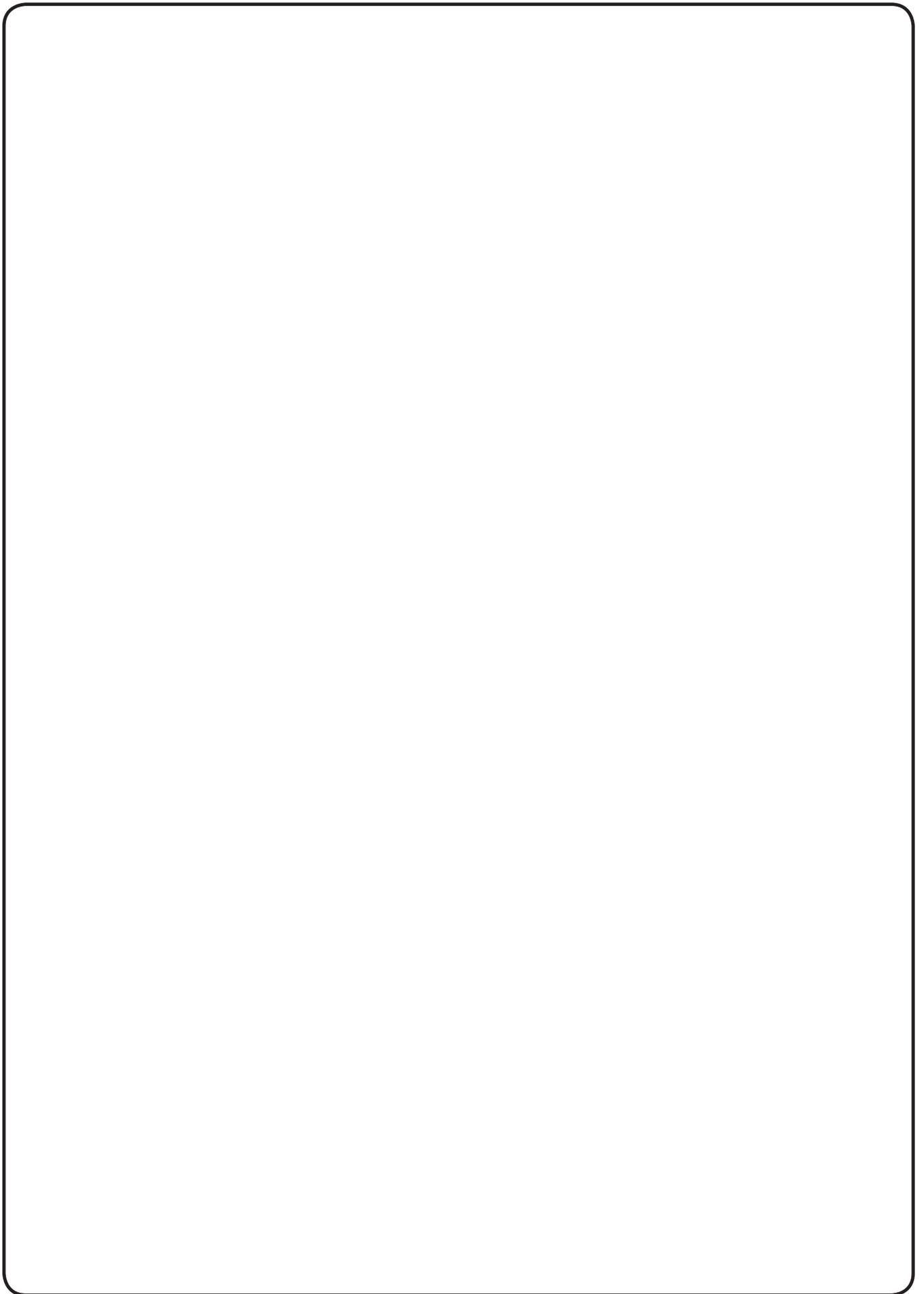
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ಸಂದೇಶ



ಆತ್ಮೀಯರೇ,

ಮಕ್ಕಳ ಶಿಕ್ಷಣವೇ ಭಾರತದ ಭವಿಷ್ಯ. ಇದಕ್ಕಾಗಿ ಕೇಂದ್ರ ಸರ್ಕಾರವು ಹೊಸ ಶಿಕ್ಷಣ ನೀತಿ 2020ನ್ನು ಜಾರಿಗೊಳಿಸಿದೆ. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020 ರ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ಕರ್ನಾಟಕ ರಾಜ್ಯ ಮುಂಚೂಣಿಯಲ್ಲಿದ್ದು, ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಸುಧಾರಣೆಗಳನ್ನು ತರಲಾಗುತ್ತಿದೆ. ಪಠ್ಯಕ್ರಮ ವಿನ್ಯಾಸ, ಕಲಿಸುವಿಕೆಯಲ್ಲಿ ನಾವೀನ್ಯತೆ, ತರಗತಿ ಪ್ರಕ್ರಿಯೆಯ ಮರುವಿನ್ಯಾಸ ಹಾಗೂ ಶಾಲೆಗಳಲ್ಲಿ ಕಲಿಕಾ ಸಮೃದ್ಧ ವಾತಾವರಣ ನಿರ್ಮಾಣ ಮಾಡಲು ಹಲವು ಕಾರ್ಯತಂತ್ರಗಳನ್ನು ರೂಪಿಸಲಾಗುತ್ತಿದೆ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಈಗಾಗಲೇ ನಿಪುಣ್ ಭಾರತ್ ಮಿಷನ್ ಅಡಿಯಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾ ಜ್ಞಾನ ಕೌಶಲಗಳನ್ನು ಖಾತ್ರಿಪಡಿಸುವಲ್ಲಿ ನಮ್ಮ ರಾಜ್ಯ ಕಾರ್ಯಪ್ರವೃತ್ತಗೊಂಡಿದೆ.

ಪ್ರಸ್ತುತ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ರೋಗದಿಂದಾಗಿ ಮಕ್ಕಳು ಔಪಚಾರಿಕ ಶಿಕ್ಷಣ ಪಡೆಯುವಲ್ಲಿ ಅಡೆತಡೆಗಳಾಗಿ, ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಕಲಿಕಾನಷ್ಟವಾಗಿರುತ್ತದೆ. ಔಪಚಾರಿಕ ಹಾಗೂ ಅನೌಪಚಾರಿಕ ಕಾರ್ಯತಂತ್ರಗಳ ಮೂಲಕ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯ ನಿರಂತರತೆಗೆ ಪ್ರಯತ್ನಿಸಿದ್ದಾಗ್ಯೂ ಸಹ ನಿರೀಕ್ಷಿತ ಮಟ್ಟದ ಕಲಿಕೆ ಆಗದಿರುವುದನ್ನು ಹಲವು ಅಧ್ಯಯನಗಳು ತಿಳಿಸಿವೆ. ಈ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ನಾವೆಲ್ಲರೂ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಬೇಕಿದೆ. ಸದರಿ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿಪಡಿಸುವ ನಿಟ್ಟಿನಲ್ಲಿ ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಕರ್ನಾಟಕ ಸರ್ಕಾರ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಅನುಷ್ಠಾನಗೊಳಿಸುತ್ತಿದೆ.

ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಿಂದಿನ ಎರಡು ತರಗತಿಗಳಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾಗಿದ್ದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಗುರುತಿಸಿದೆ. ಇದಕ್ಕೆ ಸಂವಾದಿಯಾಗಿ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ ಪ್ರಮುಖ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಚೋಡಿಸಿ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ಸಿದ್ಧಪಡಿಸಲಾಗಿದೆ. ಕಲಿಕಾ ಹಾಳೆಗಳು ಚಟುವಟಿಕೆಗಳಿಂದ ಕೂಡಿದ್ದು, ಮಗುವಿನ ಮುಗ್ಧ ಮನಸ್ಸಿಗೆ ಸಂತೋಷವನ್ನುಂಟು ಮಾಡುವಂತೆ ರೂಪಿಸಲಾಗಿರುತ್ತದೆ. ಇವುಗಳನ್ನು ಪೂರ್ಣಗೊಳಿಸುವುದರಿಂದ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಬಹುದು ಎಂಬ ಆಶಯ ನನ್ನದಾಗಿರುತ್ತದೆ. ಪಠ್ಯಪುಸ್ತಕ, ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಗಳು ಮತ್ತು ಕಲಿಕಾ ಹಾಳೆಗಳು ಪರಸ್ಪರ ಪೂರಕವಾಗಿವೆ. ಶಿಕ್ಷಕರು, ಕೈಪಿಡಿಯಲ್ಲಿ ನೀಡಿದ ಮಾರ್ಗಸೂಚಿಯನ್ವಯ ಈ ವಿನೂತನ ಕಾರ್ಯವನ್ನು ಅದರ ಅಂತಸ್ತದಿಂದ ಅನುಷ್ಠಾನಗೊಳಿಸಿ, ಮಕ್ಕಳ ಕಲಿಕೆಯ ಸುಧಾರಣೆಗೆ ಕಾರಣವಾಗುತ್ತೀರಿ ಎಂದು ಹಾರೈಸುತ್ತೇನೆ. ಆದ್ದರಿಂದ ಇಲಾಖೆಯ ಸರ್ವರೂ, ಪೋಷಕವರ್ಗ ಮತ್ತು ಭಾಗೀದಾರರೆಲ್ಲರೂ ಇದರಲ್ಲಿ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಕೈ ಚೋಡಿಸಿ ಈ ಕಾರ್ಯಕ್ರಮವನ್ನು ಯಶಸ್ವಿಗೊಳಿಸುತ್ತೀರೆಂದು ಆಶಿಸುತ್ತೇನೆ.

ಎಲ್ಲರಿಗೂ ಶುಭವಾಗಲಿ.....

ಶ್ರೀ ಬಿ.ಸಿ. ನಾಗೇಶ,
ಪ್ರಾಥಮಿಕ ಹಾಗೂ ಪ್ರೌಢ ಶಿಕ್ಷಣ
ಹಾಗೂ ಸಕಾಲ ಸಚಿವರು,

ಮುನ್ನುಡಿ



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಆಶಯದಂತೆ ಮಕ್ಕಳ ಕಲಿಕೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿ ನಮ್ಮೆಲ್ಲರ ಜವಾಬ್ದಾರಿ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕ ವಿಪತ್ತಿನಿಂದ ಮಕ್ಕಳ ಕಲಿಕೆಯಲ್ಲಿ ವ್ಯತ್ಯಯವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಪಾಡಿಕೊಳ್ಳಲು ಕಳೆದೆರಡು ವರ್ಷಗಳಿಂದ ಸಾಧ್ಯವಾಗಿರುವುದಿಲ್ಲ. ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರವಾಗಿರುತ್ತದೆ. ಈ ಅಂತರವನ್ನು ನೀಗಿಸಲು 2022-23ನೇ ಸಾಲಿನಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಎಂಬ ವಿನೂತನ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ.

ಈ ಉಪಕ್ರಮದ ಮೂಲಕ ಎಲ್ಲಾ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ, ಸಂಖ್ಯಾ ಜ್ಞಾನಕ್ಕೆ ಒತ್ತು ನೀಡಲಾಗುವುದು ಹಾಗೂ ಮಗು ತನ್ನ ಹಿಂದಿನ ತರಗತಿಗಳಲ್ಲಿ ಅತ್ಯಗತ್ಯವಾಗಿ ಗಳಿಸಲೇಬೇಕಿದ್ದ ಕಲಿಕಾ ಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ತರಗತಿಯಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ 'ಅತಿ ಮುಖ್ಯ ಕಲಿಕಾ ಫಲ' ಗಳನ್ನು ಗುರುತಿಸಿ, ಚಟುವಟಿಕೆ ರೂಪಿಸಿ, ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ಮತ್ತು ಶಿಕ್ಷಕರ ಕೈಪಿಡಿಯನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇವುಗಳಲ್ಲಿ 'ನಿಪುಣ್ ಭಾರತ್', 'ವಿದ್ಯಾಪ್ರವೇಶ್'ನಂತಹ ಉಪಕ್ರಮಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಲಾಗಿದೆ. ಈ ಚಟುವಟಿಕೆಗಳು ಶಿಶುಕೇಂದ್ರಿತ, ಕಲಿಕಾ ಹಾಗೂ ಶಿಕ್ಷಕ ಸ್ನೇಹಿಯಾಗಿವೆ. ಚಟುವಟಿಕಾ ಹಾಳೆಗಳ ಜೊತೆಗೆ, ಶಿಕ್ಷಕರಿಗೆ ಅಗತ್ಯ ಮಾರ್ಗದರ್ಶನ ನೀಡುವ 'ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ'ಯನ್ನೂ ಸಿದ್ಧಪಡಿಸಿ ನೀಡಲಾಗುತ್ತಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ಅಂತರ ಸರಿದೂಗಿಸುವ ಕಾರ್ಯವನ್ನು ತಾವೆಲ್ಲರೂ ಜವಾಬ್ದಾರಿಯಿಂದ ನಿರ್ವಹಿಸುತ್ತೀರೆಂಬ ಆಶಯವನ್ನು ಹೊಂದಿರುತ್ತೇನೆ. ಈ ಕಾರ್ಯದಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ ಆಖ್ಯಾಖ್ಯಾ ಹಾಗೂ ಖಖಖ ಯ ಅಧಿಕಾರಿಗಳಿಗೆ ಅಭಿನಂದನೆಗಳು. ಈ ಕಾರ್ಯದಲ್ಲಿ ಸಹಕರಿಸಿದ ಅಜೀಂ ಪ್ರೇಮ್ ಜೀ ಫೌಂಡೇಶನ್ ಸಂಸ್ಥೆಗೂ ಇಲಾಖೆಯ ಪರವಾಗಿ ಅಭಿನಂದನೆಗಳು.

ಡಾ. ಎಸ್. ಸೆಲ್ವಕುಮಾರ್ ಭಾ.ಆ.ಸೇ.
ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿ,
ಪ್ರಾಥಮಿಕ ಮತ್ತು ಪ್ರೌಢಶಿಕ್ಷಣ ಇಲಾಖೆ

ಆಶಯ ನುಡಿ



ವಿದ್ಯಾರ್ಥಿಯ ಶೈಕ್ಷಣಿಕ ಬದುಕಿನಲ್ಲಿ ಪ್ರತೀ ನಿತ್ಯವೂ ಕಲಿಕಾ ನಿರಂತರತೆ ಅತ್ಯಗತ್ಯ. ಆದರೆ ಕೋವಿಡ್-19 ಸಾಂಕ್ರಾಮಿಕದಿಂದಾಗಿ ಜಾಗತಿಕವಾಗಿ ಕಲಿಕಾ ನಿರಂತರತೆಗೆ ವ್ಯತ್ಯಯ ಉಂಟಾಗಿ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟವಾಗಿರುವುದು ವೇದ್ಯ. ಇದನ್ನು ಸರಿದೂಗಿಸುವುದು ನಮ್ಮ ಆದ್ಯ ಕರ್ತವ್ಯವಾಗಿದೆ. ನಮ್ಮ ರಾಜ್ಯದಲ್ಲಿ ಕೋವಿಡ್-19 ನಿಂದಾಗಿ ಶಾಲೆಗಳು ಮುಚ್ಚಲ್ಪಟ್ಟಾಗ ವಿದ್ಯಾಗಮ, ಸಂವೇದ, ವಿಶೇಷ ಸೇತುಬಂಧ ಮುಂತಾದ ಪರ್ಯಾಯ ಕಾರ್ಯಕ್ರಮಗಳನ್ನು ರೂಪಿಸಿದರೂ ಮುಖಾಮುಖಿ ತರಗತಿ ಪ್ರಕ್ರಿಯೆಗೆ ಇವೆಲ್ಲಾ ಸಮಾಂತರವಾಗುವುದಿಲ್ಲ. ಪ್ರಸ್ತುತ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವು ವೈಜ್ಞಾನಿಕ ತಳಹದಿಯ ಮೇಲೆ ಶಿಶು ಕೇಂದ್ರಿತ ಚಟುವಟಿಕೆಗಳನ್ನು ಒಳಗೊಂಡ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ರೂಪಿಸಿ ನೀಡುತ್ತಿರುವ ವಿನೂತನ ಪ್ರಯತ್ನ. ಸರಿಸುಮಾರು ಎರಡು ವರ್ಷಗಳ ಶೈಕ್ಷಣಿಕ ಪ್ರಕ್ರಿಯೆಗಳು ಪೂರ್ಣವಾಗಿ ನಡೆಯದೇ, ಮಕ್ಕಳಲ್ಲಿ ಉಂಟಾಗಿರುವ ಕಲಿಕಾ ಅಂತರವನ್ನು ಸರಿದೂಗಿಸುವ ಸಲುವಾಗಿಯೇ ರೂಪಿಸಿದ ಉಪಕ್ರಮ. ಈ ಕಾರ್ಯವನ್ನು ಒಂದು ವರ್ಷದವರೆಗೆ ರಾಜ್ಯದಾದ್ಯಂತ ಅನುಷ್ಠಾನಗೊಳಿಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ತಾವೆಲ್ಲರೂ ತುಂಬಿಕೊಡುತ್ತೀರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಉಪಕ್ರಮದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನಕ್ಕಾಗಿ ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳುವಿರೆಂದು ನಂಬಿದ್ದೇನೆ.

ಡಾ. ವಿಶಾಲ್ ಆರ್. ಭಾ.ಆ.ಸೇ.
ಆಯುಕ್ತರು,
ಸಾರ್ವಜನಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

ಆರಂಭಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಎರಡು ವರ್ಷಗಳ ಕಾಲ ಕೋವಿಡ್-19ರ ಕಾರಣದಿಂದ ಔಪಚಾರಿಕ ತರಗತಿಗಳು ನಿರೀಕ್ಷೆಯಂತೆ ನಡೆಯದೇ ಮಕ್ಕಳಲ್ಲಿ ಕಲಿಕಾ ನಷ್ಟ ಉಂಟಾಗಿರುವುದು ಶೋಚನೀಯ. ಇದರಿಂದಾಗಿ ಕಲಿಕಾ ಅಂತರ, ಸಾಮಾಜಿಕ ಹಾಗೂ ಭಾವನಾತ್ಮಕ ಏರುಪೇರುಗಳೂ ಉಂಟಾಗಿವೆ. ಈ ಎಲ್ಲ ಅಡೆತಡೆಗಳನ್ನು ನಿವಾರಿಸಿ, ಕಲಿಕಾ ನಿರಂತರತೆಯನ್ನು ಕಾಯ್ದುಕೊಳ್ಳಲು 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ಅನುಷ್ಠಾನಗೊಳಿಸಲಾಗುತ್ತಿದೆ. ಪ್ರತಿಯೊಬ್ಬ ವಿದ್ಯಾರ್ಥಿಯು ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನವನ್ನು ಸಾಧಿಸುವುದು ಪ್ರಥಮ ಆದ್ಯತೆಯಾಗಿರುತ್ತದೆ. ಎಲ್ಲಾ ಕಲಿಕೆಗೆ ಮೂಲಭೂತವಾಗಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಅತ್ಯಗತ್ಯ. ಆದ್ದರಿಂದ ಆಯಾ ತರಗತಿಯ ನಿರ್ದಿಷ್ಟ ಕಲಿಕಾ ಫಲಗಳೊಂದಿಗೆ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನದ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಅಂತರ್ಗತಗೊಳಿಸಿ ಕಲಿಕಾ ಚೇತರಿಕೆ ಉಪಕ್ರಮವನ್ನು ರೂಪಿಸಲಾಗಿದೆ. ಇಲ್ಲಿ ನೀಡಿರುವ ಕಲಿಕಾ ಹಾಳೆಗಳನ್ನು ತಾವು ಬಳಸಿಕೊಂಡು ಮಕ್ಕಳಲ್ಲಿ ಬುನಾದಿ ಕಲಿಕಾ ಜ್ಞಾನವನ್ನು ಅನುಕೂಲಿಸುವಿರಿ ಹಾಗೂ ಕಲಿಕಾ ಅಂತರವನ್ನು ಪೂರೈಸುವಿರಿ ಎಂದು ಆಶಿಸುತ್ತೇನೆ. ಇದನ್ನು ಶಾಲಾಧಾರಿತವಾಗಿ ಮೌಲ್ಯಾಂಕನ ಮಾಡುತ್ತಾ ನಿಗದಿತ ಸಾಮರ್ಥ್ಯ ಮತ್ತು ಪರಿಕಲ್ಪನೆ ಗಳಿಕೆಗೆ ಪ್ರಾಮಾಣಿಕ ಪ್ರಯತ್ನ ಮಾಡುತ್ತೀರಿ ಎಂದು ನಂಬಿರುತ್ತೇನೆ. ತಮ್ಮೆಲ್ಲರ ಬೆಂಬಲದಿಂದ ಪರಿಣಾಮಕಾರಿ ಅನುಷ್ಠಾನ ಸಾಧ್ಯ. ಈ ನಿಟ್ಟಿನಲ್ಲಿ ಎಲ್ಲರಿಗೂ ಯಶಸ್ಸನ್ನು ಹಾರೈಸುತ್ತೇನೆ.

ಶ್ರೀಮತಿ ಪಲ್ಲವಿ ಆಕುರಾತಿ. ಭಾ.ಆ.ಸೇ.

ರಾಜ್ಯ ಯೋಜನಾ ನಿರ್ದೇಶಕರು, ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ

ಪ್ರಾಸ್ತಾವಿಕ ನುಡಿ



ಆತ್ಮೀಯರೇ,

ಹೊಸ ಶತಮಾನದ ಆಶಯಗಳನ್ನು ಒಳಗೊಂಡ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020ರ ಅನುಷ್ಠಾನ ಸಂದರ್ಭದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಕ್ಷೇತ್ರದಲ್ಲಿನ ಬದಲಾವಣೆಗೆ ನಾವೆಲ್ಲರೂ ತೆರೆದುಕೊಳ್ಳಬೇಕಿದೆ. ಅದರ ಜೊತೆಗೆ ಕೋವಿಡ್ ಸಂದರ್ಭದಲ್ಲಿ ಉಂಟಾದ ವ್ಯತಿರಿಕ್ತ ಪರಿಣಾಮವನ್ನು ಸರಿಪಡಿಸುವ ಹೊಣೆಗಾರಿಕೆ ಮಹತ್ವದ್ದಾಗಿದೆ. ಕಳೆದ ಎರಡು ವರ್ಷಗಳಲ್ಲಿ ಬಹು ಮಾಧ್ಯಮಗಳನ್ನು ಬಳಸಿಕೊಂಡು ವಿದ್ಯಾಗಮ, ಸಂವೇದದಂತಹ ಶೈಕ್ಷಣಿಕ ಉಪಕ್ರಮಗಳ ಮೂಲಕ ಮಾಡಿದ ಪ್ರಯತ್ನಗಳ ನಡುವೆಯೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯಲ್ಲಿ ಸಾಕಷ್ಟು ಕಲಿಕಾ ಅಂತರ ಉಂಟಾಗಿರುವುದು ವಾಸ್ತವದ ಸಂಗತಿ. ಕಲಿಕಾ ನಷ್ಟ, ಕಲಿಕಾ ಅಂತರ ಪೂರೈಸುವ ಯೋಜನೆಯೇ 'ಕಲಿಕಾ ಚೇತರಿಕೆ' ಉಪಕ್ರಮ. ಈ ಸಂದರ್ಭೋಚಿತ ಉಪಕ್ರಮದಲ್ಲಿ ಈ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಬುನಾದಿ ಸಾಕ್ಷರತೆ ಮತ್ತು ಸಂಖ್ಯಾಜ್ಞಾನ ಸಾಮರ್ಥ್ಯವನ್ನು ಸಾಧಿಸುವುದರೊಂದಿಗೆ, ಹಿಂದಿನ ಎರಡು ಶೈಕ್ಷಣಿಕ ವರ್ಷಗಳ ಆಯ್ದು ಕಲಿಕಾಫಲಗಳು ಹಾಗೂ ಪ್ರಸಕ್ತ ಶೈಕ್ಷಣಿಕ ವರ್ಷದಲ್ಲಿ ಕಲಿಯಲೇಬೇಕಾದ ಅತ್ಯಗತ್ಯ ಕಲಿಕಾಫಲಗಳನ್ನು ಎಲ್ಲಾ ಮಕ್ಕಳಲ್ಲಿ ಸಾಧಿಸುವ ಗುರಿಯನ್ನು ಇಟ್ಟುಕೊಳ್ಳಲಾಗಿದೆ. ಈ ಸಾಧನೆಗಾಗಿ ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯ ಸಾಧ್ಯತೆಗಳನ್ನು ಸೂಚಿಸುವ 'ಶಿಕ್ಷಕರ ಕೈಪಿಡಿ' ಮತ್ತು ಶಿಶುಕೇಂದ್ರಿತ ಕಲಿಕಾ ಪೂರಕ ಚಟುವಟಿಕೆಗಳನ್ನೊಳಗೊಂಡ ವಿದ್ಯಾರ್ಥಿಗಳ 'ಕಲಿಕಾ ಹಾಳೆ'ಗಳ ಪುಸ್ತಕ ಎಂಬ ಎರಡು ಸಾಹಿತ್ಯಗಳನ್ನು ಸೃಜಿಸಲಾಗಿದೆ. ಈ ಕಲಿಕಾ ಹಾಳೆಗಳಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳು ಕಲಿಯಲೇಬೇಕಾದ ಸಾಮರ್ಥ್ಯ, ಪರಿಕಲ್ಪನೆ ಮತ್ತು ಕಲಿಕಾಫಲಗಳನ್ನು ಕೇಂದ್ರೀಕರಿಸಿದೆ. ಇವುಗಳನ್ನು ಬಳಸಿ ಮಕ್ಕಳ ಕಲಿಕಾ ನಷ್ಟವನ್ನು ಸರಿದೂಗಿಸಲು ಎಲ್ಲಾ ಭಾಗೀದಾರರು ಸಕ್ರಿಯವಾಗಿ ತೊಡಗಿಸಿಕೊಳ್ಳಬೇಕಾಗಿ ಈ ಮೂಲಕ ವಿನಂತಿಸುತ್ತೇನೆ. ಈ ಕಾರ್ಯಾಭಿವೃದ್ಧಿಯಲ್ಲಿ ತೊಡಗಿಸಿಕೊಂಡ ಇಲಾಖಾ ಮಿತ್ರರು ಮತ್ತು ಅಜೀಂ ಪ್ರೇಮ್‌ಜೀ ಫೌಂಡೇಶನ್ ಇವರಿಗೆ ಅಭಿನಂದನೆಗಳನ್ನು ಸಲ್ಲಿಸುತ್ತೇನೆ. ಶುಭವಾಗಲಿ.

ಶ್ರೀಮತಿ ಸುಮಂಗಲ ವಿ

ನಿರ್ದೇಶಕರು, ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಇಲಾಖೆ, ಬೆಂಗಳೂರು

CONCEPT AND GUIDANCE

Dr. S. Selvakumar, I.A.S., Principal Secretary Department of Primary and Secondary Education, Karnataka	Dr. Vishal R. I.A.S., Commissioner for Public Instruction, Bengaluru.
Smt. Pallavi Akurathi, I.A.S., State Project Director, SSK, Bengaluru	Smt. Sumangala V. Director, DSERT, Bengaluru

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Supported by
Azim Premji Foundation

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Co-ordination
EVG Section, DSERT

Logical thinking

Logical thinking

"Children are flowers of beautiful world.
Children education is education of laughing
The school with laughing children itself is a garden with flowers."

It is the responsibility of the Public Education Department and all of us to build quality schools and empower learning through experiential quality learning. However, the department is implementing various programmes to achieve this goal. Then also because of Covid -19 the learning gap in all subjects increased in children, to reduce the learning gap of students studying in 3rd to 9th standard, the State project Director, Samagra Shikshna Karnataka has implementing the "KalikaChetharike" in the academic year 2022-23 in whole state. The State Project Director has given the responsibility of preparing the learning sheets and handbook of teachers of 5th standard Environmental Studies to DIET, Tumkur. As per the direction the lectures using the resource persons of district with collaboration with AzimPemji Foundation prepared the module. These resources are prepared with the prime intention of equipping teachers and children with scientific attitude, creativity, logical thinking and experimentating to enable them to engage experiential and technology based teaching learning. Congratulations on behalf of the Department to all those involved in this work. We hope that the successful implementation of the learning recovery program will be effective in reducing the learning gap of children by using our science teacher's handbook and learning sheets to bridge the learning gap of children.

Deputy Director (Development)
DIET, Tumkur,
Tumkur district.

Background:

The Prime objective of the government is to provide quality education to every child. To fulfill this the Department of Public Education is constantly making efforts and working through different programs. However, due to the spread of the Covid-19 pandemic it is not possible to conduct academic activities during 2019-20 and 2020-21, and during 2021-22 the schools reopened lately. Even though after the commencement of the school, by implementing many educational activities such as bridge course, Vidyagama and Samveda classes but was expected learning among children was not there. The primary responsibility of all stakeholders is to ensure that children's learning gaps are minimized in all grades and to ensure that the children's learning is completed at the expected level. Based on this background under the guidance of the Director, SamagraShikshna Karnataka during 2022-23 the kalika chetharika Programmed including activity based learning sheets is being prepared. The responsibility of preparing the handbook of science subject from 4th standard to 9th standard is given to DIET, Tumkur. Under the programme of kalikachethrike the learning sheets and hand book of teachers were prepared by using district resource persons and gone to several workshops to achieve this goal.

Meaning of learning outcome Learning outcomes are statements that indicate the knowledge or skills that students need to acquire after a particular learning process. Learning outcomes help students to know how useful the knowledge, skills or application skills they have gained after learning. Values such as environmental concerns, conservation, awareness of biodiversity are reflected in the learning outcomes of students, facilitators and parents. Helps facilitators answer questions like "what to teach and how to teach."

The learning sheet is as follows

The learning sheet is as follows

"Activities are the major means for a child to understand the world"

as envisioned in the NCF-2005

- The learning sheets are continuous in the teaching learning process and can be managed under the guidance of facilitators
- Learning sheets help students to understand effectively the interactions of the teaching learning process.
- The learning sheets need to be managed by children themselves and some sheets are like should finish with the help of parents/ teachers/ peer group.
- It is beneficial for teachers to immediately review or give feedback to students after completing the learning sheets.
- Learning sheets can be used as a tool for continuous and comprehensive evaluation.
- Learning sheets can be utilized depending on the availability of local resources.
- Learning sheets allow for drawing, conceptualization, planning, surveys and facilitating teachers / parents to achieve them.
- The NEP-2020 is intended to facilitate students' experiential learning by putting greater emphasis on practical activities. In some cases, students who have a mobile / Internet / Whats App facility to perform activities in the learning sheets can be grouped together to facilitate learning
- Science learning is always applicable. The activities are organized on a daily basis to incorporate the learned scientific concepts so that the scientific knowledge learned in the classroom can be incorporated into everyday life.
- Application form of learning can make a child more interested in learning. Therefore, learning can be effective when preparing worksheets, with emphasis on applied learning and organizing activities.
- Activities performed in the Eco - Club / Science Club can be adjusted for learning activities in the learning sheets
- Applying to on activity based learning in learning sheets for field visits. Organizing activities such as Environmental Day, Quiz Program etc.

- Self-evaluation and self-evaluation processes play a vital role in the learning of the child and are said to be the heart of child-centered education. Self-learning involves the ability of learners to hold themselves accountable, to make their own decisions and to implement them.
- It helps children to improve their progress by observing their own learning.
- It is a formative evaluation that directs children to improve on what they need to improve
Emphasis on self – evaluation and self learning
- Self-learning and self-evaluation processes play a significant role in child learning. These are the heart of child-centered education. Self-learning involves the ability of the learners to hold themselves accountable, to make their own decisions and to implement them
- It helps children to improve their progress by observing their own learning.
- This is a formative assessment that dictates what children need to improve. . A critical thinking skill that enables the child to reflect on his or her learning.
- Self-evaluation is where the child determines her grade and this allows the child to think about how to improve

The use of a textbook in the learning process

- The learning sheet is a supplement to the textbook. The text of the current and the previous 2 classes and the current year textbooks are taken into account.
- List the learning outcomes of the current year and the previous 2 classes, which have prioritized similar learning outcomes and reconfigured the most needed learning outcomes
- In the self-help sheet, the learning outcomes are noted to be spiral, for example - from recognition to application.
- Learn more about Box Item in the textbook, do you know? They can be used under application.
- Enables the child to develop a critical thinking skill, such as observing his or her learning. Self-evaluation is for the child to determine his or her grade and it allows the child to think about how to improve

Evaluation format in a learning recovery program

The Learning Recovery Program, which aims to compensate for learning loss, is looking forward to the current academic year's evaluation process in different manner.. Accept the CCE process and retain the use of tools and techniques as before. There has been little change in the methods of evaluation, not text book-based assessment. The learning sheet and the child's participation in classroom activities will be assessed based on the learning outcomes adjusted for the current academic year. The stages of evaluation are as usual as the previous ones but they include the field of learning outcomes. This can be understood from the following description.

- **Diagnostic Assessment:** At the end of May diagnostic assessment will conducted. The level of literacy for Nali-Kali (letters, compound letters, syllabic, word-sentence formation and comprehension, simple reading and writing) for the remaining classes (4 to 9) along with the literacy level the essential Learning Outcomes of previous classes (The essential learning outcomes of resent year along with previous two years - This is included in the Teacher's Handbook). The assessment of the objectives is to identify each student's current level of learning. Question papers that can be formulated while conducting diagnostic assessment should include basic literacy and learning outcomes of previous classes. By this measurement, the learning level of the students should be clarified. Ex: How many students are in the basic literacy level? How many students are in the stage of previous classes learning? The facilitators should make clear the student's learning level. This evaluation process is therefore essential to the literacy stage and the previous classes. Levels of learning outcomes should include questions, the classroom facilitators can create themselves according to the situation. This assessment process helps facilitators to understand and support students' learning needs.

- **Formative Assessment :** There will be 4 formative assessments in the current academic year. It is a process of evaluating the skills or achievements of the students during the specified period. Formative assessment is the same as that advocated by the CCE. It records the measurement of the student's continuous learning. Since the current educational process is based on learning outcomes, the evaluation process also requires learning to be 'value-based'. The levels of assessment after completion every learning outcome is given in the handbook.

- **Summative Assessment:** As usual there will be 2 summative assessments this academic year. Evaluation of summative of learning is scheduled or accomplished for the given period. These will be based on the question paper as stated by the CCE. The questionnaires will be released in the department's website in September and March. The tool of summative valuation is the same as the value of credential assessment, the teacher may use itself or they may prepare their own question papers according to their classroom situation. The answer scripts of student should be evaluate and the credits should be converted into grades and enter into progress card. But the categories of assessment here are different.

First word

Environmental science is a very important topic in the elementary classroom. The main purpose of this issue is to help children experience and understand their surroundings through simple activities. When looking at learning outcomes, it can be seen that the fourth and fifth grade environmental science is a major bridge between the science of nalikali and 6-7th grade science. As the government announces the upcoming academic year as a learning recovery year, it is essential that children achieve the learning outcomes of the current year and the previous two academic years. Although textbooks play an important role in this regard, these activity sheets have been written for the fourth and fifth grade environmental topics in order to alleviate the confusion of children and teachers. Instructions on how to use these activity sheets and related topics are provided in the Teacher's handbook. As mentioned above, the most important learning outcomes for grades three and four are also included when mapping learning outcomes to fifth grade children. If there are occasions when children in 6th grade can read more about learning that is already in 5th grade, such learning is omitted here. This process has been done keeping in mind the flow and links of the 3rd, 4th and 5th grade concepts. Overall, if the child has done all the activities of the fifth grade learning sheet for the next year with the help of parents and teachers, the children will be able to understand all the important ideas of the fifth grade and also all the learning in the third and fourth grade. A few example questions are provided to help evaluate children's learning in terms of each learning outcome. And layering for each of the learning outcomes to understand children's learning levels. In addition, the printable Teacher's handbook provides basic information for each classroom teacher on the learning curve. Provides complete information about the importance and scope of learning and activities that need to be done to achieve learning. Overall, under Covid's background we hope that the Learning Outcome of Environmental learning sheets and Teacher's handbook will be a great tool in the next academic year

Contents

Page Number	Details	Page number
1	Background	
2	Contents	
3	Chapter wise Learning outcomes	1-3
4	Learning outcome -1	4
5	Learning outcome -2	6
6	Learning outcome -3	7
7	Learning outcome -4	8
8	Learning outcome -5	10
9	Learning outcome -6	11
10	Learning outcome -7	13
11	Learning outcome -8	15
12	Learning outcome -9	16
13	Learning outcome -10	17
14	Learning outcome -11	19
15	Learning outcome -12	20
16	Learning outcome -13	21
17	Learning outcome -14	22
18	Learning outcome -15	24
19	Learning outcome -16	25
20	Learning outcome -17	27
21	Learning outcome -18	28
22	Programme of activity	30

Learning Recovery 2022-23

5th Class Learning outcomes of Environmental studies

Learning outcomes	Learning Objectives
Identify	<ul style="list-style-type: none">* Identifies living and non-living things.* Identifies relationships in family* Identifies nutrients in food* Identifies community characteristics and types* Recognize that games will promote social relations* Identifies the types and needs of natural resources* Understanding the difference of rain based agricultural land and irrigation based agriculture* Identifies the substance and its properties Identifies the different states of matter*Identifies the Karnataka in map of India. Identifies states and Union Territories
Discribe	Explains importance of water, effects of water pollution and water conservation methods
Understand	<ul style="list-style-type: none">* Know the meaning and importance of the family* Know the types of families, their significance and difference
Sort out	*Sort out the animals based on food consumption
Classify	Discussing the advantages of living in a joint family
Describe	The need for a variety of jobs that make the career honorable Appreciates the importance of sports and exercise They will appreciate the biological importance of water
Naming	Recognizingthe neighbouring countries of India and name the surrounding water bodies
Listing out	Understands the drip irrigation and spray irrigation, listing crops in two irrigation systems
Will understand	Understand the importance of different resources Understand the physical properties of water, Understand the agricultural stages, the sources of food and availability of food

Learning Recovery 2022-23

Class : 5 Mapping of Learning Outcomes Topic: - EVS

Class : 3	Class : 4	Class : 5
Will Understand importance of plants and animals	They recognize the similarities and differences between animals and human beings	Identifying living and non-living objects. Know the features of the organism. Differentiate Animals based on food consumed. They understand the importance of plant and animal conservation.
Create a simple family tree of three generations and describes the relationship between family members. Will notice the similarity in the inheritance between the members of family	They compare the growth and development of different types of families by simple family tree.	They will understand the meaning and importance of the family. Identifies relationships in the family. Know the types of families, their importance and difference. They will discuss the advantages and disadvantages of living in a family.
Name the type of food and their sources. They will list the equipments and the fuel needed to prepare the food.	Explains from where do we get our food classifies different types nutrients	Identifies different types fo nutrients in food
		Sources of food They will understand the importance of availability of food.
Learn about water resources and their use. Will list the sources of water.	Will explain the water cycle. They will explain the importance of water and analyze the impact of polluted water on our health.	Identify water sources. And understand the physical properties of water. Will appreciate the biological importance of water. will explain the importance of water, water pollution and water conservation methods.
	Lists the functions of root. will notice that the roots of some plants are modified for storage of food.	They will understand the stages of agriculture. They understand the difference of rain based agricultural land and irrigated based. Understanding drip irrigation and spray irrigation, they list the crops that grow in both irrigation systems.

		Identifying the matter and its characteristics. Identifies the different states of matter and perceives the changes in the state of matter.
Identifying, and naming, districts in the map of Karnataka state	Karnataka will be marked on the map of India. will understand the natural regions of Karnataka State.	Making Karnataka state in the map of India. Recognize the neighboring countries of India and name the surrounding water bodies. Identify States and Union Territories.

Serial number	Theme	Lessons
1	The living world	The living world
2	Natural resources	Water Nature of mater
3	Food	Food- Esseeence of lif
4	Family and community	Family Community Community Sports
5	Our India	Our India - Physical Diversity Political and cultural

The living world

Learning Outcome : 1

Identifies living and non-living objects and identifies important features of living organisms.

Scope: Grouping the components of the environment into living and non-living. Knowing the salient features of living things.

Significance: Students will get a real experience by examining the living and non-living organisms present in their surroundings and the role they play in their daily life, Teachers should give proper guidance to their children.

Activity Name -1.1: Identify the given images, classify them into living / Non-living.

Purpose of activity: Identify living and non-living objects

Teaching learning materials: stone, mud, water, butterfly, cat, cow, air, dog, glass, goat, plastic, Clock, Banyan Tree, tamarind tree, Mobile, Grass, Parrot, Pigeon, Crow, etc.

Management of Learning sheet: Through discussion method, children will identify living and non-living objects based on their characteristics and write in learning sheets

Activity Name -1.2 Along with this butterfly, circle the living things here

Purpose of activity: sorting living and non-living objects

Teaching and learning materials: Using images and surrounding organisms.

Management of Learning sheet: Guiding children to manage the learning sheet as instructed.

Activity Name 1.3: Match the right words for the pictures

Purpose of activity: Knowing the characteristics of organisms

TLM: Pictures

Management of Learning sheet: Do the activity by giving examples compare the characteristics of organisms with surrounding organisms

Activity Name - 1.4: Identify and write the Characteristics of living organisms in the following picture

Purpose of activity: To know the characteristics of living organisms

TLM: picture and surrounding animals, insects, birds, plant trees.

Management of Learning sheet: Groups, discussion by students about the characteristics of living things, and to teach them to write the characteristics of the images.

Activity Name -1.5: a) Answer yes / no according to the characteristics of living and non-living organisms and write them.

Purpose of activity:: To distinguish between living and non-living.

TLM: Images and surrounding biological and inorganic elements

Management of Learning sheet: Guiding children to classify organisms according to the characteristics of living and non-living organisms

Activity Name -1.5: B) Write the lifespan of the following organisms

Purpose of activity: Knows the life span of the organism

TLM: Pictures of organisms, surrounding organisms

Management of Learning sheet: - Facilitators / Teachers ask to observe the life span of animals in the textbook, discuss the life span of other organisms.

Activity 1.6: Identify the characteristics of living and non-living organisms in the statements given in the circle and write them in the given table

Purpose of activity: Classification of living and non-living organisms

TLM: Flash cards of living and non-living organisms.

Management of Learning sheet: Assists in sorting living organisms and teachers helps them to play it in the classroom.

Evaluation 1

Use assessment strata in the practice sheet to assess children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they recognize the living and the non-living?	Will they identify living and non-living things, and identify the characteristics of living things?	Will they Identify the living and non-living characteristics and determine whether it is living	Will they Identify the living and the non-living. organisms, characteristics will they identify living and non living.

- **Excellent:** - A child who has completed four Level - 4
- **Good:** - A child who has served three Level - 3
- **Average-** A child who fulfills two Level - 2
- **below Average:** - A child who has not completed one level or not completed any level.

Facilitators / Teachers gives feedback in the space provided.

Learning Outcome 2: Animals are sorted on the basis of food consumption

Scope: There are many organisms on earth. All these organisms have their own lifestyle. Consuming food plays an important role in this lifestyle so that organisms live in harmony with the food available in their environment. The organisms are divided based on the food they eat.

Significance: Depending on their food habits they are divided into herbivorous, carnivorous, and omnivorous animals.

Activity Name-2.1: Write the names of herbivorous, carnivorous and omnivorous animals in the blank space provided with the help of the images given.

Purpose of activity: To learn about herbivores, carnivores and omnivores

TLM: Images of animals

Management of Learning sheet: The facilitators teachers through questionnaires ask the children to identify and write animals names based on food consumed. Tell the children to imitate the animal voice and movement in the classroom

Activity Name-2.2: Write the names of herbivorous, carnivorous and omnivorous animals in the blank space with the help of these images

Purpose of activity: Classifying organisms based on their food consumption

TLM: Images

Management of Learning sheet: Through group discussion classify the given pictures of animals/ birds into herbivorous, carnivorous and omnivorous. This activity can also be done in the form of role play

Activity Name-2.3: Collect pictures of herbivorous, carnivorous and omnivorous and paste them in the space provided.

Purpose of activity: Project work

TLM: Images

Management of Learning sheet: Collection of picture of herbivorous, carnivorous and omnivorous animals according to their food habits

Activity Name-2.4: Sort the following pictures on their food habits and mark them as herbivores, carnivores and omnivores

Purpose of activity: Classifying organisms based on food habits

TLM: Images

Management of Learning sheet: Guiding children to sort and organize the organisms and mark appropriately according to the food habit of the organism.

Evaluation 2

Use assessment strata in the practice sheet to measure children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they list the foods that organisms eat?	Will they identify omnivorous animals based on food consumption	Will they classify herbivorous and Carnivorous animals on the basis of food habit	Will they do the project work sorting animals on the basis of their food habit

Facilitators / Teachers gives feedback in the space provided

Learning outcome-3 Will learn the importance of plant and animal conservation

Scope: There is interdependence between animals and plants in the environment. This dependence should not cause inequality in the environment. Animals depend on plants and other animals for food.

Significance: Organisms need to be conserved to maintain the balance of the environment. It is in this context to know the importance of plants and animals protection.

Activity Name-3.1: Why should we protect plants . _____?

Purpose of activity: To know the importance for plants.

TLM: Questions

Management of Learning sheet: Using questionnaire method conduct the activity of why we need plants.

Activity-3.2 Why do we need animals? Draw lines to match animals to meet their requirements.

Purpose of activity: To match the animals used for human need.

TLM: Pictures of animals

Management of Learning sheet: Through discussion method match the animals with their needs

Activity 3.3: List the National Wildlife Sanctuary, Reserve forest and Bird Sanctuary in Karnataka.

Purpose of activity: Identification of various wildlife sanctuaries, reserve forest and bird sanctuaries in our state.

TLM: Atlas Book, Map of Karnataka

Management of Learning sheet: Describe the wildlife sanctuaries of Karnataka.

Evaluation 3

Use assessment strata in the practice sheet to measure children's learning levels.

Learning Outcome	Level-1	Level-2	Level -3
Will they understand the interdependence between plant and animals?	Will they understand the importance of conservation of environment?	Will they identify the needs of animals to human beings	Will they list the forests conserved for plants and animals ?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average:** - A child who fulfills two layers.
- **Below Average :** - A child who has completed one or not completed any segments.

Teachers/ facilitator gives feedback in the space provided

Learning Outcome- 4 Identify the relationships in family

Scope: The family is a group of kinship cohorts, and the most important part of society. The family plays an important role, to mould the children to become socially competent.

Significance: "Vasudhaivakutumbakam" emphasizes the importance of family. Everyone who comes from a good family knows the difficulty- joys and is aware of co-existence. Indian culture teaches to live with love, friendship, respect and concern. Adaptation to modern life, size of the families are becoming smaller. It is in this context that the child needs to understand the importance of family.

Activity Name-4.1: By observing the pictures , identify and write the relationship.

Purpose of activity: Identifying the Relationships

TLM: Images

Management of Learning sheet: Complete the learning sheet by discussing with students about family relationships.

Activity-4.2: Answer the questions by seeing the pictures.

Purpose of activity: Identifying Relationships

TLM: Learning Sheet

Management of Learning sheet: Explaining family relationships in an appropriate manner and guiding them to answer the questions in the picture

Activity-4.3 Match the following

Purpose of activity: Identifying Relationships

TLM: Learning Sheet

Management of Learning sheet: Instructing to write the family relationships appropriately.

Activity-4.4 Choose the correct answer from the given clues and write in space provided.

Purpose of activity: Identifying Relationships

TLM: Picture Relationships Chart

Management of Learning sheet: Fill up the blank space

Activity 4.5 Answer the following questions by reading the story

Purpose of activity: Identifying relationships

TLM: Story involving relationships

Management of Learning sheet: Help to identify relationships by reading the story.

Activity-4.6: collect the photos of your family members and paste them in the given column

Purpose of activity: Pasting the portraits of family members according to the relationships.

TLM: Portraits of family members.

Management of Learning sheet: Encourage the children to paste the portraits.

Evaluation 4

Use assessment strata in the practice sheet to measure children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they identify members of the family?	Will they recognize family members and understand the relationships in the family?	Will they identify members of the family and understand the relationships in the family	Will they identify members of the family. Do they understand the relationships in the family

Teachers /facilitator gives the feedback in the space provided

Learning outcome-5: Understand the types of family.

Scope: Since ancient times people lived together. we have lot of changes in families because of present modern lifestyle and revolution in occupations. Children are aware of changes in families.

Significance: The types of families have changed in the context where family is an organ of society. Every child is an integral part of the family. Teaching children about these changes in families is essential.

Activity 5.1: Write the names of the members of your family in the table and your relationship with them. Is your family a joint family.

Purpose of activity: Knowing the types of families.

TLM: Relationship table

Management of Learning sheet: Write the name of the child's family member and the relationship with them, and indicate the type of family. The teacher helps children to understand about the different types of family.

Activity 5.2: Write the following statements as True or False.

Purpose of activity: To distinguish between Joint and Nuclear family.

Management of Learning sheet: Explain about joint and Nuclear family and ask them to find out the true or false.

Activity-5.3: Write the differences between Nuclear and Joint families.

Purpose of activity: To distinguish between Nuclear and Joint Family.

TLM: Learning Sheet

Management of Learning sheet: Explaining the children about the difference between nuclear and joint families.

Activity-5.4: Prepare your family tree including all your family members.

Purpose of activity: Writing Family Tree .

TLM: Learning sheet.

Management of Learning sheet: Instructing children to write their family tree .

Activity-5.5: Which is the recent function that you attended in your family ? Write down the names of your favorite relatives involved. And tell your relation with them.

Purpose of activity: Identifying relationships.

TLM: Learning Sheet

Management of Learning sheet: Helps to identify the relationships with their relatives and family members.

Activity-5.6: How much you know about your family ? Write the name of your family members, the work they do inside the home and out side the home.

Purpose of activity: Knowing the household work done by the family members.

TLM: Members of family

List the household work done family members.

Evaluation 5 Use the assessment sheet in the practice sheet to measure children's learning level.

Learning Outcome	Level-1	Level-2	Level -3
Will they identify types of family according to size.	Will they identify type of the family based on size and differentiate the types.	Will they identify type of the family based on size and differentiate the types and know the responsibility of family members.	Will they write the names of family members in family tree.

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average :** - A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segments

Teachers/ facilitator gives feedback in the space provided

Learning outcome - 6 Recognizes the characteristics and types of community, the need for a variety of work, and appreciates dignity of labor.

Scope: Community is a group of several families living in a residential area. As human is a sociopath and lives in a group with mutual cooperation to meet their needs since time immemorial. Interdependence unites different populations.

Significance: Community plays an important role for people living in a specific area to cooperate with each other. Members of the community are interdependent. It is therefore essential that students learn about the importance of community

Activity-6.1: Write the points you identified in the pictures here.

Purpose of activity: Knowing different occupations in the community

TLM: Pictures of different communities.

Management of Learning sheet: finding out the need of various occupations of the community.

Activity-6.2 Identify/ names the occupations.

Purpose of activity: Identify people from different professions.

TLM: Pictures of different communities.

Management of Learning sheet: Show pictures and tell about the different occupations of people.

Activity-6.3 Write about the activities / work of the following profession

Purpose of activity: To respect for dignity of labor and appreciate different types of work.

TLM: Learning Sheet

Management of Learning sheet: Tell them about different professions and write about them in the learning sheet.

Activity-6.4 Survey your residential area and list the problems there.

Purpose of activity: To be aware of the problems in community.

TLM:- Visiting people belong to different communities

Management of Learning sheet: list out the problems in the community.

Activity-6.5 Discuss with your teachers / parents about the career you like choose and why?

Purpose of activity: Appreciating the dignity of labor.

Management of Learning sheet: Identifying the special interests about their careers in students.

Activity-6.6 Interview of various professionals

Purpose of activity: Appreciating the dignity of labor.

TLM: - Questions.

Management of Learning sheet: Tell the students about the profession and convey the importance of the dignity of labor.

Evaluation-6

Use the assessment sheet in the practice sheet to measure children's learning level.

Learning Outcome	Level-1	Level-2	Level -3
Will they identify different communities?	Will they identify and name different professions.	Will they list the problems of rural and urban community ?	Will they express the interdependence of different occupations ?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average :** - A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segments.

Teachers/facilitator gives feedback in the space provided

Learning outcome-7 Appreciate the importance of sports and exercise.

Scope: Sports originate from the community. Sports enhance relationships in communities. This will enhance the harmony of the community.

Significance: Sports and physical exercise can enhance physical and mental health in individuals. Increases self-confidence. sports and yoga keep us active and shapes our body.

Activity-7.1 List the rural sports in your hometown

Purpose of activity: Learn about different sports in the community

TLM: -Pictures of games

Management of Learning sheet: To learn about sports and to write games in rural areas.

Activity-7.2 what are the following benefits do you get from playing with friends? Select them and write them in the given table

Purpose of activity: Students learn about the benefits of games.

TLM: Pictures of various games.

Management of Learning sheet: Explaining the benefits of playing games

Activity-7.3 Identify the adventure sports by seeing the following pictures.

Purpose of activity: To learn about different sports.

TLM: Images

Management of Learning sheet: A table that tells you the benefits of playing games.

Activity-7.4 List out the international sports of India and your favorite players

Purpose of activity: Introduction of internationally famous Indian players.

TLM: Pictures of Athletes

Management of Learning sheet: Listing and Introduction of International Athletes.

Activity-7.5 The pictures of activities to help maintain the mental and physical health are given below. Identify them.

Purpose of activity: Maintain physical mental health.

TLM: Pictures of different types of exercise and yoga

Management of Learning sheet: Informing the benefits of exercise and yoga.

Activity - 7.6 Identify the famous Indian athletes in the picture and tell them the sports they are playing.

Purpose of activity: Identifying athletes from different sports across the country.

TLM: Images

Management of Learning sheet: Introducing athletes and identifying their achievements.

Activity-7.7 Cut and paste a picture of your favorite players from the past one-month newspapers.

Purpose of activity: Collecting images of players.

TLM: Newspapers

Management of Learning sheet: Instructions for collecting and pasting portraits of various athletes.

Evaluation 7

Use the evaluation sheets in the practice sheet to measure children's learning level.

Level-1	Level-2	Level-3	Level -4
Will they list the local games ?	Will they list the local games and adventure sports ?	Will they recognize and appreciate athletes of different sports.	Will they realize the importance of sports and exercise?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average :-** A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segments.

Teachers/ facilitator gives feedback in the space provided.

Water

Learning outcome 8:- Identifies the sources of water and understands the physical properties of water.

Scope: Water is a valuable in natural resource. Water is an essential resource for all living things, as it is the main reason for the evolution of organisms. 71% of the land surface is covered by water.

Significance: Water is essential for plants and animals to live. Water is the basic necessity of all. Water is needed to prepare food, which is one of the basic requirement that organisms need to survive. The main source of water is rain. Rain accumulates in various sources on Earth and helps to take the biotic activities on Earth.

Activity-8.1: Identify the following water sources.

Purpose of activity: Knowing about water sources.

TLM: Images

Management of learning sheet: Discuss local sources of water and identify and naming the major sources of water in the learning sheet.

Activity-8.2 List the various water sources in your place with the help of teachers / parents

Purpose of activity: To know the local sources of water.

TLM: Questions, Images

Management of learning sheet: Facilitators / Teacher explains about different sources of water and write about local sources of water.

Activity-8.3 Do the following activities with the help of the Teacher and Parents, then correct the statements

Purpose of activity: understanding the Properties of water.

TLM: Water, Utensils.

Management of learning sheet: Facilitators / teachers perform simple experiments on properties of water and write conclusion in blank spaces.

Evaluation 8

Use the evaluation sheets in the practice sheet to measure children's learning level.

Learning Outcome	Level-1	Level-2	Level -3
Will they identify the sources of water?	Will they understand the physical properties of water ?	Will they know the local water sources ?	Will they list out the uses of water ?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average:** - A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segments.

Teachers/facilitator gives feedback in the space provided.

Learning outcome-9 Will appreciate the biological importance of water. Will explain the importance of water and conservation methods.

Scope: Knowing the different sources of water. To know the importance of water in everyday life and to know the physical properties of water on the earth.

Significance: Water is essential for every living being on earth. The amount of drinking water is about 1% on the earth. It is our responsibility to conserve drinking water and make the children aware about it.

Activity-9.1 If you need water to do the following activity, mark (□) in front of them.

Purpose of activity: To create awareness about the need for water.

TLM: Questions - Chart

Management of learning sheet: In which situations the water is needed should be made clear to students with the questions by putting the mark (□)

Activity-9.2 Observe the water usage. Name the water source

Purpose of activity: To know which source of water is used in different situations.

TLM: Picture, Questions.

Management of learning sheet: Explaining uses of water in different situations, asking questions and explaining how and when water is used.

Activity-9.3 List the causes of water pollution.

Purpose of activity: To know the causes of water pollution.

TLM: Images

Management of learning sheet: Reading and discussing the lesson in 5th standard Kannada language text book "Nadiyaalalu"

Activity-9.4: Look at the pictures below and write down the reasons for the water pollution in one sentence.

Purpose of activity: To understand the causes of water pollution.

TLM: Images

Management of Learning sheet: As part of Activity 9.3 continue to list the causes of water pollution.

Activity-9.5: Child you know the uses of water inside and outside the home for everyday activities. List the uses of water in given below table.

Purpose of activity: To know the uses of water.

TLM: Learning Sheet

Management of learning sheet: Completing the learning sheet explaining the situations of uses of water at home and outside home

Evaluation 9

Use the assessment strata in the practice sheet to measure children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they know the need for water?	Will they know the need of water, list the reasons of water pollution	Will they appreciate the importance of water ?	Will they appreciate the importance of water and know the importance of water conservation?

- **Excellent:** - A child who has completed four level
- **Good:** - A child who has served three level.
- **Average:** - A child who fulfills two level
- **Below Average:** - A child who has completed one or not completed any segments.

Teachers/ facilitator gives feedback in the space provided.

Agriculture

Learning Outcome-10: Understands the stages of agriculture.

Scope: Agriculture for Food, Agriculture for Economy, Agriculture for occupation.

Significance: Agriculture is the backbone of our country and the main occupation of India is agriculture. Every organism needs food. It is important for children to understand the different stages of agriculture.

Activity -10 Identify the following agricultural equipment.

Purpose of activity: Introducing agricultural equipment.

TLM: Pictures of agricultural equipment.

Management of learning sheet: Facilitators / teachers explains the equipment used in agriculture, Children understands the details of the equipment used in agriculture by showing the pictures of equipment.

Activity-10.2 Observe the images given below. Draw a line to match their correct statements.

Purpose of activity: Knowing the stages of agriculture.

TLM: Images

Management of learning sheet: The facilitator/ teacher by showing the pictures related to stages of agriculture and helps the children to identify and match.

Activity -10.3 Write the steps followed by the farmers to grow the crop.

Purpose of activity: Knowing the stages of agriculture

TLM: Images

Management of learning sheet: It is continued part of activity 10.2. Facilitators / Teachers inform the children to write the stages of agriculture.

Activity -10.4 Make a list of crops in the given table.

Purpose of activity: Introduction of Crops

TLM: Pictures of various crops

Management of learning sheet: Facilitators / teachers helps to identify and write down the names of crops in the table.

Activity-10.5 Enter the important crops of the districts in the given Karnataka map.

Purpose of activity: To know about crops grown in different parts of our state.

TLM: State Map

Management of learning sheet: Facilitators / Teachers explain the crops grown in different parts of the state of Karnataka, makes a list of crops from children. Inform the children to look up textbook page number 96 and 97 for more information.

Evaluation: -10

Use assessment strata in the practice sheet to assess children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they identify the agricultural equipment	Will they identify agricultural equipment and lists the stages of agriculture ?	Will they list the crops that they have seen ?	Will they list the crops that grow in the districts of our State ?

- **Excellent:** - A child who has completed four levels.
- **Good:** - A child who has served three levels.
- **Average:** -A child who fulfills two levels.
- **Below Average:** -A child who has completed one or not completed any segments.

Teachers/Facilitator gives feed back in the space provided.

Learning outcome- 11 Understand and differentiate the rain based agricultural land and irrigated agricultural land.

Scope: Various types of crops grown here, rain-fed and irrigated. and farming on low water.

Significance: High yields can be achieved by adopting new methods in agriculture. And by adopting technology in irrigation, agriculture can be made a profitable industry.

Activity-11.1 classify the following crops into rain based crops and irrigation based crops.

Purpose of activity: Classifying methods of agriculture.

TLM: Picture

Management of learning sheet: Use the conversation to inform rain-based crops and irrigation crops, and inform about rain-based and irrigated crops grown in different parts of our state such as malnad, plains, northern Karnataka and coastal areas.

Activity-11.2 List out the crops growing in drip irrigation and spray irrigation (Get Teacher / Parents Assistance)

Purpose of activity: To learn about crops grown using drip irrigation and spray irrigation.

TLM: Image

Management of learning sheet: Role play by children as interviewing the farmers or if possible visit to real farmers and their farm, to help children to identify drip irrigation and spray irrigation.

Evaluation 11

Use assessment strata in the practice sheet to measure children's learning level,

Level-1	Level-2	Level-3	Level -4
Will they understand the rain based agriculture and irrigated agriculture?	Will they list out the crops of rain based agriculture?	Will they classify the irrigation types and the crops growing in irrigation?	Will they understand the methods of agriculture?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average:** - A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segment.

Teachers/facilitator gives feedback in the space provided.

Learning outcome-12 Identify the nutrients of food.

Scope : Food is a basic need for human. As all the nutrients should be in the foods we eat daily. For our health to be good, we need to eat a balanced diet. A balanced diet means it should have required amounts of carbohydrate, protein, lipid, vitamin, mineral salts, and water. Facilitators should provide appropriate guidance and encouragement to students to carry out nutrition-related activities and project activities.

Importance: In order to be healthy, humans should eat nutritious foods to prevent disease. Eat a balanced diet. Facilitators provide appropriate guidance to students.

Activity 12.1 Discuss the following topics.

Purpose of activity: To know the need for food.

Method of activity: Facilitators ask questions to students and get answers.

TLM: Questions

Management of learning sheet: Facilitate discussion of the need of food by asking s questions to the tudents the questions given by facilitators / teachers and guide them to fill the learning sheet.

Activity Name 12.2: Name the main nutrients in the food items of the given pictures

Purpose of activity: To know what kind of food is essential to us

TLM: Images

Management of learning sheet: Facilitators / Teachers explain nutrients in food. Used to illustrate the table on page 112 of the textbook. And to assist the student in answering questions.

Activity-12.3: Observe the balanced food given in midday meals of school.

Purpose of activity: To learn about nutrients in foods.

TLM: schedule of midday meals.

Management of learning sheet: Informing and explaining to children about the food items they use each day at school. And to inform to form the group according to the energy types available from the listed food items.

Evaluation 12

Use assessment strata in the practice sheet to assess children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they understand the rain based agriculture and irrigated agriculture?	Will they list out the crops of rain based agriculture?	Will they classify the irrigation types and the crops growing in irrigation?	Will they understand the methods of agriculture?

- **Excellent:** - A child who has completed four levels.
- **Good:** - A child who has served three levels.
- **Average:** -A child who fulfills two levels.
- **Below Average:** - A child who has completed one or not completed any segment

Teachers/Facilitator gives feedback in the space provided.

Learning outcome-13 Introduction to sources of food and availability of food.

Scope: Learn about plant based foods, cereals, millets, pulses, oilseed vegetables, greens.

Significance: Know the importance of nutrients in the above foods.

Activity 13.1: Observe the given food materials and classify them into food materials from plant sources and food materials from animal sources.

Purpose of activity: To know the different sources of food items.

TLM: List of food grains.

Management of learning sheet: Guiding your student to role play the conversation between mother and daughter discuss the sources of food with them, Then help to divide the given food items into plant and animal based foods.

Activity-13.2 List of some food materials from plant sources. Collect those food materials and classify them, with the help of teacher.

Purpose of activity: To know the different sources of food items.

TLM: List of Food grains

Management of Learning sheet: Facilitators / Teachers inform students to collect food items in one activity. Introduce food items derived from herbs to display them in school and classify them in the given table

Activity-13.3 Name foods that are eaten raw without being cooked.

Purpose of activity: To know about the food items that are eaten raw.

TLM: Questions

Management of learning sheet: The facilitators / teachers explainis with a questionnaire about the foods they can eat raw and make a list of them.

Activity-13.4 List out the millets getting from plant sources which are considered as barn of nutrients.

Purpose of activity: Introduction to millets.

TLM: Various millets.

Management of learning sheet: Using the information in the textbook page number 115 to tell children the importance of millets and make list of them.

Evaluation 13

Use assessment strata in the practice sheet to measure children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they sort out the available sources of food as plant source and animal source?	Will they sort out the plant source food materials into different types?	Will they list out the food materials as eatable with cooking and without cooking ?	Will they tell the importance of balanced food?

- **Excellent:** - A child who has completed four levels.
- **Good:** - A child who has served three levels.
- **Average:** -A child who fulfills two levels.
- **Below Average:** - A child who has completed one or not completed any segment

Teachers/Facilitator gives feedback in the space provided.

Learning Outcomes-14 Recognize the need and types of natural resources and understand the significance of different natural resources.

Scope : Know the types of natural resources They will learn healthy practices of the use of natural resources.

Significance: Natural resources are all ecological base and play a vital role in the survival of organisms. Natural resources and organisms depend on one another. This helps to maintain the balance of the environment. Therefore, it is important to educate the children about the need for natural resources.

Activity-14.1 Answer the following questions.

Purpose of activity: To create awareness about resources.

TLM: Questions

Management of learning sheet: Using a questionnaire to guide the use of natural resources and writing about their use in everyday life.

Activity-14.2: Name the type of resource by observing the pictures given below. (Renewable / non- renewable)

Purpose of activity: To learn about renewable / non- renewable resources.

TLM: Images

Management of learning sheet: Organize a debate competition on resources, collect information from it and explain about renewable / non- renewable resources.

Activity-14.3 Write the type of resources given in the following list.

Purpose of activity: Identifying renewable / non-renewable resources

TLM: A list of resources

Management of learning sheet: facilitators / teachers explain the renewable / non-renewable resources and group the objects in the resource list

Activity-14.4 Identify the pictures given below and name the metals used for their preparation.

Purpose of activity: Identification of mineral resources.

TLM: Picture of Mineral Resources

Management of learning sheet: Facilitators / Teachers identify and name the minerals available in the surroundings, to identify and write the names of minerals given in the pictures.

Activity-14.5 Write down the uses of resources given below.

Purpose of activity : Knowledge of natural resources.

TLM: Learning Sheet

Management of learning sheet: The facilitators/ teachers motivate to write uses of resources by explaining the uses of our surrounding resources.

Evaluation 14

Use assessment strata in the practice sheet to measure children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they name the natural resources ?	Will they classify the natural resources as renewable and non-renewable	Will they write the uses of natural resources?	Will they conserve the natural resources by understanding the importance of their conservation ?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average:** -A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segments

Teachers/facilitator gives the feedback in the space provided.

Learning Outcome 15: Recognize the matter and its properties

Scope: This world is surrounded by substances. We see these substances in different states. The substance is composed of 3 primary particles. They are proton, neutron, electron. In nature we find that substances are present in different state.

Significance: Water is one of the main contributing factors for the evolution of organisms. It is a form of matter. This means that the substance is available to us different state. They are sorted as solid, liquid and gas. They are also used in many forms in our day-to-day life.

Activity 15.1: Fill the following table based on properties of the objects given

Purpose of activity: To know the types of matter.

TLM: A table that consists of properties of matter

Management of learning sheet: facilitators / teachers explain the various properties of matter
Instructing children to use textbook to complete the activity.

Activity-15.2: Collect the available pictures having characteristics of heavy, light, soft and hard, Paste them in column given below.

Purpose of activity: To know the types of matter.

TLM: Images

Management of learning sheet: Instruct children to paste a wide variety of pictures with heavy, light, soft, & hard properties.

Activity 15.3: Think?

Purpose of activity: To understand the substance more clearly.

TLM: Questions

Management of learning sheet: Inspire children to make simple experiments to understand the properties of substances and to answer the questions.

Activity 15.4; Look at the pictures below, and write the observed points in the blank space below the pictures.

Purpose of activity: To know the properties of matter

TLM: Images

Management of learning sheet: Conduct simple experiments with children to help them look at the pictures and answer the questions.

Evaluation 15

Use assessment strata in the practice sheet to assess children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they classify the matters based on the properties	Will they know that the matter occupies the space ?	Will they understand that matter has mass ?	Will they collect and paste the pictures of heavy/light/hard/soft ?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average:** -A child who fulfills two layers.
- **Below Average:** - A child who has completed one not completed any segments

Teachers/ facilitator gives feedback in the space provided.

Learning outcome -16 Recognize the different states of matter.

Scope : Depending on the structures of matter, they are divided into solid, liquid, and gaseous.

Significance: The substance is becoming available to us in various forms. They are solid, liquid, and gas. These conditions have contributed to the emergence of the Earth's biological importance and organisms.

Activity 16.1: Observe the pictures given below and write the name of the material suitable to column in the table.

Purpose of activity: Identifying the different states of matter

TLM: Images

Management of learning sheet: Explain the three states of matter through questionnaires, looking at the pictures and sort them based on their properties

Activity 16.2: Think and write to which group the material belongs to that are given below.

Purpose of activity: Classifying the objects into different groups

TLM: List of materials

Management of learning sheet: Help them to differentiate solid, liquid and gaseous material (play as a Game)

Activity -16.3 Fill up the blanks with suitable answers.

Purpose of activity: Know the properties of solid, liquid and Gas.

TLM: Pictures

Management of learning sheet: The teachers / facilitators provide guidance to fill in the blanks with properties of matter.

Activity 16.4 You and your friend do the following experiment with the help of your teacher/parent, observe the following statements, based on your experience write water changes its state on heating.

Purpose of activity: Through experience, will understand the change in the state of matter.

TLM: Experiment

Management of learning sheet: Conduct a simple experiment on change in state of matter write how matter changes its states.

Evaluation 16

Use assessment strata in the practice sheet to measure children's learning levels.

Level-1	Level-2	Level-3	Level -4
Will they recognize the three states of matter ?	Will they list out the characteristics of matter by recognizing its state ?	Will they give examples for solid, liquid and gaseous state ?	Will they know the effect of heat on matter ?

- **Excellent:** - A child who has completed four levels.
 - **Good:** - A child who has served three levels.
 - **Average:** - A child who fulfills two levels.
 - **Below Average:** - A child who has completed one or not competed any segment
- Teachers/Facilitator gives feedback in the space provided.

Learning outcome - 17 Recognize the Karnataka in the map of India. Identify and name the neighbouring countries and water bodies surrounding India.

Scope: India has its own geographical, historical, political and cultural background. Our country is divided into several states. Our state is Karnataka. Our state is geographically adjacent to the coast.

Significance: Develop drawing skills. To learn about different states, to be aware of the geographical areas of our state.

Activity-17.1 Identify our state Karnataka in the map of India and color it with red color.

Purpose of activity: Identification Karnataka state on the map of India,

TLM: Map of India

Management of learning sheet: To help to identify Karnataka in the Map of India.

Activity-17.2 Write the name of different districts of Karnataka and color it with different colors.

Purpose of activity: To know the districts in the map of Karnataka.

TLM: Map of Karnataka

Management of learning sheet: Using Map of Karnataka the identify districts.

Activity -17.3 Identify and write the name of places (Reighbouring countries) in empty boxes in the given map.

Purpose of activity: India and its Neighborhoods

TLM: Map

Management of learning sheet: The facilitators / teachers facilitate to identify neighboring countries on the map of India.

Activity-17.4 Project work

Purpose of activity: Identification of India and its Neighbours.

TLM: Map

Management of learning sheet: Help to prepare a chart including States of India, their capitals and mother tongue with the help of India map.

Evaluation 17

Use assessment strata in the practice sheet to assess children's learning levels.

Level -1	Level-2	Level-3	Level -4
Will they identify the Karnataka state in the map of India ?	Will they identify the districts in the map of Karnataka and color them ?	Will they identify India in the map of Asia continent and list out the names of neighbouring countries. ?	Will they prepare the chart including the capitals and mother tongues of different states of India ?

- **Excellent:** - A child who has completed four levels.
- **Good:** - A child who has served three levels.
- **Average:** - A child who fulfills two levels.
- **Below Average:** - A child who has completed one or completed any segments

Teachers /facilitator gives feedback in the space provided.

Facilitators / Teachers Enter the child layer on the learning sheet

Learning outcome -18 Find out the States and Union territories.

Scope : India is in Asia, the largest continent in the world. Our India is divided into 28 states and 08 Union Territories. India is located entirely in the middle of Northern Hemisphere and the Eastern Hemisphere.

Significance: India is a large country and is divided for political purposes. Knowing the geographical location, India is divided into different states on the basis of language.

Activity-18.1 Identify the given states in the map of India. Write the names of the states given.

Purpose of activity: Matching the states.

TLM: Map

Management of learning sheet: facilitators / teachers should facilitate to identify states on the map of India.

Activity-18.2 On a given map, Color the Union Territory

Purpose of activity: Identification of Union Territory on the Map.

TLM: Map

Management of learning sheet: The facilitator/ teacher should help to find out the states on the map of India.

Activity-18.3 Color only the union territories in the given map.

Purpose of activity: Naming countries from different parts of India.

TLM: Chart

Management of learning sheet: Using the chart the facilitators / teachers name the different parts of India.

Evaluation 18

Use assessment strata in the practice sheet to measure children's learning levels.

Learning Outcome	Level-1	Level-2	Level -3
Will they list out the northern states and southern states with the help of Atlas ?	Will they identify all the states of India in the map ?	Will they identify the union territories and color it ?	Will they list out the neighbouring countries of India ?

- **Excellent:** - A child who has completed four layers.
- **Good:** - A child who has served three layers.
- **Average:** - A child who fulfills two layers.
- **Below Average:** - A child who has completed one or not completed any segments.

Teachers/facilitator gives feedback in the space provided.

Facilitators / Teachers Enter the child layer on the learning sheet

Month	The periods	The units to teach	The period reserved for each unit	Learning points	The page reserved for learning points	The learning activities managed	Evaluation
June	The living world	26	8	Identifying living and non-living objects. Know the vital features of the organism.	4-10	<ol style="list-style-type: none"> 1.Sort out living and non-living. 2. mark the moving animals and non-moving objects. 3.Match the correct word to the picture. 4.Write the features of animals. 5. Say yes/no by identifying the features of animals. 6.List out the features of living and non-living. 	
			8	Animals are sorted based on food intake.	11-15	<ol style="list-style-type: none"> 1.How much you know about our food? 2.Write the names of herbivores, carnivores and omnivores by seeing the pictures. 3.Prepare scrap book by collecting the pictures of herbivores, carnivores and omnivores. 4. Identify the herbivores, carnivores and omnivores by putting the mark. 	

			8	2. Animals are sorted based on food habits	11-15	<ol style="list-style-type: none"> 1. How much you know about our food? 2. Write the names of herbivores, carnivores and omnivores by seeing the pictures. 3. Prepare scrap book by collecting the pictures of herbivores, carnivores and omnivores. 4. Identify the herbivores, carnivores and omnivores by marking. 	
			5	They will know the importance of plant and animal conservation.	16-09	<ol style="list-style-type: none"> 1. Find out the true/false from the given statements. 2. Match the animals by dragging lines. 3. List out the National reserve forest, Wildlife sanctuary and bird sanctuary of Karnataka. 	
			8	8	8	<ol style="list-style-type: none"> 1. The family tree of Darshan. 2. Write as instruction. 3. Match the following. 4. Select the right answer. 5. Put <input type="checkbox"/> mark to right answer. 6. collect pictures of your family and paste it. 	
July	26	Family	10	Identifies relationships in the family.	20-26	<ol style="list-style-type: none"> 1. Write your family members name and your relation with them in the table. 2. Write the true/false in the following statements. 3. Differentiate the joint and nuclear family. 4. Draw the family tree of your family. 5. Write the occupations of your family members 	

				15	27-32	Know the types of families, their importance and difference.	
	25	Community	10	Identifies community characteristics and types.	8	1. Write the points you identified in the given pictures. 2. Name the occupations 3. Write the management of occupations. 4. List out the problems of your residential area through survey. 5. Discuss about your favorite occupation	
			12	Will appreciate the importance of sports and exercise.	9-35	1. List out the games playing in your place. 2. List out the benefits of the games. 3. Name the adventure sports. 4. Identify the athletes of related sports. 5. Identify the activities which help to maintain the physical and mental health. 6. Identify the sportsmen 7. Prepare the project. 8. Give reason.	
Sep.	26	Water	11	Identify water sources. And understand the physical properties of water.	46-49	1. Identify the sources of water. 2. List out the water sources of your places. 3. Identify the true/false and write it. 4. Know the uses of water.	
			12	Will appreciate the biological importance of water. will explain the importance of water, water pollution and water conservation methods	50-54	1. Know the biological importance of water. Name the sources of water. 3. List out the reasons for water pollution. 4. Know the reason for water contamination. 5. Prepare the chart.	

Oct.	2	Agriculture	9	They will understand the stages of agriculture.	55-60	<ol style="list-style-type: none"> 1. Identify the agricultural equipment. 2. Match the stages of agriculture to the pictures. 3. Write the stages of agriculture. 4. The crop growing in your place. 5. The main crops of districts in Karnataka. 	
				They understand the difference of rain based agricultural land and irrigated land. Understanding drip irrigation and spray irrigation, they list the crops that grow in both irrigation systems.	91-65	<ol style="list-style-type: none"> 1. Classify the crop as rain-fed and irrigated. 2. List out the crops. 3. Identify and write the cultivation method in the pictures. 	
Nov.	23	Food	11	Identifies the nutrients in the food.	66-71	<ol style="list-style-type: none"> 1. Discussion. 2. Write the food you eat in the table. 3. Know about the nutrients available to body by food. 4. Sort out the food materials. 5. Name the major nutrients of food materials. 6. Know about the variety of food 7. Identify the nutrients of food. 	

			8	They will introduce food sources and food availability.	72-75	<ol style="list-style-type: none"> 1.The source of food. 2.Write the food materials related to plant source. 3.Interview. 4.Raw food eating without baking. 5.Conversation with grand parents. 6.Mark your favorite food. 7. Discussion with friends. 8.How much I will follow.. 	
Dec	25	Natural resources	12	Identifies the needs and types of natural resources	76-79	<ol style="list-style-type: none"> 1.The materials using for house construction. 2.Name the resources. 3.Write the type of resources. 	
Jan.	24	matter	15	Identifying the substance and its characteristics.	84-88	<ol style="list-style-type: none"> 1.Answer the questions. 2.Name the minerals. 3.Write the uses of resources. 	
			10	Identifies the different states of matter and perceives the changes in the state of matter.	89-93	<ol style="list-style-type: none"> 1.Sorting of materials into solid, liquid and gas. 2.Classification of solid, liquid and gas. 3.Fill up the blanks. 	
Feb.	25	Our India natural varieties, our India political and administration	25	Mark Karnataka in the India Map	94-99	<ol style="list-style-type: none"> 1.Identify the Karnataka in the map of India. 2.Fill the color to the districts of Karnataka. 3.List out neighboring countries by identifying the India on map. 	

March	25	India political and cultural		Identify States and Union Territories.	100-104	1. Identify the states on the map of India. Match the names of states to concerned states. 2. Color the union territories in the given map' 3. Complete this activity by using the Atlas.	
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