

Class III

*(Note: This activity is to be inserted in Teacher's Guide Page No. 6 before **Text 1: The True Son** under **Theme One: Home and Community** after the topic "School")*

Class III (Week Three)

TIME / BLOCK: I

THEME: Home and Community

TOPIC: Transportation

Activity 1 (Rhyme) (100 Minutes)

Learning Objective: Listening and speaking 8

- ✓ Use newly acquired vocabulary appropriately.

Reading and literature 2

- ✓ Read aloud with fluency and expression.

Specific objective for the activity

- ✓ Use newly acquired vocabulary related to modes of transportation.
- ✓ Sing aloud with expression.

Display/project the rhyme Travelling Travelling given below. Teacher models how to sing the rhyme in tune of (Row Row Row your boat) by using Echo reading. After that let students identify the new words from the rhyme: e.g. **Travelling, merry, cruise, chill, thrill, hill, track, rails, plane, stamp**. Demonstrate/teach vocabulary through context.

Travelling, Travelling

- Adapted from class II Anthology of Songs and Rhymes.

Stamp, stamp, stamp your feet,
Stamp them on the ground.
Travelling, travelling on your feet,
Walk to get around!

Ride, ride, ride a horse
Up and down the hill
Travelling, travelling along the track
Ride to get a thrill.

Ride, ride, ride a yak
Up and down the hill

Travelling, travelling along the track
Ride to feel the chill.

Drive, drive, drive your car,
Have a merry cruise.
Travelling, travelling on the road,
Cars are what you use.

Row, row, row your boat,
Gently across the lake.
Travelling, travelling on the water,
Boats are what you take.

Fly, fly, fly your plane,
High up in the air
Travelling, travelling through the sky,
Planes will get you there.

Chug, chug, chug your train,
Chug along the track.
Travelling, travelling on the rails,
Trains go there and back

Divide the class into seven teams and give each stanza to a team. Let the teams identify a pair of rhyming words from their stanza and share it to the whole class.

First stanza- ground, around.

Second stanza- hill, thrill

Third Stanza- hill, chill.....

After that let them illustrate their understandings of the stanza. Then let the class move around for a table walk to find out what was used for travelling using the worksheet given below.

What is used to travel?	Where?
e.g. boat	Water

After completing the worksheet ask questions like the following to introduce the modes of transportation. The discussion should lead to modes of transportation. (Land, air and water)

1. Where does a boat travel?
A boat travels on water.
2. Where does a plane fly?
A plane flies in the sky/air.
3. Where does a car travel?
A car travels on the land/road.
4. Where does a yak travel?
A yak travels on the land.
5. Where does a horse travel?
A horse travels on land.

Activity 2 (Inquiry) (150 Minutes)

Learning Objective: Listening and speaking 3

- ✓ *Initiate conversation and respond to others in familiar situation in the classroom, library and on the playground.*

Writing 7

- ✓ *Develop their ideas in simple paragraph.*

Specific objective for the activity

- ✓ *Initiate conversation and respond to others in familiar situation in the classroom and community to collect the ways of students' travel.*

Let students inquire about the modes of transportation following the inquiry steps.

Question

Teacher ask the following question.

How do most people travel in your locality?

Hypothesize Language in Practice

I/We think, most people use
E.g. I think most people use cars/horse/yaks etc.

Ensure to use these phrases to predict and to estimate during the group discussion. Practice the phrases repeatedly before going to the next step. Provide a worksheet in team and let them tally their prediction in the second column of the table.

Instruction:

- *Look at the table in the worksheet.*
- *Take out your pencil and eraser.*
- *Guess using the language practiced and write down your estimation*

Transportation	Estimation
<i>Vehicle</i>	
<i>Horse</i>	
<i>Plane</i>	
<i>On foot</i>	
<i>Yak</i>	
<i>Cycle/bike/scooter</i>	

✓ Design and Collect Data

Language in practice:

Before going for data collection let students practice the following in pairs.

A: How do you come to school?

B: I come to school on foot.

A: How does your father go to work?

B: He goes on foot/ by car.

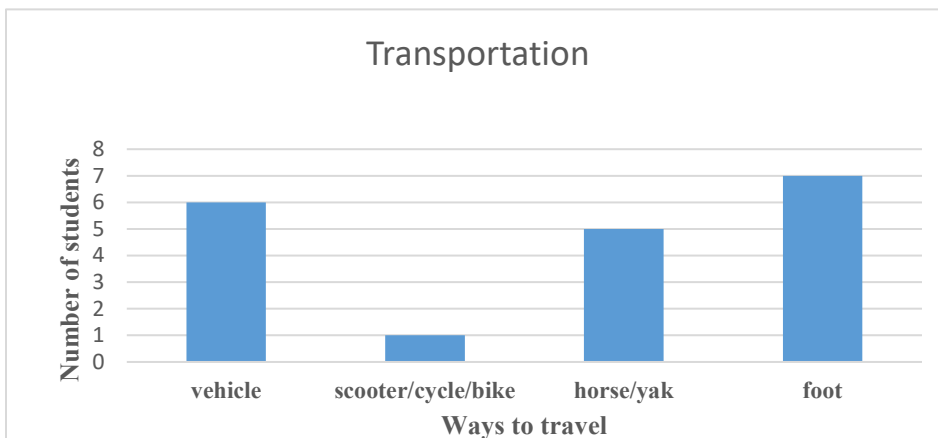
He rides a horse/He travels by riding on a horse.

Divide students into teams and let the teams go to village/school/class (whichever appropriate) to collect data. Let them ask and tally the conclusion in the second column.

Transportation	Final conclusion
<i>vehicle</i>	
<i>horse</i>	
<i>Plane</i>	
<i>On foot</i>	
<i>yak</i>	
<i>Cycle/bike/scooter</i>	

✓ ANALYZE DATA

After the data collection let the teams illustrate their information in the form of bar graph/pictures. E.g. given below.



✓ CONCLUDE

Ask children to come to the final conclusion by looking at their bar graph and write few sentences about it. Teacher helps students to use the following language correctly while describing the graph so that students will not struggle while writing.

Example:

- Six students travel by car/vehicle.
- Most students walk to school.
- Only one student come by cycle.

✓ SHARE

Let the students share their information on the school/class notice board. After that divide the class into two teams and conduct a debate on the topics listed below:

- *Walking on foot versus riding a car.*
- *Walking on foot versus riding horse/yak/donkey/bull/cart.*
- *Walking on foot versus riding a bicycle.*

Encourage students to build their points focusing on the advantages and disadvantages of their chosen topic. And also assist them to form correct sentences before and during the debate. This debate should lead to the impact of transportation such as:

- *Walking is good for health.*
- *Cars are bad for health (smoke, noise, heat, chemical substances, dust)*
- *Traffic jam*
- *Risky (major accidents)*
- *Cars are expensive (fuel, maintenance)*
- *Walking in the forest is dangerous. (wild animals)*
- *Riding a horse is fun.*
- *Riding a horse is risky because if you don't hold on tight, you may fall down.*
- *Riding a yak can be risky because it may butt.*
- *Walking will tire you if you don't eat food.*
- *Long distance walk will make you sleepy in the class.*

Activity 3 Safety Rules (150 Minutes)

Learning Objective: Writing 8

- ✓ *Develop their ideas in a series of simple sentences using capital letters, full stops, question marks, commas and simple tenses.*

Specific objective for the activity

- ✓ *Write safety rules with correct simple sentences using capital letters and full stops.*

Recapitulate the traffic rules that they learnt in class II. For this, let students in teams write down four traffic rules using RoundTable.

The following are the rules that student learnt in class II.

You must not play on the road.

You must not run in front of a car.

You must walk by the side of the road.

You must look both ways before crossing a street or road.

You must not jump on the back of a car.

While students are writing the rules, encourage students to use positive statements as mentioned in **Activity 1, Week 1, Topic: School**.

Then let students share their work to the whole class. Teacher may add few new rules through whole class discussion.

Example: you must use the zebra crossing while crossing the road. Further, discuss the consequences of walking slowly while crossing the road.

Provide five relevant topics each to five groups such as: 1. River safety (bridge) measures

2. Electricity safety Measures

3. Fire safety Measures

4. Forest safety Measures

Encourage the teams to design a poster with drawings, illustrations and few phrases. Let them use the following incomplete sentences on the posters:

We must _____

I must _____

Follow up activity

Take students outside. Let each team give a demonstration on the safety measures on their topics. After each teams demonstration the whole class practice the safety measures.