

Assessment Tools based
on
Learning-Outcomes

Subject:- EVS

Class - III to V

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PREFACE

CLASSES – III to V

Subject - Environmental Studies (EVS)

This document is prepared with the notion to enable the teachers to ascertain learning skills more accurately in the subject of Environmental Studies (EVS) for classes III – V so that the Learning Outcomes may be attained by the students and their periodical assessment can be done to maintain the record of their progress. While making the document it has been ensured that the learning needs of the children with different learning levels – pre-basic, basic, proficient and advanced , are being catered and their progress can be monitored.

About the Document

- The document includes Learning Outcomes prepared by NCERT distinctively for classes III, IV and V in EVS.
- It covers the full syllabus for each class and gives an insight into the progress made in each class.
- It begins with the child's immediate surrounding – self, animals, birds, home family in class III and gradually progressing towards the wider environment as it reaches class V.
- The material in the document can be used as an assessment tool for classes III-V in the subject of EVS.
- It is meant both for teachers and the students.
- This document provides the crux of the Learning outcomes.
- Efforts are made to avoid direct information, definitions and descriptions and instead the opportunity is provided to the children to correlate experience and explore the environment in its surroundings.
- This document reaches the desired Learning Outcomes targeting the competencies through multiple choice and open ended questions to assess the learning levels of the students in each class.
- The language in the document is simple for the children to read and understand.
- In spite of the fact that all efforts are made to give full freedom to the child to explore but there might have been some discrepancies.

Therefore this document should be considered suggestive document and constructive suggestions as per the need can be incorporated.

NOTE: These assessment tools are only suggestive for teachers. The teacher can modify these tools according to the need and level of students.

Class III (EVS)
Learning Outcomes (NCERT)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learner may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects/plants/ animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/ found, habits, needs, behavior etc.) • observe, explore their home/family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways • explore the neighborhood for the means of transport, communication and what works people do • observe their home/school kitchen for food items, vessels, stoves, fuels and cooking processes • discuss with elders and find out from where we/birds/animals get water, food (plants/ animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last • visit different places in the neighborhood, e.g., market to observe the process of buying/selling, journey of a letter from post office to home, local water bodies etc. • ask and frame questions and respond to the peers and elders without any fear or hesitation • share their experiences/observations through drawing/ symbols /tracing / gestures/ verbally in a few words /simple sentences in their own language • compare objects/entities based on differences/ similarities for observable features and sort them into different categories. Discuss with the parents/guardians/ grandparents/elders in the neighborhood and compare their lives in past with that of now for the things of daily use such as clothes, vessels, works done by people around, games • collect and arrange the objects such as, pebbles, beads, fallen leaves, feathers, pictures, etc., of their finds from their surroundings and arrange in an innovative manner, e.g., heaps, pouches and packets • critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check, verify, test them., For example, which directions (left/right/front/back) to be followed to reach a nearby object or place; which vessel (of same volume) contains more water; how many spoons of water to fill a mug or a bucket etc. • perform simple activities and experiments to observe, smell, taste, feel, hear using different 	<p>The learner —</p> <p>EV301 identifies simple observable features (e.g., shape, color, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings.</p> <p>EV302 identifies simple features (e.g., movement, at places found/kept, eating habits, sounds)of animals and birds in the immediate surroundings.</p> <p>EV303 identifies relationships with and among family members.</p> <p>EV304 identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.); places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighborhood.</p> <p>EV305 describes need of food for people of different age groups; animals and birds, availability of food and water and use of water at home and surroundings.</p> <p>EV306 describes roles of family members, family influences (traits/ features /habits / practices), need for living together, through oral/ written/other ways.</p> <p>EV307 groups objects, birds, animals, features, activities according to differences/ similarities using different senses (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any otherfeatures) using different senses.</p> <p>EV308 differentiates between objects and activities of present and past (at time of the elders). (e.g., clothes /vessels /games played/ work done by people).</p> <p>Ev309 identifies directions, location of objects/ places in simple maps (of home/ classroom/ school) using signs/symbols/verbally.</p> <p>EV310 guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.)</p> <p>EV311 records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g., shapes of moon, seasons).</p> <p>EV312 creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc.</p> <p>EV313 observes rules in games (local, indoor, outdoor) and other collective tasks.</p>

senses as per their abilities to identify, classify, differentiate between objects, features, entities etc.

- collect observations and experiences on the experiments and activities and shares that orally /gestures /sketches /tables /writing in simple sentences
- manipulate local and waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create or improvise drawings, models, designs, collage etc. For example using clay to make pots/vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc.
- share experiences of their relationships with pets and domestic animals or other birds and animals in surroundings
- participate actively and undertake initiatives of care, share empathy, leadership by working together in groups, e.g., in different indoor/outdoor/local/ contemporary activities and games, carry out projects such as taking care of a plant(s), feed birds/animals, things around them
- question, discuss, critically think and reflect on their experiences related to situations at home, school, neighbourhood for stereotypes or discrimination, such as, roles of male/female members, access to food, health, going to school, needs of elders and the differently abled etc.
- explore and read pictures, posters, signboards, books, audio-videos, tactile/raised material/ newspaper clippings, stories/poems, web resources, documentaries, library and use other resources besides textbook.

EV314 voices opinion on good/bad touch; stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school.

EV315 shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices – likes/ dislikes, and access to basic needs such as food, shelter, etc.)

Class - III
EVS

Learning Outcomes	Chapters
EV301	2
EV302	1,8,9,19,24
EV303	4,11,12,21
EV304	3,10,11,12,14,17,18,22
EV305	3,6,8,9,19,20,24
EV306	4,12,14,21
EV307	1,8,19
EV308	10,11,12,15,16
EV309	5,22
EV310	3,12,20
EV311	3,12,15,22
EV312	1,2,3,5,20,22,23
EV313	4,12,16
EV314	6,12,14,16,20,21
EV315	2,5,4,6,7,9,13,18,19,20,21,24

Monthly plan of Chapters based on Learning Outcomes Class III - EVS

Month	Chapter	Learning Outcomes
April	Chapter-1	EV302, EV307, EV312
	Chapter-2	EV301, EV312, EV315
	Chapter-3	EV304, EV305, EV310, EV311, EV312
May	Chapter-4	EV303, EV306, EV313, EV315
	Chapter-5	EV309, EV312, EV315
	Chapter-6	EV305, EV314, EV315
	Chapter-7	EV315
July	Chapter-8	EV302, EV305, EV307
	Chapter-9	EV302, EV305, EV315
	Chapter-10	EV304, EV308
August	Chapter-11	EV303, EV304, EV308
	Chapter-12	EV303, EV304, EV306, EV308, EV310, EV311, EV313
	Revision for Exams	
September	Exams	
October	Chapter-13	EV315
	Chapter-14	EV304, EV306, EV314
	Chapter-15	EV308, EV311
November	Chapter-16	EV308, EV313, EV314
	Chapter-17	EV304
	Chapter-18	EV304, EV315
December	Chapter-19	EV302, EV305, EV307, EV315
	Chapter-20	EV305, EV310, EV312, EV314, EV315
	Chapter-21	EV303, EV306, EV314, EV315
January	Chapter-22	EV304, EV309, EV311, EV312
	Chapter-23	EV312
	Chapter-24	EV302, EV305, EV315
February	Revision for Exams	
March	Exams	

Learning Outcome - EV301

Child will identify simple observable features (e.g.-shape, color, texture, aroma) of leaves, trunk and bark of plants in immediate surroundings

1. Name two trees with:-

- a) Thick trunk _____, _____
- b) Thin trunk _____, _____

2. Write names of some objects which have patterns of leaves and flowers on them in your house. (E.g. bed sheet, curtains, tray, etc.)

3. Which one is a medicinal plant?

- a) Tulsi
- b) Neem
- c) Pudina
- d) All of these

4. Name some leaves which give strong aroma/which you can recognize by crushing and smelling. _____, _____, _____.

5. Name two plants which have

- a) Small leaves _____, _____
- b) Long leaves _____, _____
- c) Big and flat leaves _____, _____

6. I am the National flower of India-_____

Learning Outcome - EV302

Identifies simple features (like movement, places found / kept, eating habits, sounds) of animals and birds in immediate surroundings.

1. Name two animals which

- a) can fly _____, _____
- b) can crawl _____, _____
- c) can hop _____, _____
- d) can walk _____, _____
- e) can run _____, _____
- f) have wings _____, _____
- g) have tail _____, _____
- h) live on land _____, _____
- i) live on water _____, _____
- j) live on land and water _____, _____
- k) eat only plants/leaves _____, _____
- l) eat our food(without permission) _____, _____
- m) which enter our house uninvited _____, _____

2. Guess-who am I? (Birds)

- a) I have beautiful feathers- _____
- b) I fly very high and I eat mice- _____
- c) I am of green colour and I copy you - _____
- d) I have black feathers and I do Kau-Kau- _____
- e) I have sweet voice- Koohu Koohu- _____
- f) I make holes in trunks of trees- _____
- g) I remain awake during night / I can see at night- _____
- h) I move my neck back and forth with a jerk- Mynah

3. Name some pet animals. _____

4. Match the following:-

- | | |
|--------------|-------------------|
| (a) Cow | gives us honey. |
| (b) Dog | pulls the cart. |
| (c) Horse | guards our house. |
| (d) Honeybee | gives us milk. |

5. Which animal eats other animals?

- | | |
|-------|------|
| Goat | Lion |
| Horse | Cow |

6. I am the National bird of India-_____

7. I am the National animal of India-_____

8. Which bird hangs upside down on a tree?

- | | |
|-----------|------------|
| a) Parrot | c) Sparrow |
| b) Bat | d) Crow |

Learning Outcome - EV303

Identifies relationships with and among family members

1. What do you call your:-

- a) Father's mother _____
- b) Mother's father _____
- c) Father's sister _____
- d) Mother's brother _____

2. Who helps you with your homework? _____

**3. When I want to know about the past, I go to my:-
(there can be more than one option)**

- a) Uncle
- b) Grandfather
- c) Brother
- d) Sister

4. I share secrets with my _____

5. I go to market with my _____

6. I play with my _____

7. I respect my elders.

- a) By touching their feet
- b) Saying Namaste
- c) Obeying them
- d) All of the above

Learning Outcome - EV304

Identifies objects, signs(vessels, stoves, transport, means of communication, transport, sign boards etc.), activities (works people do, cooking processes, etc.) at home / school / neighbourhood places (types of houses), bus stand, petrol pumps etc.

1. Circle the odd one out:-

a) Car Jeep Scooter Bus

b) Aeroplane Helicopter Cycle Rocket

c) Aeroplane Ship Boat Ferry

2. Identify the following means of transport?





c)



d)



e)



f)



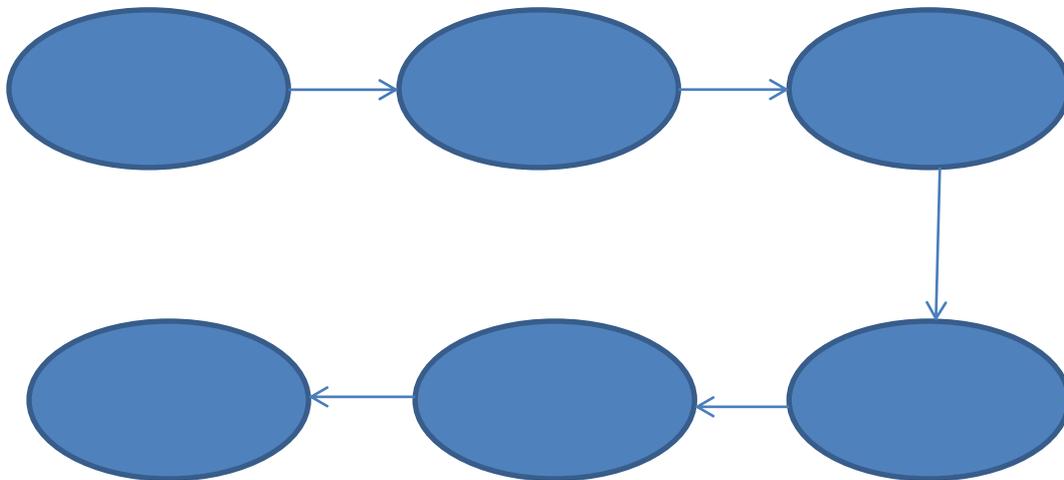
g)



h) _____

3. How do you contact your naani (who lives far away) or your father (in office)? [Mobile phone/landline]
4. How do you send your pictures to your friends / Maasi ? (WhatsApp)
5. Where do you post your letters?
6. Arrange the steps of journey of a letter:-

Sorting, Posting, Delivering, Stamping, Writing



7. Identify the following vessels:-



a)



b)



c)



d)



e)



f)

8. Name two food items which are cooked by :-

- a) Boiling _____, _____
- b) Frying _____, _____
- c) Baking _____, _____
- d) Roasting _____, _____

**9. What are utensils made of?
[steel, plastic, aluminium, glass, etc.]**

10. Match the following:-

- | | |
|-----------------|--------------|
| a) Chulha | Kerosene Oil |
| b) Solar Cooker | Gas |
| c) Heater | Sunlight |
| d) Stove | Wood |
| e) Gas Burner | Electricity |

11. Write the contact numbers of the following emergency services:-

- a) Ambulance
- b) Police
- c) Fire

100
101
102

12. Circle the food items which can be eaten raw:-

- | | | |
|---------|--------|--------|
| Fish | Onion | Peas |
| Radish | Apple | Rice |
| Brinjal | Potato | Grapes |

13. Circle the buildings that are found in your neighbourhood:-

School	Post Office	Hospital
College	Cinema Hall	Hotel
Temple	Police Station	Bank

14. Match the following:-

a) Barber	Sells Flowers / Bouquet
b) Doctor	Paints houses / Buildings
c) Postman	Cuts the hair
d) Mason	Constructs buildings
e) Painter	Treats the sick
f) Mechanic	Stitches Clothes
g) Tailor	Maintains law and order
h) Carpenter	Delivers letters
i) Policeman	Repairs car or scooter
j) Florist	Makes furniture

15. Where do you go:-

a) When you are sick-_____

b) When you want to post letters-_____

c) When you want to play-_____

d) When you want to study-_____

e) When you want to withdraw money-_____

f) When you want to board a bus-_____

g) When you want to fill petrol in your bike-_____

h) When you want to board a train-_____

School
Railway Station
Hospital
Petrol Pump
Post Office
Bank
Park
Bus Stand

Learning Outcome - EV305

Describes roles of food for people of different age groups, animals and birds, availability of food and water and use of water at home and surroundings.

1. Circle the sources of water given in the grid:-

R	I	V	E	R	Z
X	M	C	A	O	L
L	R	V	T	A	P
A	A	W	E	L	L
K	I	T	L	E	J
E	N	P	O	N	P

2. Tick the food items that you have in your mid-day meal:-

Dal

Burger

Chapati

Dalia

Egg

Noodles

Parantha

Maggie

Rice

Kheer

Pulao

Kadi

- 3. How does your mother cook food? (on gas, stove, heater etc.)**
- 4. Our kitchen is a small medical store. Name two ingredients or spices (having medicinal qualities) that your mother gives you when you are sick.**
- 5. We need food because :-**
- a) it gives us energy
 - b) it helps us to grow and to develop
 - c) it makes us healthy
 - d) all of the above

6. Underline the activities for which you need water:-

writing

bathing

sleeping

cooking

playing

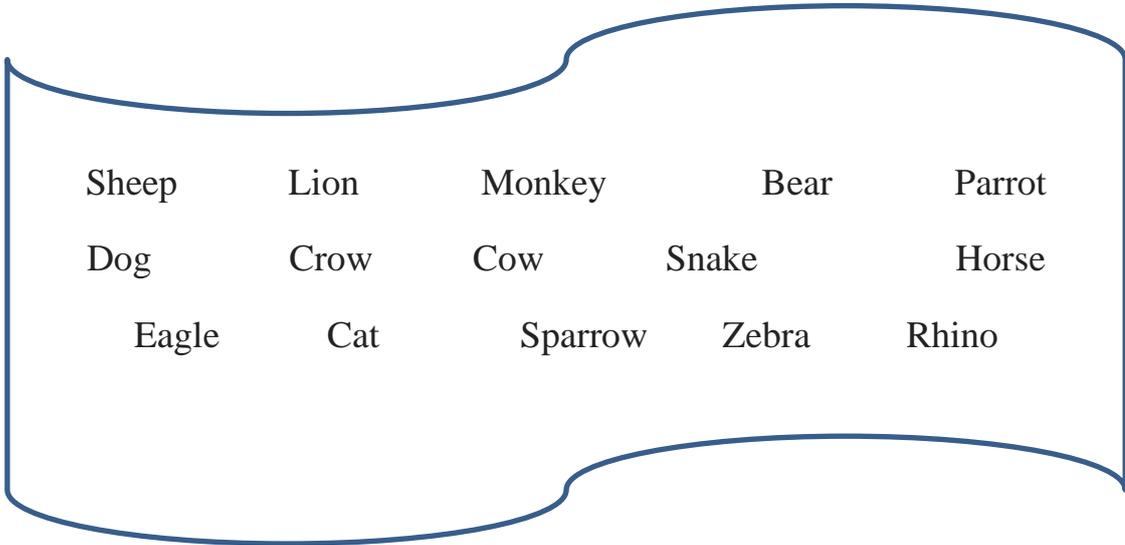
washing

drinking

driving car/cycle

swimming

7. Categorize the following animals that eat plants, eat other animals, eat both:-



Eat plants

Eat other animals

Eat plants as well as other animals

Learning Outcome - EV306

Describes roles of family members family influences (traits / features / habits / practices) , need for living together, through orally / written / other ways

1. Match the duties of your family members:-

- | | |
|----------------|------------------------------|
| a) Grandfather | prepares food |
| b) Grandmother | helps you with your homework |
| c) Father | plays with you |
| d) Mother | takes you out for outing |
| e) Brother | tells stories |

**2. How can you help your mother in her work at home?
(in dusting, cleaning, etc.)**

3. Circle the features that match with your family members

- | | | |
|----------------|------|--------|
| Colour of eyes | Hair | Height |
| Complexion | Nose | Smile |

4. Do you live in a Joint family or a Nuclear Family?

5. Match the following :-

- | | |
|---------------------------|--------|
| a) Mother of your father | Nana |
| b) Sister of your mother | Bua |
| c) Father of your mother | Dadi |
| d) Brother of your father | Chacha |
| e) Sister of your father | Masi |

Learning Outcome - EV307

Groups objects, birds, animals, features, activities according to differences similarities using different senses. (E.g. appearance / place of living / food / movement / likes – dislikes / any other features

1. Guess who am I?

a) My feathers are green, my beak is red and I love to copy people's voice-

_____.

b) I am black but my voice is sweet. I say Koohu-Koohu -

_____.

c) My beak is very sharp, I stitch leaves with it to make home -

_____.

d) I eat dead animals to make places clean, I can fly high-

_____.

e) I remain active at night, I can rotate my neck backwards to a great extent-_____.

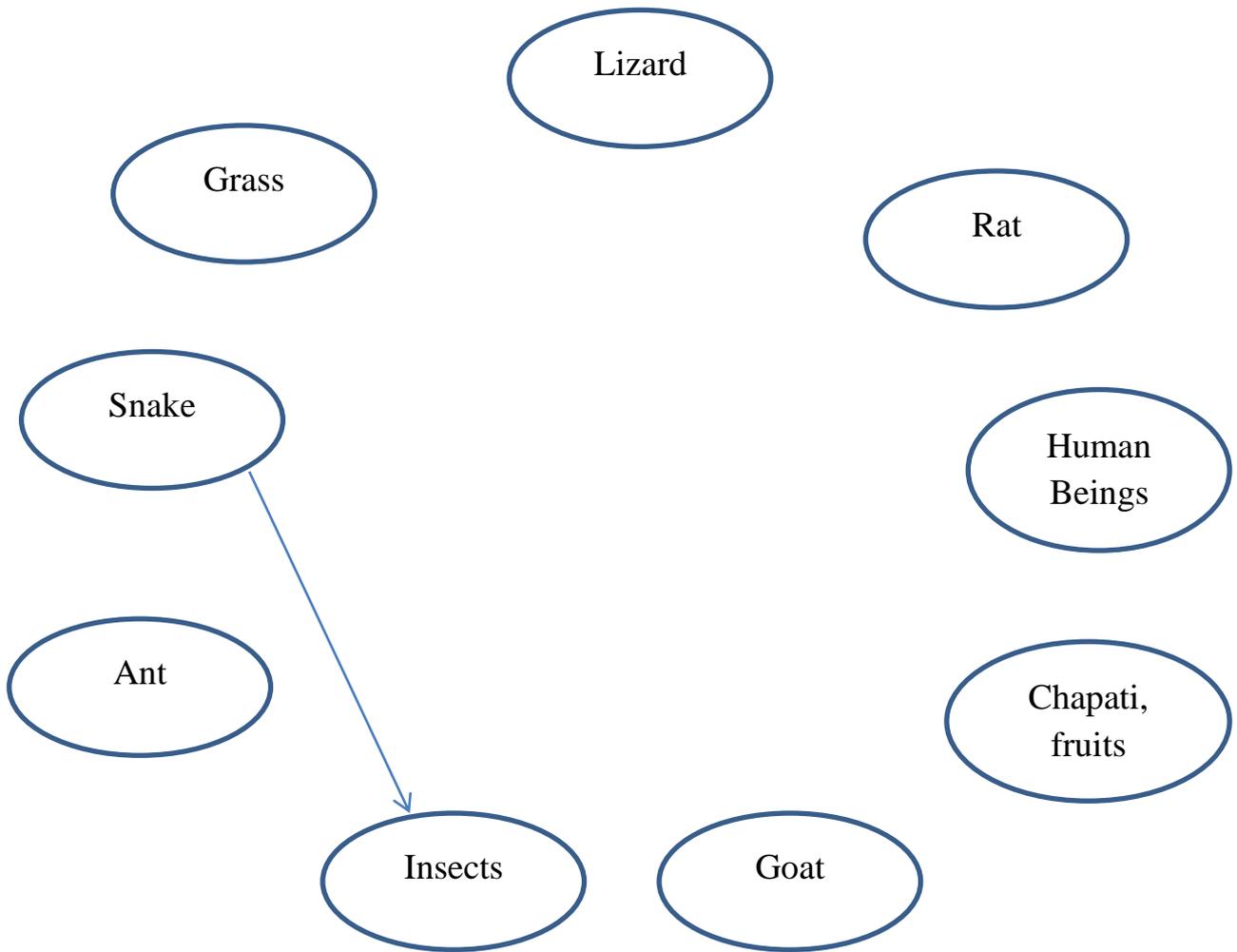
2. Name two

a) birds that fly low _____, _____

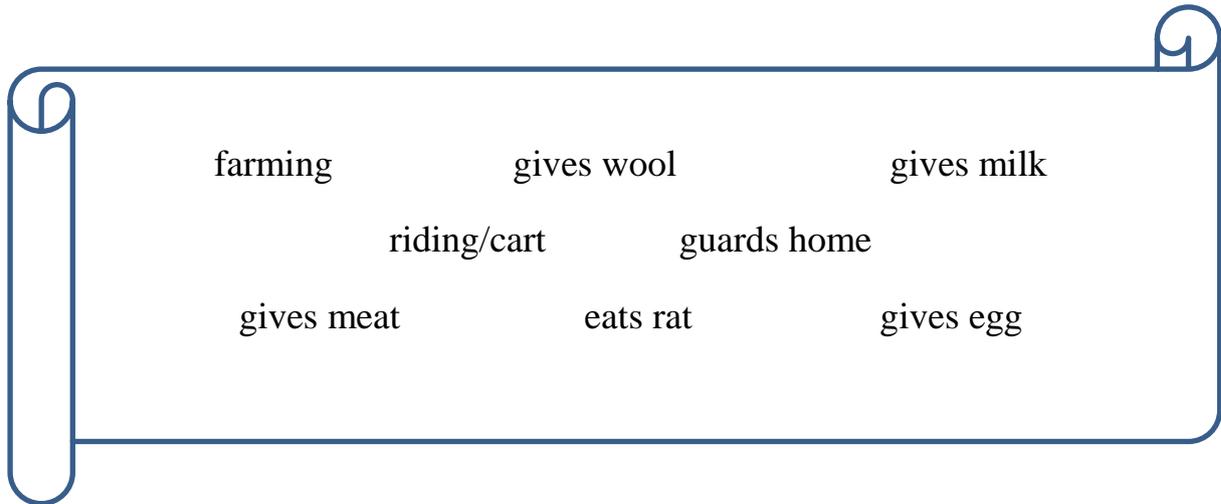
b) birds that can't fly _____, _____

c) birds that fly high _____, _____

3. Who eats what:-



4. How are the following animals useful? Find from the given help box:-



- | | |
|------------------|---------------|
| a) Goat _____ | f) Dog _____ |
| b) Sheep _____ | g) Cat _____ |
| c) Cow _____ | h) Bull _____ |
| d) Buffalo _____ | i) Dog _____ |
| e) Horse _____ | j) Yak _____ |

5. Name the place of living of these animals:-

- a) Dog _____
- b) Horse _____
- c) Lion _____
- d) Cow _____
- e) Pig _____
- f) Birds _____

Learning Outcome - EV308

Differentiate between objects and activities of present and past (at times of elders) e.g. clothes / vessels / games played / work done by people

1. Ask your grandparents / elderly people what they used earlier (in their time)

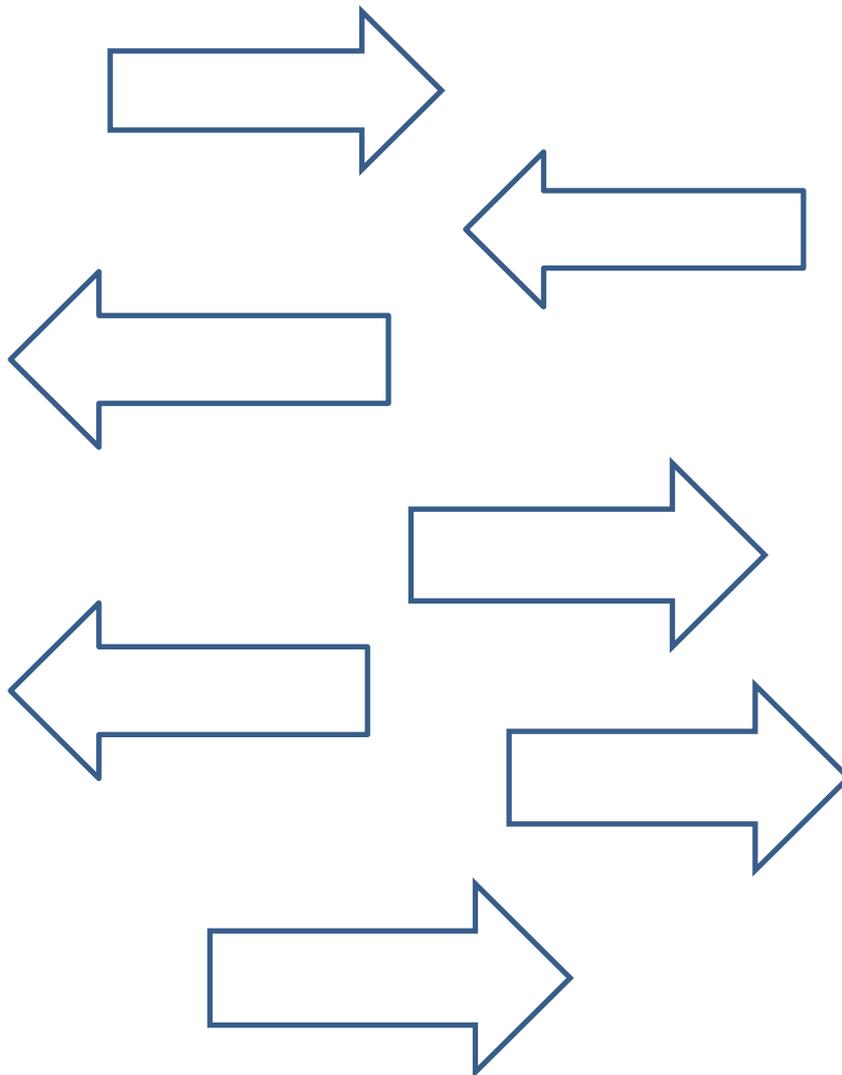
- a) For cooking → e.g.- angeethi, chulha, etc.
- b) Sources of heat → e.g.-coal, cow dung cakes, etc.
- c) Types of vessels → pots made of clay, copper, aluminum, iron, etc.
- d) Clothes → lungi, dhoti, kurta pajama, etc.
- e) Tools for farming → trowel, sickle, axe (and nowadays tractor, cranes)
- f) Means of transport → cart (horse, bullock)
- g) Means of communication → letters, postcard, landline, etc.
- h) Games, they used to play when they were young →
- i) Work, they did when they were children → taking care of younger siblings, looking after cattle, bringing water, etc.

Note: - Teacher can compare these all with present scenario.

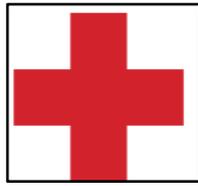
Learning Outcome - EV 309

Identifies directions, locations of objects / places in simple maps (of home / classroom / school) using signs / symbols / verbally

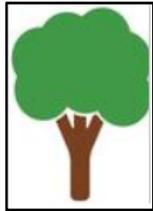
1. Colour the left arrows green and right arrows red:-



2. Match the symbols with their meanings:-



House



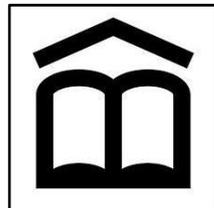
Restaurant



Tree

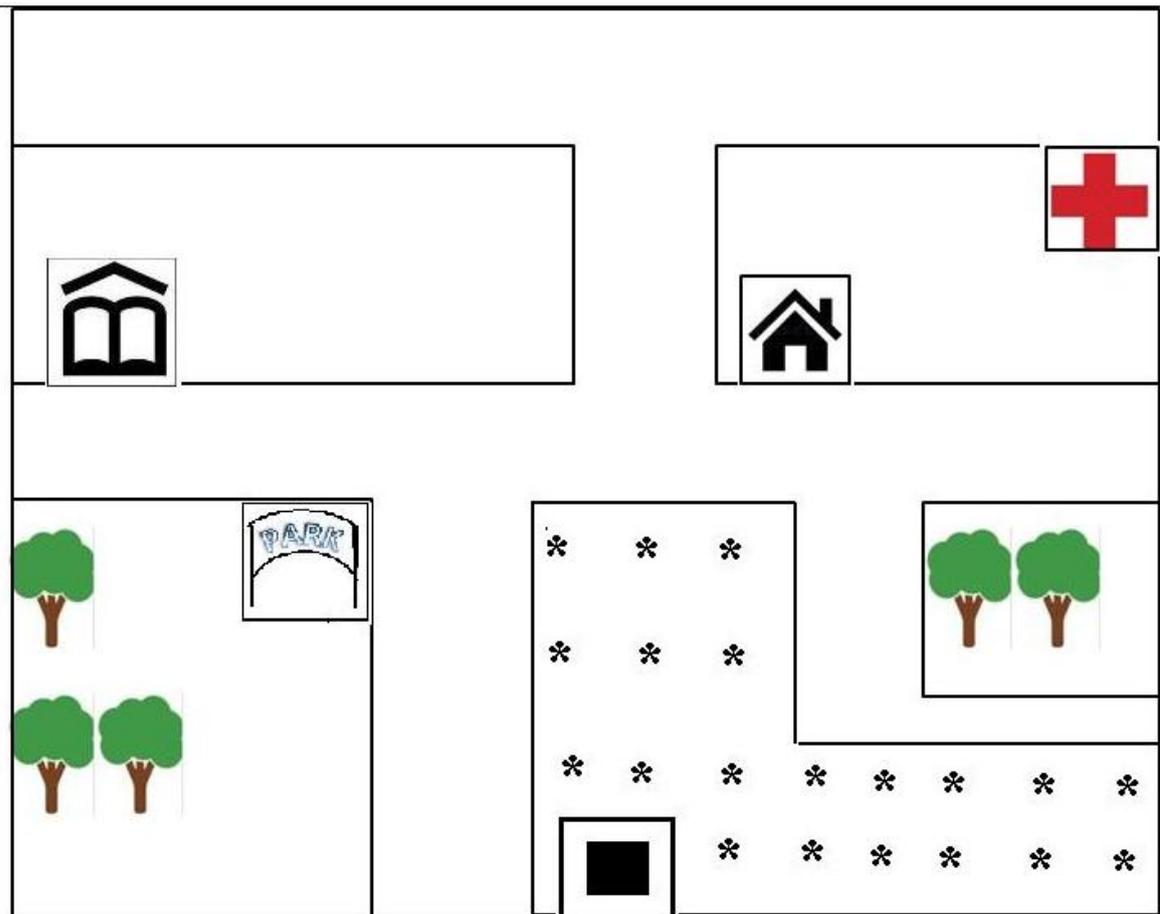


School



Hospital

3. Observe and colour:-



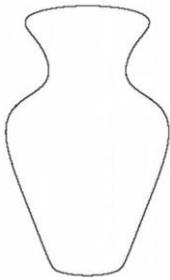
- a) Colour the symbol of hospital red.
- b) Colour the symbol of park green.
- c) Colour the symbol of house yellow.
- d) Colour the symbol of school blue.

4. We should always walk on the _____ side of the road.

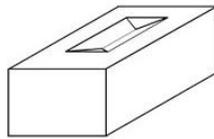
Learning Outcome - EV310

Guesses properties, estimates quantities, of materials / activities in daily life and verifies using symbols / non standard units (hand span, spoon / mugs, etc)

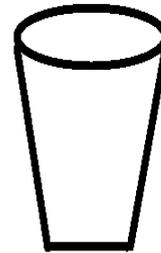
1. Name the objects shown below and colour only those objects which are made of clay:-



a)



b)



c)



d)



e)



f)

2. Match the following:-

- | | |
|----------|--------|
| a) Ice | Liquid |
| b) Water | Gases |
| c) Steam | Solid |

3. Which needs more water? Circle the correct answer:-

- a) Making tea , Having bath
- b) Cleaning house , Cooking

4. Tick which is farther:-

- a) from your classroom
- * Mid-day meal room
 - * Washroom
- b) from your home
- * School
 - * Market
- c) from your school
- * Park
 - * Temple

5. How many mugs of water are there in a bucket full of water?

(estimate) [Activity based]

6. How many spoons of water are there in a glass of water? (estimate)

[Activity based]

7. Measure the following objects in your classroom (using hand span):

- a) Your bench - _____ hand span.
- b) Door - _____ hand span.
- c) Teacher's chair - _____ hand span.

8. Circle the things needed by the Potter to make a clay pot:-

Plastic	Clay	Stone
Trowel	Hammer	Pin
Basket	Water	Potter's Wheel

9. Activity (Mid-Day Meal period)

The teacher will collect different types of tiffins from students and will ask them to make an estimate of how many ladles of Mid-Day Meal can be put in those tiffins and then verify the same by pouring Mid-Day Meal in each tiffin. (to compare the capacity of each tiffin).

10. The teacher can give other examples to make an estimate - like while preparing tea for a single person / whole family / family and guests - how many spoons of tea / sugar are added.

Learning Outcome – EV311

Records observations, experiences, information of object / activities / places / visited in different ways and predicts patterns (example shapes of moon, seasons)

1. Number the following activities of your daily routine in proper sequence :-

<p>I wake up at</p>  <input data-bbox="518 745 587 817" type="checkbox"/> 	<p>I eat breakfast at</p>  <input data-bbox="1150 745 1219 817" type="checkbox"/> 
<p>I go to school at</p>  <input data-bbox="491 1068 571 1140" type="checkbox"/> 	<p>I go to play at</p>  <input data-bbox="1091 1068 1171 1140" type="checkbox"/> 
<p>I eat lunch at</p>  <input data-bbox="512 1314 580 1386" type="checkbox"/> 	<p>I eat dinner at</p>  <input data-bbox="1098 1337 1182 1408" type="checkbox"/> 
<p>I go to sleep at</p>  <input data-bbox="550 1570 624 1641" type="checkbox"/> 	

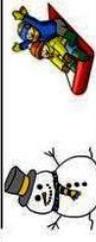
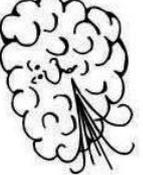
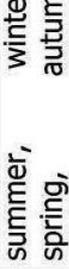
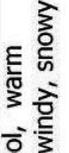
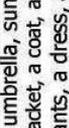
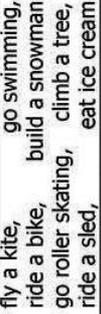
2. Where do you go if :-

- a) you are sick _____
- b) you want to post a letter _____
- c) you want to withdraw / deposit money _____
- d) you want to buy a ticket of train _____
- e) you want to study _____
- f) you want to pray _____
- g) you want to buy some fruits _____
- h) you want to watch a movie _____
- i) you want to read a book of your choice _____

Help Box

Library
Hospital
Post Office
Market
School
Temple
Cinema Hall
Railway Station
Bank

3. Fill in the blanks:-

What month is it?	What season is it?	How is the weather?	What do you wear?	What can you do?
1 - J _____	It is _____ 	It is _____ and _____  	I wear _____ and _____ 	I can _____ and _____ 
2 - F _____	It is _____ 	It is _____ and _____  	I wear _____ and _____ 	I can _____ and _____ 
3 - M _____	It is _____ 	It is _____ and _____  	I wear _____ and _____ 	I can _____ and _____ 
4 - A _____	It is _____ 	It is _____ and _____  	I wear _____ and _____ 	I can _____ and _____ 
5 - M _____	It is _____ 	It is _____ and _____  	I wear _____ and _____ 	I can _____ and _____ 
6 - J _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
7 - J _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
8 - A _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
9 - S _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
10 - O _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
11 - N _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
12 - D _____	It is _____	It is _____ and _____	I wear _____ and _____	I can _____ and _____
April, August, December, February, January, July, June, March, May, November, October, September	summer, spring, winter autumn	hot, cold, cool, warm rainy, sunny, windy, snowy	a hat, an umbrella, sunglasses a shirt, a jacket, a coat, a raincoat shorts, pants, a dress, a skirt shoes, boots, flip flops, ice skates	fly a kite, go swimming, ride a bike, build a snowman go roller skating, climb a tree, ride a sled, eat ice cream

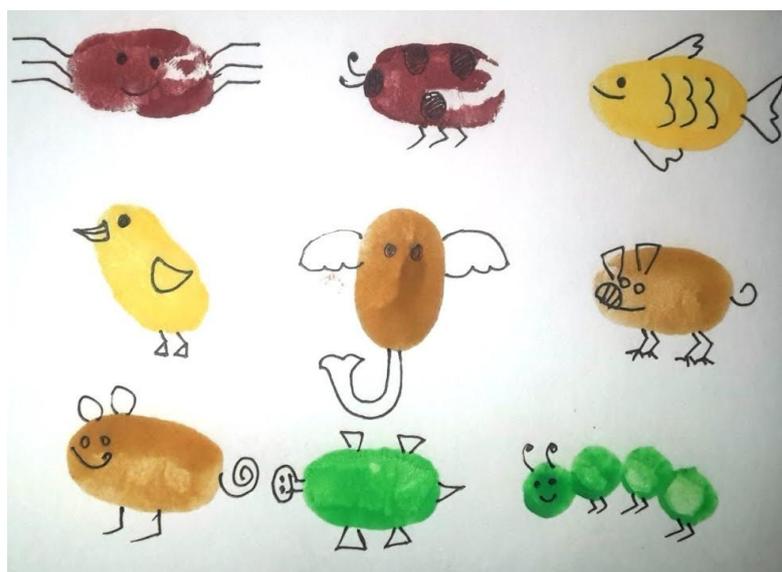
Learning Outcome - EV312

Creates drawings design, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/school, etc) and slogans, poems etc.

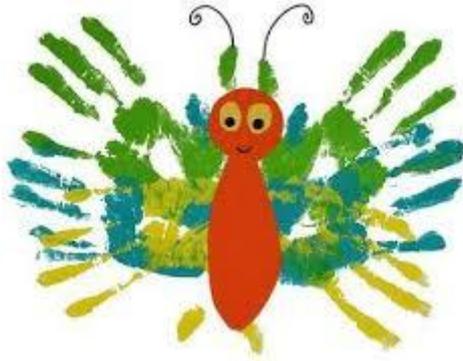
1. The teacher can ask students to make designs and motifs (patterns) using different objects like capsicum, ladyfinger, onion etc. (Activity based – can be done in scrap-book / drawing sheet).



2. Make different designs / objects (like birds, butterfly, tree, rat, spider, flower, tree etc.) using thumb painting.



3. Making different designs / drawings using your hands / feet (with the help of water colours):-



4. Label the different sections of home in the picture given below:-



5. Match the column A with column B :-

Column A

- a) Place where you sleep
- b) Place where your mother cooks
- c) Place where you eat
- d) Place where you take bath
- e) Place where you study
- f) Place where guests sit

Column B

- Kitchen
- Bedroom
- Study Area
- Drawing Room
- Bathroom
- Dining Area

6. Draw top, front and side view of:-

Top

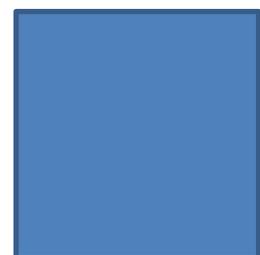
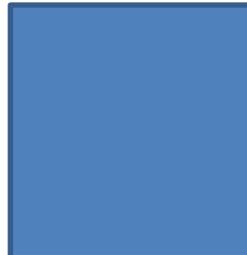
Front

Side

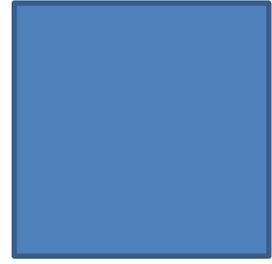
a)Tree



b)Almirah



c)Car



7. Write slogans on:-

- a. Girl Child
- b. Importance of Education
- c. Save Environment.

Learning Outcome - EV313

Observes the rules in games (local, indoor, outdoor) and other collective tasks.

1. Name the game that is played with:-

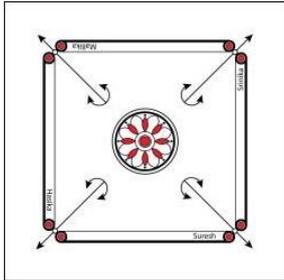
a) bat _____

c) racket _____

b) ball _____

d) dice _____

2. Classify these games as indoor / outdoor games:-

<p style="text-align: center;">Cricket</p>  <p>_____</p>	<p style="text-align: center;">Ludo</p>  <p>_____</p>	<p style="text-align: center;">Carrom</p>  <p>_____</p>
<p style="text-align: center;">Chess</p>  <p>_____</p>	<p style="text-align: center;">Marbles</p>  <p>_____</p>	<p style="text-align: center;">Hockey</p>  <p>_____</p>

3. Name two games that you play in a ground: - _____

4. Circle what you like to do in your free time:-

Singing

Dancing

Colouring

Watching T.V

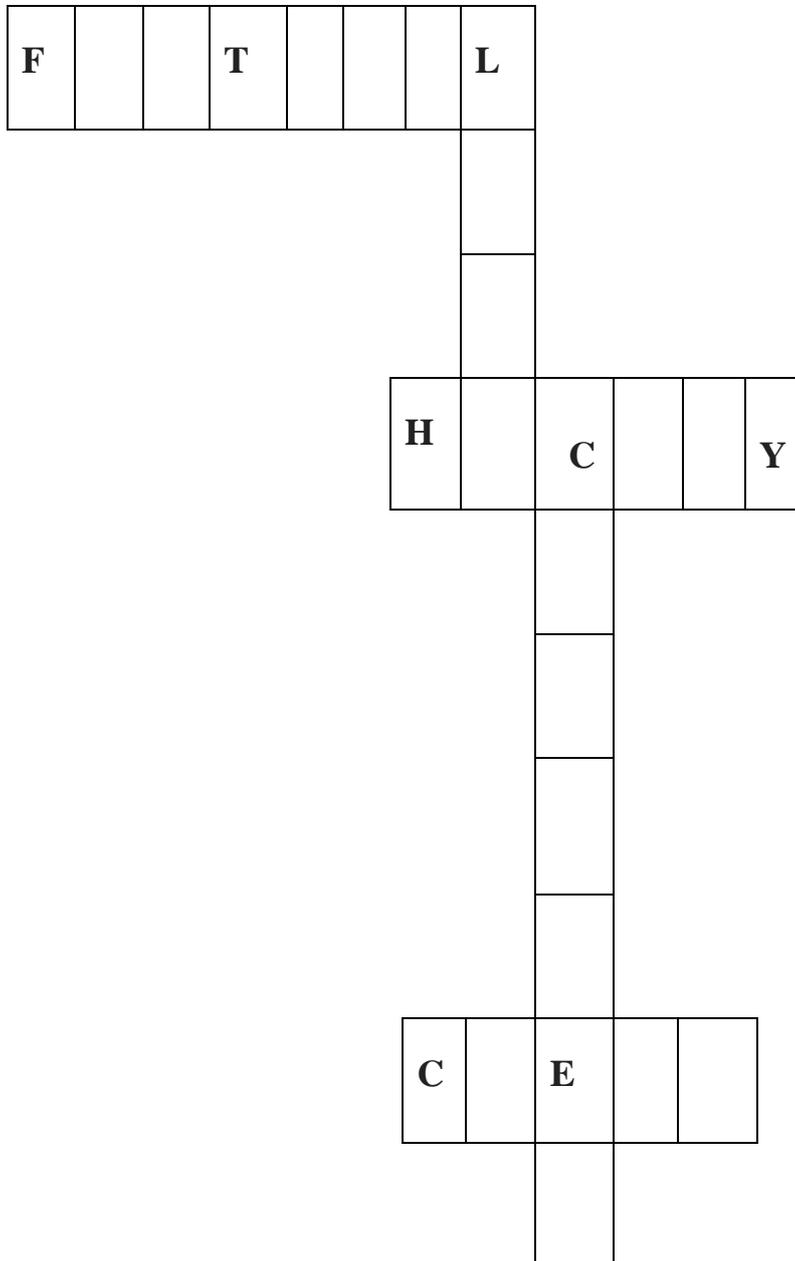
Reading Story Book

Gardening

Skating

Drawing

5. Find out the names of game from the given help box and complete the crossword puzzle:-



HELP BOX

**Hockey, Ludo,
Cricket,
Football,
Chess**

6. Our National game is _____

- a) Cricket
- b) Hockey
- c) Football
- d) Chess

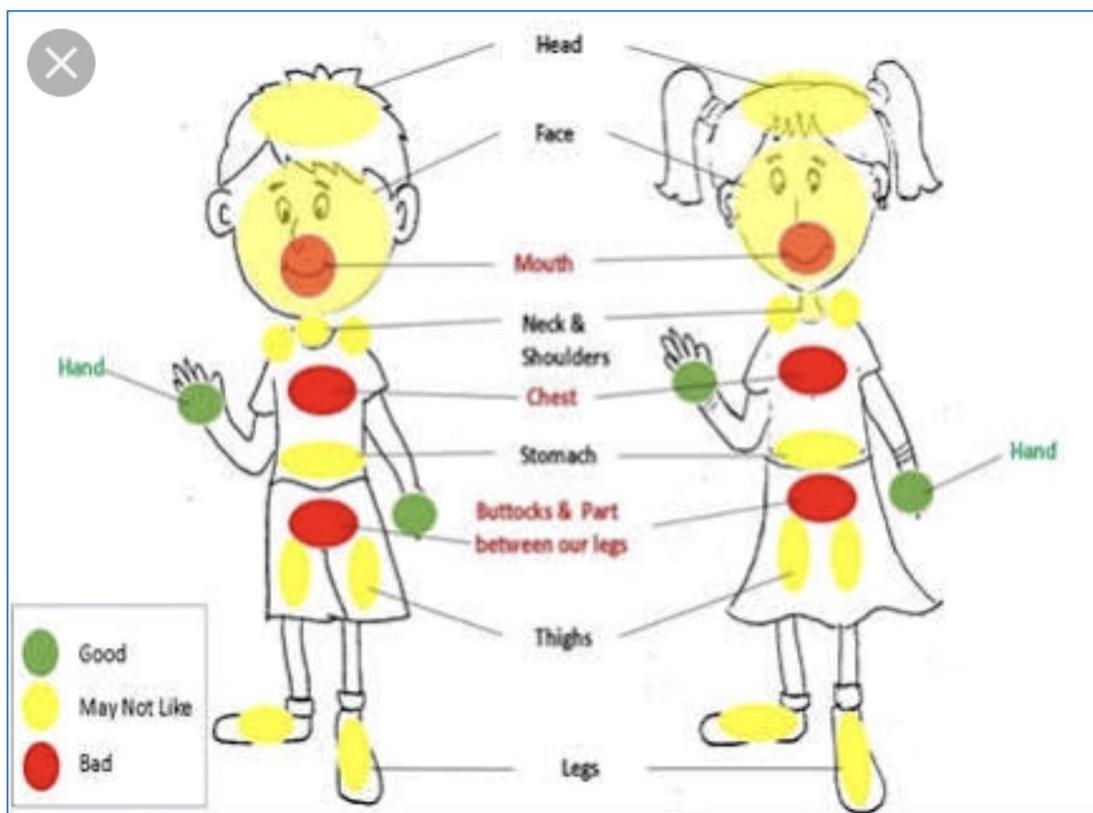
7. How many players are there in these games:-

- a) Cricket _____
- b) Football _____
- c) Kabaddi _____
- d) Kho Kho _____

Learning Outcome - EV314

Voices opinion on good / bad touch; stereotypes for task / play / food in family with respect to gender, misuse / wastage of food and water in family and school.

1. Let's make our children aware about good touch and bad touch (concept of private parts also) [eg-private parts are kept covered]



2. Activity: Video regarding good or bad touch can be shown to the students.

3. Name two food items:-

- a) made of wheat _____, _____
- b) made of rice _____, _____
- c) made of milk _____, _____
- d) that can be eaten by old people _____, _____
- e) that can be eaten by young children (1-2 years) _____,

- f) that are eaten only when cooked _____, _____
- g) that are eaten raw _____, _____
- h) that can be eaten both raw and cooked _____, _____

4. Fill in the blanks:-

- a) We should not _____ food. (eat / waste)
- b) Junk food is _____ for health. (good / bad).
- c) We should _____ your family members in the household work. (help / not help)
- d) My mother eats food _____ in the family. (first / last)
- e) _____ make our house look beautiful. (Rangoli / Dirty bathrooms)

5. Tick the correct statements.

- a) Decorating our house will make it look more beautiful. ()
- b) You should not inform your teacher when you leave the classroom. ()
- c) It is everyone's duty to ensure the cleanliness of house. ()
- d) We should not keep things at their proper place. ()
- e) We should help our mother in cleaning our house. ()
- f) You should turn off the taps when not in use. ()
- g) You should throw the leftover food in the dustbin. ()

- h) Wash your vehicle using bucket of water. ()
- i) Store water in leaking containers. ()
- j) Wash vegetables in running water. ()
- k) Keep the tap running while brushing your teeth. ()
- l) Rainwater is collected on the top of the roof of the house. ()
- m) Water used for washing utensils can be reused for mopping floors. ()
- n) The roof of the house is made sloping to collect rainwater. ()

Learning Outcome – EV315

Shows sensitivity for plants, animals, the elderly, differently-abled and diverse family setups in surroundings. (for the diversity in appearance, abilities, choices: likes / dislikes and access to basic needs such as food, shelter, etc.)

1. Match column A with column B.

Column A

- a) Grandparents, parents and children living together
- b) Grandparents, uncle, aunt and children living together
- c) Parents and children living together

Column B

- Small family / nuclear family
- Big family
- Joint family

2. Tick (✓)the correct statement:-

- a) I live in a joint family. ()
- b) My dada and dadi live in a village. ()
- c) Food for the whole family is cooked in the same kitchen in my house. ()
- d) When a baby is born in a family, the number of members decreases in the family. ()
- e) We should help the physically challenged people. ()
- f) Caring for elders is a bad habit. ()
- g) Braille is a special way of reading and writing. ()
- h) Old age home is a place for old people. ()
- i) We should touch eggs of a bird in the nest. ()
- j) We should water plant / trees. ()
- k) We should not tease animals. ()

3. Complete the table :-

Name of the animal you fed	What did you feed
a) Dog	_____
b) Cow	_____
c) _____	Milk
d) Sparrows / Pigeon	_____
e) _____	Carrot

4. Match the Column A to Column B

Column A	Column B
a) Hearing problem	Stick
b) Cannot see	Crutches
c) Problem in walking	Hearing Aid
d) Low vision	Spectacles

5. There are some differently abled people amongst us. Fill in the blanks with the right word:-

a) A _____ person cannot see.	<u>Help Box</u> deaf blind dumb
b) A _____ person cannot hear.	
c) A _____ person cannot speak.	

Class IV (EVS)

Learning Outcomes (NCERT)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities in pairs /groups / individually and encouraged to —</p> <ul style="list-style-type: none"> • observe and explore the immediate surroundings, i.e., home, school and neighborhood for different objects/ flowers/ plants/animals/birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behaviour, etc.) • ask questions and discuss with family members/elders as to why some family members stay together and others are away, interact with relatives, friends etc. who stay at far off places, about the houses/ transport and life in their place of residence. • visit community/ home kitchen/ <i>mandi</i>/ museum/ wildlife sanctuaries/ farms/ natural sources of water/ bridges/ construction sites/ local industries/ distant relatives, friends/places famous for making special things such as paintings, carpets, handicrafts, etc. • interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel, etc.) and share experiences about their work, their skills and tools used by them • discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/ birds/plants in their home/school/neighbourhood. • ask and frame questions and reflect on experiences without any fear or hesitation • share their experiences and observations through drawing/symbols/tracing/ gestures/ verbally and writing in some sentences and para in simple language • compare objects and entities based on differences or similarities in the observable features and sorts them into different categories • discuss with the parents/guardians/ grandparents/elders in the neighbourhood and compare the life style of past and present (clothes, vessels, nature of work, games); inclusion of children with special needs • collect objects and material from their surroundings such as fallen flowers, roots, spices, seeds, pulses, feathers, newspapers, magazine articles, advertisements, pictures, coins, stamps and arrange them, etc. in an innovative manner • perform simple activities and experiments to observe/smell/taste/feel/hear using different senses as per their abilities e.g., to test solubility of different substances in water, separate salt and sugar from water, and observe how fast a piece of wet cloth dries up (in sun, in a room, rolled, flattened, with/without fan) blow hot, blow cold 	<p>The learner —</p> <p>EV401 identifies simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.</p> <p>EV402 identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.</p> <p>EV403 identifies relationship with and among family members in extended family.</p> <p>EV404 explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g., due to birth, marriage, transfer, etc.)</p> <p>EV405 describes different skilled work (farming, construction, art/craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life</p> <p>EV406 explains the process of producing and procuring daily needs (e.g., food, water, clothes) i.e., from source to home. (e.g., crops from field to <i>mandi</i> and home, water from local source and ways of its purification at home/ neighbourhood)</p> <p>EV407 differentiates between objects and activities of past and present. (e.g., transport, currency, houses, materials, tools, skillsfarming, construction, etc.)</p> <p>Ev408 groups the animals, birds, plants, objects, waste material for observable features. (e.g., on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/ vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste, likes, etc.)</p> <p>EV409 guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (<i>kilo, gaz, pav</i> etc.) and verifies using simple tools/set ups to establish relation between cause and effect. (e.g., evaporation, condensation, dissolution, absorption; for places– near/ far, objects– size and growth; shelf life of flower, fruit, vegetables)</p> <p>EV410 records her observations /experiences/ information for objects, activities, phenomena, places visited (<i>mela</i>, festival, historical place) in different ways and predicts patterns in activities/phenomena.</p>

- observe and share experiences of the phenomena, happenings, situations in daily life such as how root, flowers grow, lifting of weight with/without a pulley etc. and use ways to check/verify/test the observations through simple experiments and activities
- read train/ bus tickets and Time Table, currency notes, directions to locate places on the map, signboards
- manipulate local /waste material to create/ improvise patterns, drawings, models, motifs, collage, poem/ story/slogans using variety of material. For example, using clay to make pots/vessels, animals birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc.
- participate in different cultural/national/ environmental festivals/occasions organized in/at home/ school/community, e.g., morning or special assembly/ exhibition/ Diwali, Onam, Earth Day, Eid etc. in events of celebrations, dance, drama, theatre, creative writing etc. (e.g., *diya/rangoli*/kite making/ models of buildings/bridges etc. and sharing experiences through stories, poems, slogans, reports about the events narration/creative writing (poem/story) or any other creative tasks
- explore/read books, newspaper clippings, audio, stories/poems, pictures/videos/ tactile /raised material/web resources/ library and any other resources besides textbooks.
- enquire from parents, teachers, peers and elders at home/community, discuss, critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, care of different animals, water pollution and wastage, health and hygiene
- enquire/care about participation of female members in stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently abled, castes, the aged) to common places/ resources, etc.
- participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor/outdoor/local/contemporary activities and games, carry out projects/ role play for taking care of a plant(s), feed birds/animals, things/ elderly/differently abled around them.

EV411 identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.

EV412 uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.

EV413 creates collage, designs, models, *rangolis*, posters, albums, and simple maps (of school/ neighbourhood, flow diagrams, etc.) using local/waste material.

EV414 voices opinion on issues observed/ experienced in, family/ school/ neighbourhood, e.g., on stereotypes (making choices/ decision making/solving problems), discriminatory practices on caste in use of public places, water, MDM/ community eating, child rights (schooling, child abuse, punishment, labour).

EV415 suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).

Class - IV
EVS

Learning Outcomes	Chapters
EV401	4,5,11
EV402	2,3,5,16
EV403	8,9
EV404	16,9,3
EV405	5,14,15,23,26
EV406	13,14,15,18,19,21,25
EV407	1,6,7,12,14,23
EV408	1,2,3,5,6,14,15,19,25
EV409	6,7,8,12,13,15,18
EV410	6,7,8,17,19,20,21,26
EV411	7,8,13,24,26,27
EV412	6,7,8,24
EV413	10,12,13,18,22
EV414	1,5,9,10,17,20,21,22,26
EV415	2,3,4,5,6,11,13,14,16,18,19,27

**Monthly plan of Chapters based on Learning Outcomes
Class IV - EVS**

Month	Chapter	Learning Outcomes
April	Chapter-1	EV407, EV408, EV414
	Chapter-2	EV402, EV408, EV415
	Chapter-3	EV402, EV408, EV415
	Chapter-4	EV401, EV402, EV415
May	Chapter-5	EV401, EV402, EV405, EV408, EV414, EV415
	Chapter-6	EV407, EV408, EV409, EV410, EV412, EV415
	Chapter-7	EV407, EV409, EV410, EV411, EV412
	Chapter-8	EV403, EV409, EV410, EV411, EV412
July	Chapter-9	EV403, EV404, EV414
	Chapter-10	EV413, EV414
	Chapter-11	EV401, EV415
	Chapter-12	EV407, EV409, EV413
August	Chapter-13	EV406, EV409, EV411, EV413, EV415
	Revision for Exams	
September	Exams	
October	Chapter-14	EV405, EV406, EV407, EV408, EV415
	Chapter-15	EV405, EV406, EV408
	Chapter-16	EV402, EV404, EV415
November	Chapter-17	EV410, EV414
	Chapter-18	EV406, EV409, EV415
	Chapter-19	EV406, EV408, EV410, EV415
	Chapter-20	EV410, EV414
December	Chapter-21	EV406, EV410, EV414
	Chapter-22	EV413, EV414
	Chapter-23	EV405, EV407
January	Chapter-24	EV411, EV412
	Chapter-25	EV406, EV408

	Chapter-26	EV405, EV410, EV411, EV414
February	Chapter-27	EV411, EV415

Learning Outcome - EV401

Identifies simple features (e.g. shape, colour, aroma where they grow / any other) of flowers, roots and fruits in immediate surroundings.

1. _____ tree is found in desert areas. Its fruits are eaten by people and bark is used as medicine.

- a. Khejadi
- b. Neem
- c. Mango
- d. Apple

2. In which month Litchi tree come to flower? _____

3. Match the columns:-

Column A	Column B
a) Valley of flowers	Uttarakhand
b) Madhubani	Abu Dhabi
c) Khejadi tree	Banyan tree
d) Onion	Australia
e) Date	Bihar
f) Dessert Oak	Roots
g) Hanging Roots	Rajasthan

4. Which place in Uttar Pradesh is famous for ITR (scent).

_____ (Kannauj / Agra)

5. Name the flowers which are used in the following states for making dishes:-

a) Uttar Pradesh – K _ _ H _ _ R

b) Kerala – B _ N _ _ A

c) Maharashtra _ S _ H _ _ N

6. Name some flowers that are used for making colours.

7. Encircle different uses of flowers:-

Scent

Medicines

Washing

Decoration

Cleaning

Chemicals

Worship

Skincare

Cooking

8. _____ and _____ flowers bloom only at night.

9. Differentiate fruits and vegetables from the following:-

Apple, Mango, Cabbage, Pear, Onion, Cucumber, Jackfruit, Banana,
Ginger, Pineapple

Fruits	Vegetables
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____

10. Which group of vegetables are roots?

- a) Spinach, Fenugreek leaves, Coriander leaves, Mustard
- b) Onions, Radish, Potato, Carrot, Beetroot
- c) Cauliflower, Broccoli, Peas
- d) Brinjal, Jackfruit, Tomato, Cucumber

11. Tick (✓) the fruits that are grown in Kerala:-

- a) Coconut
- b) Banana
- c) Jackfruit
- d) Apple
- e) Papaya
- f) Pomegranate

12. Which flower is used in religious ceremonies, marriages and temples and it is yellow in colour? _____

Learning Outcome - EV402

Identifies different features (beaks / teeth, claws, ears, hair, nests / shelters etc.) of birds and animals.

1. Differentiate the animals, which have ears that can be seen and which have ears that cannot be seen?

Duck, Elephant, Cat, Dog, Cow, Lizard, Crow, Sparrow, Snake, Wasp

Whose ears can be seen

Whose ears cannot be seen

11. State whether the following statements are True or False:-

- a) Tiny holes on lizard's head are its ears. ()
- b) Animals whose ears we can see, have hair on their body. ()
- c) Dinosaurs are endangered animals. ()
- d) Tiger is the National animal of India. ()
- e) Cows lay eggs. ()

12. Match the columns:-

A	B	C
Cows	sharp curved teeth	keep gnawing on to keep teeth from becoming long
Cats	sharp teeth	for snipping grass
Snakes	front teeth keep growing	tearing and cutting meat
Squirrel	short front teeth	do not chew only swallow

13. Fill in the blanks :-

Crow, Sparrow, Indian Robin, Pigeon.

- _____ makes nest between stones with soft twigs, roots, wool, hair etc.
- _____ makes nest in old and deserted buildings.
- _____ make nest in and around houses.
- _____ uses all kind of things to make nest, even wire and wood.

14. Name the National bird of India. _____

15. Match the picture with statement :-



a)

finds insects and worms from
mud and Shallow water



b)

tears and eat meat



c)

makes holes in wood and tree
trunks



d)

sucks nectar from flowers

Learning Outcome – EV403

Identifies relationship with and among family members in extended family.

1. Write one word:-

- a) Your father's father - _____
- b) Your mother's mother - _____
- c) Your father's elder brother - _____
- d) Your mother's sister - _____
- e) Your father's sister - _____

2. Match the columns:-

Relation	Malayalam Language
a) Nani	Kunjamma
b) Masi	Chitappan
c) Chacha	Valiyamma
d) Chachi	Ammumma

3. Enlist three reasons that brings change in a family:-

- a) _____
- b) _____
- c) _____

4. You read about Wahida Prism, Lieutenant commander in Indian Navy. The following are some facts about her life. Write 'true' or 'false':-

- a) She was very interested in studies. ()
- b) Her parents had to face many problems. ()
- c) They had to move out of their village. ()
- d) Her parents supported her. ()
- e) Her father did not like her studies. ()

5. Chuskit's grandfather was happy that she could go to school. In her language what she calls her grandfather? _____

6. Who is the head of your family? _____

**7. What type of family you have? Nuclear family or Joint family?
Write two lines about your family.**

_____ **family**

a) _____

b) _____

Learning Outcome - EV404

Explain the herd / group behaviour in animals (ants, bees, elephants), birds (building nests); changes in family (e.g. due to birth, marriage, transfer etc.)

1. Encircle the various occasions when you meet your friends and relatives:-

Marriage

Death

Jagran

Diwali

Transfer

Fights

Holi

Republic Day

Gandhi Jayanti

Langer
at Gurdwara

Birth

Accident

2. Write true or false:

- a) When a boy is married a new member is added to family.()
- b) When somebody dies there occurs a change in family.()
- c) No change in family occurs when someone gets transferred.()
- d) Newborn baby stays with father most of the time. ()

3. Name the state bird of Chandigarh? _____

4. Who is the leader of elephant herd?

- a) The strongest male elephant
- b) The oldest male elephant
- c) The oldest female elephant
- d) The youngest female elephant

5. Fill in the blanks with the words given in help box:-

mud and water, big ears, two to four, cool, flap, leaves and twigs

- a) Elephants sleep for _____ hours in a day.
- b) Elephants love to play with _____.
- c) The mud keeps their skin _____.
- d) Their _____ work like fans.
- e) The elephants _____ their ears to keep themselves cool.
- f) Elephants eat _____.

6. Match the columns:-

Column A

Column B

- | | |
|-----------|--------------------------------------|
| a) Snake | Gutargoo Gutargoo |
| b) Bear | lives in basket, makes hissing sound |
| c) Horse | dances and jumps in circus |
| d) Pigeon | lives in desert runs very fast |
| e) Camel | runs very fast |

7. Honey bees lay their eggs from _____.

- a) February to April
- b) October to December
- c) July to September
- d) May to July

8. Read the paragraph and answer the following questions :-

Every beehive has one Queen bee that lays eggs. There are only few males in the hive. Most of bees in the hive are worker bees. They make hive and also look after the baby bees. They fly around flowers in search of nectar. Nectar is used for making honey. When one bee finds flower with nectar, it does a special dance by which other bees can know where the nectar is. The male bees have no special role as workers.

a) What is the role of Queen Bee?

- a) Collects nectar
- b) Looks after babies
- c) Lays eggs
- d) Protects hives

b) Most of the bees in the hive are _____.

- a) Queen bees
- b) Male bees
- c) Baby bees
- d) Worker bees

c) Tick (✓) the work that worker bees do.

- a) Make hive
- b) Lay eggs
- c) Look after baby bees
- d) Collect nectar

d) When one bee finds flowers with nectar what does it do?

e) _____ have no special role as workers.

9. Colour the box with pink colour, if animal or insect lives in group and blue colour if animal / insect lives alone.

Tiger

Lion

Honey
bees

Fish

Bear

Cows

Ant

Wasps

Leopard

10. Mark tick (✓) or cross (X) for following statements:-

- a) Birds use the nest only to lay their eggs.
- b) After chicks have grown they leave the nest.
- c) Koel makes its own nest.
- d) Birds have many enemies.
- e) The Peacock is our national bird.



Learning Outcome - EV405

Describe different skilled work (farming, construction, art/craft, etc.); their inheritance (from elders) and training (role of institutions) in daily life

1. October to December is the best time to start bee-keeping because:-

- a) Honey bees lay eggs from October to December .
- b) Honey bees collect nectar during this time.
- c) Litchi trees flowers during this period.
- d) Honey bees are healthy during this period.

2. Match the columns:-

Column A

- a) One who makes pots
- b) One who works on Iron
- c) One who makes wooden things
- d) One who works in farm
- e) One who checks tickets in train
- f) One who carries luggage
- g) One who sells books

Column B

- Ticket collector
- Bookseller
- Ironsmith
- Potter
- Carpenter
- Farmer
- Coolie

3. Fill in the blanks from help box:-

right amount	yellow and dry up	
rot in the ground	remove	regular distance

- a) It is necessary to drop the _____ of seeds at a _____.
- b) If we are late, the onions will _____.
- c) When the leaves start turning _____, onions are ready to be taken out.
- d) We must _____ weeds.

4. Why vegetable vendors keep sprinkling water on vegetables?

5. Who takes care of flowers and plants in your school?

6. Write True or False:-

- a) Pochampalli is a town in Punjab. ()
- b) Pochampalli is a name of specially weaved clothes. ()
- c) Great skill is needed to weave clothes. ()
- d) Big shopkeepers give good amount of money for sarees.()
- e) Precious crafts are in danger. ()

7. Match the columns:-

Column A

- a) Pochampalli
- b) Madhubani
- c) Shawls
- d) Silk
- e) Embroidery

Column B

- Kashmir
- Assam
- Andhra Pradesh
- Kullu
- Bihar

8. What are the duties of a doctor in Indian Navy? (Refer page 206)

A medical officer makes sure that everybody on ship stays _____.
He carries out _____ of all officers and sailors. He ensure no
_____ collects and there are no _____ on the ship to avoid
_____.

9. Fill in the blanks:-

- a) _____ platoons march behind the leader. (Four/Six)
- b) _____ commands have to be given during entire parade. (Thirty
Four/ Thirty Six)
- c) Police maintains _____. (patients / law and order).

10. Name the three forces of Defence:-

- a) _____ (land)
- b) _____ (air)
- c) _____ (water)

Learning Outcome - EV406

Explains the process of producing and procuring daily needs (examples food, water, clothes) that is from source to home (e.g. crops from field to Mandi and home, water from local source and ways of its purification at home / neighbourhood).

1. Match the animals with occupation:-

Animals



Occupation

Dairy Farming

Sericulture

Bee keeping

Fishing

Poultry farming

2. Encircle the things that you cannot live without:-(Please note: teacher should guide student regarding importance of food, shelters, clothing)

- | | | |
|------------|--------------|------------|
| Cereals | Books | Water |
| Cold Drink | Mobile Phone | Milk |
| Sugar | Pizza | Cloth |
| Home | Dal | Vegetables |
| Fruits | Computer | School |

3. Which of the following is not used as source of drinking water? (Mark Tick(✓))

- a) Tap
- b) well
- c) hand pump
- d) sea

4. From the box given below, write the words in column A and B:-

Boiling, adding Chlorine, washing clothes, filtration, bathing, factory waste, sedimentation, throwing garbage

A
That makes water dirty

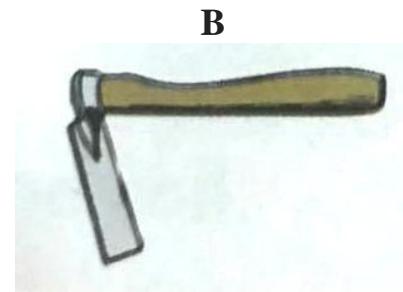
B
That makes water pure

5. Read the statement and name the instrument:-

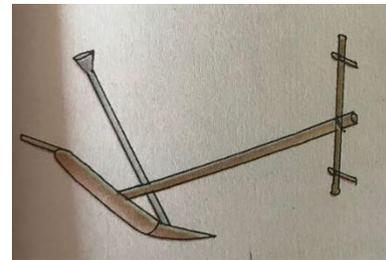
(Kurige, Illige, Khunti, Dranti)

A

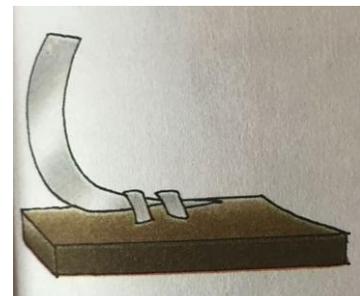
a) An iron rod to dig the soil



b) Used for sprinkling seeds



c) Used to cut the dried leaves



d) Used to cut the crops



6. Weeds are removed, because:-

- a) they take up all the water and fertilizers
- b) they take up all the sunlight
- c) they are very green
- d) they help plants

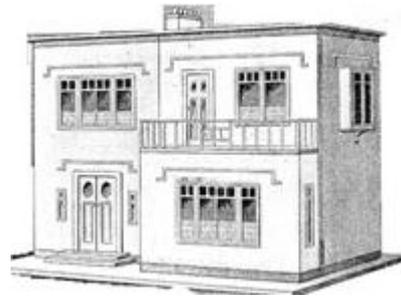
Learning Outcome - EV407

Differentiate between objects and activities of past and present (e.g. transport, currency, houses, materials, tools, skills, farming, construction etc.)

1. Look at the pictures carefully and write the materials used to build under each picture:-



b)



2. Colour the box with yellow if it belongs to tradition and with blue if it belongs to Modern times:-

Kutch House	Gas Chulha	Plough
Tractor	Pakka House	Mud Chulha
Neem Leaves	Kerosene Lamp	Bulb
All Out	Bullock Cart	Bus

3. Which of the following does not belong to tradition?

- a) 10 paisa coin
- b) Mud Chulha
- c) Child marriage
- d) Internet

4. Which of the following is not a modern mean of transport?

- a) Aeroplane
- b) Train
- c) Cart
- d) Bus

5. Write one word for the following:-

- a) One who weaves the cloth _____.
- b) One who works with wood _____.
- c) One who makes things of iron _____.
- d) One who works in fields and grow crops _____.
- e) One who makes shoes _____.

6. Complete the chart with the help of your family members write how the materials were different at the time of your grandparents, parents and you:-

Materials	Grandparents	Parents	You
Food			
Clothes			
House			
Transport			
Means of Communication			

Learning Outcome - EV408

Groups of animals, birds, plants, objects, waste material for observable features. e.g. on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/vegetable /pulses/spices and their shelf life) uses (edibility medicinal, decoration any other, reuse), traits (smell-taste, likes, etc.)

1. Circle the animals that are used as a means of transport:-

Horse

Elephant

Cow

Bullock

Camel

Yak

Dog

Pony

Tiger

2. Fill in the blanks:-

feathers, pigeon, Indian robin, ostrich, webbed

- a) _____ is a common bird and found in cities around the world.
- b) Duck has _____ feet.
- c) Birds have _____ all over the body.
- d) _____ makes nest between stones.
- e) _____ is biggest and fastest bird that cannot fly. It lives in Africa.

3. Answer the questions given below by choosing the names of animals from the list:-

Cow	Dog	Crocodile	Hen
Sparrow	Bear	Frog	Lizard
Buffalo	Cat	Snake	

a) Any two animals which have ears that can be seen.

_____.

b) Any two animals which have ears that cannot be seen.

_____.

c) Give birth to young ones.

_____.

d) Lay eggs.

_____.

e) Have hair on their skin.

_____.

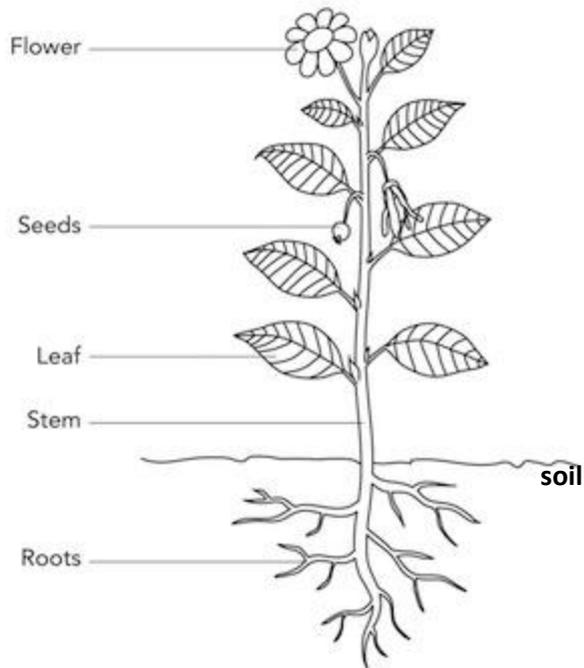
f) Do not have hair on their skin

_____.

4. Encircle the Enemies of birds:-

Cat	Human	Dog	Cow	Squirrels
Rats	Big Birds	Crows	Snake	Frog
Python	Bees			

5. Look at the picture carefully and answer the questions given below:-



- a) Which part of the plant is below the ground? _____
- b) Which part of the plant is beautiful? _____.
- c) Which part of the plant keeps it standing? _____.
- d) Which part of the plant uses sunlight to nourish it? _____.

6. Mark (✓) on the vegetable that is leaf

- a) radish
- b) carrot
- c) cauliflower
- d) spinach

7. Mark (✓) on the vegetables that are roots

- a) Beetroot
- b) Turnip
- c) Cabbage
- d) Onions

8. Leaves of which plants are used for decorating hands /making designs on festivals e.g. Karva Chauth, Teej and marriages. _____

9. Encircle the things that you can identify by smell only :-

Garlic

Carrot

Onion

Milk

Water

Ginger

Rice

Cinnamon

Cardamom

Lassi

Ghee

Juice

10. Name two food items that get spoiled easily.

11. Match the columns :-

<p>a) I am red in colour I make food spicy</p>	 <p>Jeera</p>
<p>b) I am black and pearl like. I am sharp and spicy</p>	 <p>Red Chilli</p>
<p>c) I am brown and small, added to hot oil and added to curd when roasted</p>	 <p>Black Pepper</p>

Learning Outcome - EV409

Guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard / local units (kilo, gaz, pav etc) and verifies using simple tools / setups to establish relation between cause and effect. (e.g. evaporation, condensation, dissolution, absorption; for places near / far objects-size and growth; shelf life of flower, fruit vegetables).

1. Write T for True statement and F for False statement:-

- a) When a train or bus is at high speed things outside seem to be running in opposite direction. ()
- b) There are three kinds of berths in the railway compartment (lower, middle, upper). ()
- c) Big bridges are made over water bodies like big river or part of lake. ()
- d) Buses and cars run faster than trains. ()
- e) Autorickshaws are used for long Journeys. ()

3. See the political map of India and answer the following questions:-

a) Name the neighbouring states of Chandigarh.

_____.

b) Which state is near to Chandigarh, Rajasthan or Karnataka?

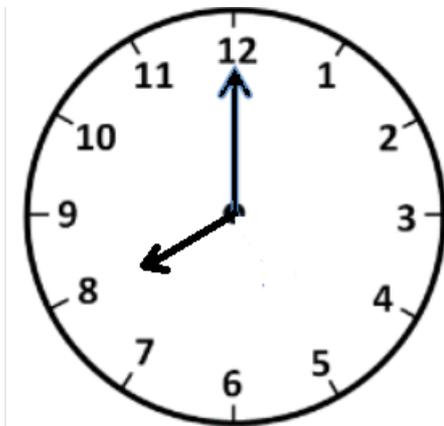
_____.

c) Which city is the capital of Punjab and Haryana?.

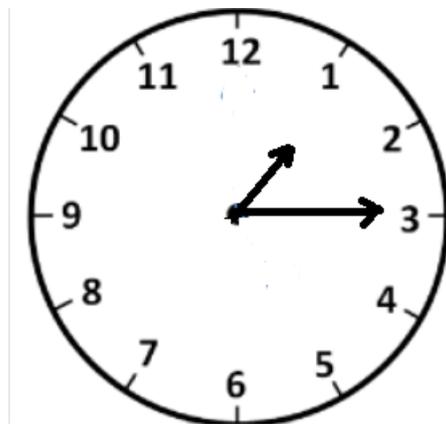
_____.

4. Look at the picture of clocks and answer the following questions.

A



B



a) Write the time in both clocks.

b) Radha comes to school at 8 a.m. and leaves the school at 1:15 p.m. How many hours she spends in school?_____

5.What is your date of birth. Find the same for your family members and fill the following charts with help of your parents:-

	Date	Month	Year	Age
Grandfather				
Grandmother				
Father				
Mother				

6.Encircle the things that get dissolved in water:-

Sugar Dal Salt Oil Haldi
Wood Stones Wax Plastic Lemon Juice Milk

7.Which of the following is measured in dozen?

- a) Apples
- b) Milk
- c) Bananas
- d) Onion

8.Which of the following is measured in kilometre?

- a) Length of book
- b) Cloth
- c) Distance from Chandigarh to Ambala
- d) Water

9. Wet clothes dry up in sun due to:-

- a) Evaporation
- b) Condensation
- c) Dissolution
- d) Absorption

10. Here is a list of fruits and vegetables which of these spoil earlier, and which will stay for some days?

Brinjal	Watermelon	Pumpkin	Pomegranate
Grapes	Orange	Banana	Papaya
Apple	Ginger	Tomato	Chikoos
Spinach	Gourd	Cucumber	Pear

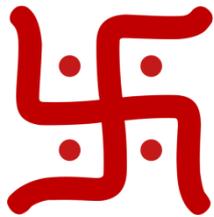
Vegetables and fruits that spoil quickly

Vegetables and fruits that stay for some days

Learning Outcome - EV410

Records the observations/experiences/information for objects, activities, phenomena, places visited (mela, festival, historical place) in different ways and predict patterns in activities phenomena.

1. See the pictures carefully.:-



a) Which festival is being celebrated?

b) Which goddess is worshipped on this festival?

c) What do you like about this festival?

d) Name the dishes you like to eat on this festival.

e) Name the relatives and friends whom you meet / visit on this festival.

2. Match the columns:-

A

a) Eid

b) Holi

c) Diwali

d) Birthday Party

e) Christmas

B

Tree

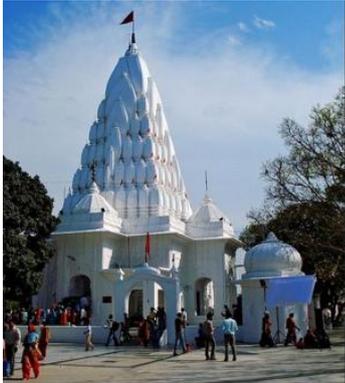
Sewaiyan

Colours

Diya

Cake

3. Name the places of worship:



4. Here is a list of different festivals celebrated around you. Write the national festivals in column A and traditional /cultural festivals in column B:-

Diwali

Holi

Independence Day

Karva Chauth

Eid

Republic Day

Children's Day

Gandhi Jayanti

A

B

5. Match the columns:-

A

B

a) Gandhi Jayanti

5 September

b) Republic Day

2nd October

c) Independence Day

14 November

d) Children's Day

15 August

e) Teacher's Day

26 January

6. Who started Swachh Bharat Abhiyan?

- a) Mahatama Gandhi
- b) Narendra Modi
- c) Manmohan Singh
- d) Sachin Tendulkar

7. Name the four fairs that are celebrated in your school?

- a) _____
- b) _____
- c) _____
- d) _____

8. Write name of state where the following festivals/fairs are celebrated :-

**Holi Chhat Puja Bihu Baisakhi Durga Puja Pongal
Vallam Kali**

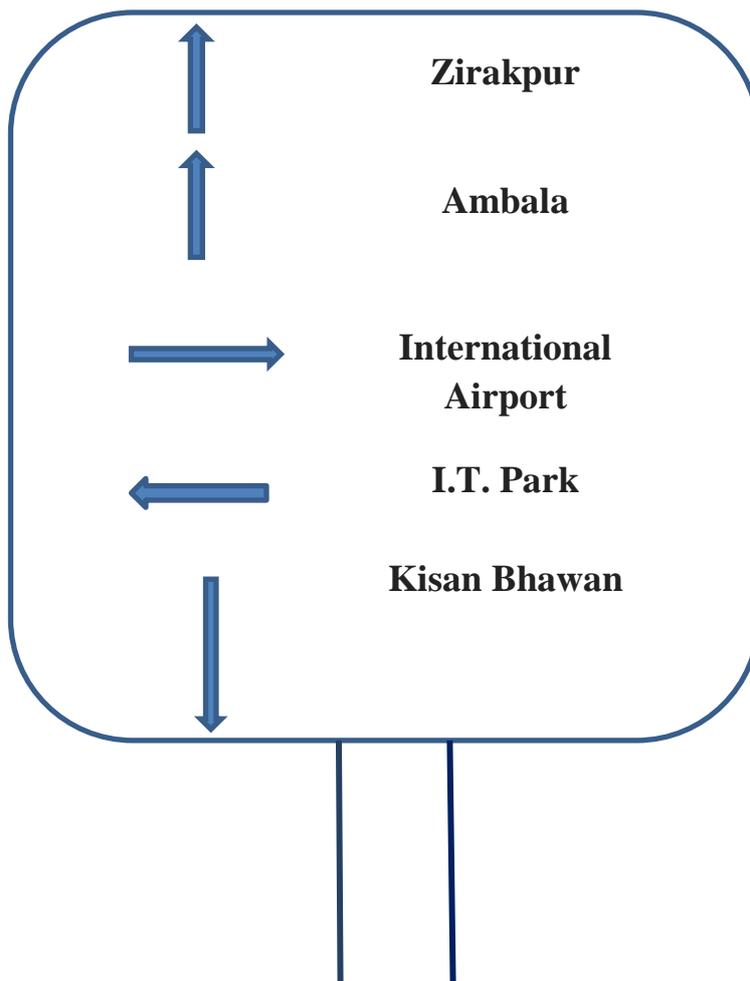
- a) Punjab _____
- b) Assam _____
- c) Uttar Pradesh _____
- d) West Bengal _____
- e) Tamil Nadu _____
- f) Kerala _____
- g) Bihar _____

Learning Outcome - EV411

Identifies signs, location of objects / places and guides for the directions w.r.t. a landmark in school / neighbourhood using maps etc.

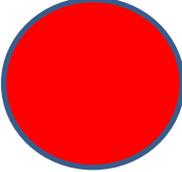
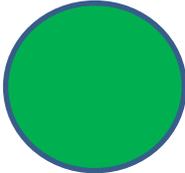
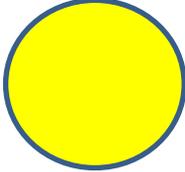
1. Observe the sign boards carefully and answer the following questions:-

- a) You have to turn _____ for reaching International Airport.
- b) _____ and _____ are in the same direction.
- c) For going to _____ you have to turn left.



2. Write the landmarks that comes on your way from home to school.

3. Match the following:-

	Colour of traffic light	Meaning
a)		Go
b)		Get Ready
c)		Stop

4. Draw the sign of pedestrian crossing (zebra crossing).

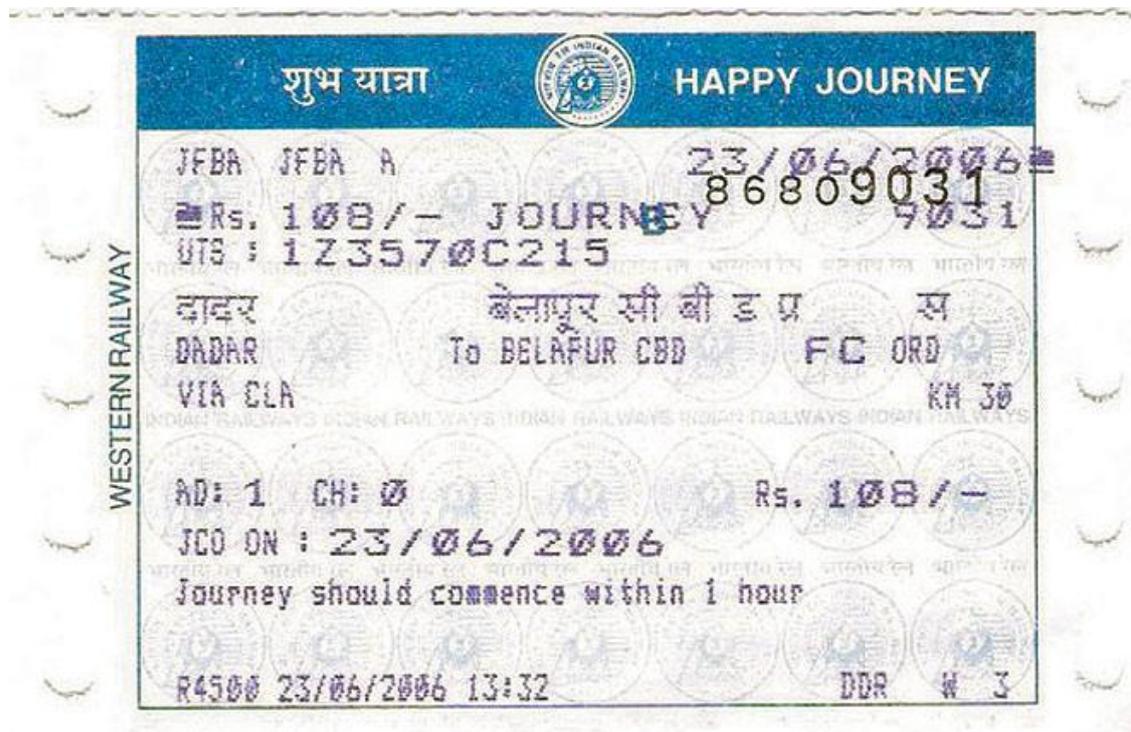
5. Try to find out with the help of teachers and parents:-

- a) Bus number that goes from your area to Sector 17. _____
- b) Bus number that goes from your area to Mansa Devi . _____

Learning Outcome - EV412

Uses the information on sign boards, posters, currency (notes / coins), railway ticket / time table.

1. Observe the ticket and find out the following information:-



- Number of people travelling _____
- Date of departure _____
- Time of departure _____
- Destination _____
- Cost of ticket _____

2. Name two trains that run superfast between Chandigarh and Delhi :-

- _____
- _____

3. Match the columns :-

a)		Unguarded railway crossing
b)		Washroom
c)		Railway crossing
d)		Drinking water
e)		Railroad crossing

4. List few sign boards that you have seen around your house:-

_____	_____
_____	_____
_____	_____

5. This symbol indicates:-



- a) Stop
- b) Go
- c) Round about
- d) Railway crossing

6. What does this symbol indicate?



7. Draw symbol for no smoking.

8. Write the value of given coins and notes:-

<p>a)</p>  <p>_____</p>	<p>c)</p>  <p>_____</p>
<p>b)</p>  <p>_____</p>	<p>d)</p>  <p>_____</p>



9. See the ticket carefully and answer the following questions:-

आना		जाना
1 21	हरियाणा	40 20
2 22	राज्य	39 19
3 23	परिवहन	38 18
4 24		37 17
5 25		36 16
6 26	अधिकारी के माँगने पर	35 15
7 27	टिकट दिखाना होगा	34 14
8 28	₹ 100 पैसे	33 13
9 29	100-00	32 12
10 30		31 11
11 31		30 10
12 32	कर रहित	29 9
13 33		28 8
14 34	C-9	27 7
15 35		26 6
16 36	193543	25 5
17 37	Val. No. J	24 4
18 38	00117884	23 3
19 39	सं० बु० प्र०	22 2
20 40	मं० मु० शं०	21 1

a) This ticket belongs to

- _____.
- i) Train
 - ii) Taxi
 - iii) Bus

b) What is the price of ticket?

c) Please check to which state, this ticket belongs to?

Learning Outcome - EV413

Creates collage, designs, models, Rangolis, posters, albums and simple maps (of school / neighbourhood, flow diagrams etc.) using local waste material.

1. Write a slogan to save water.



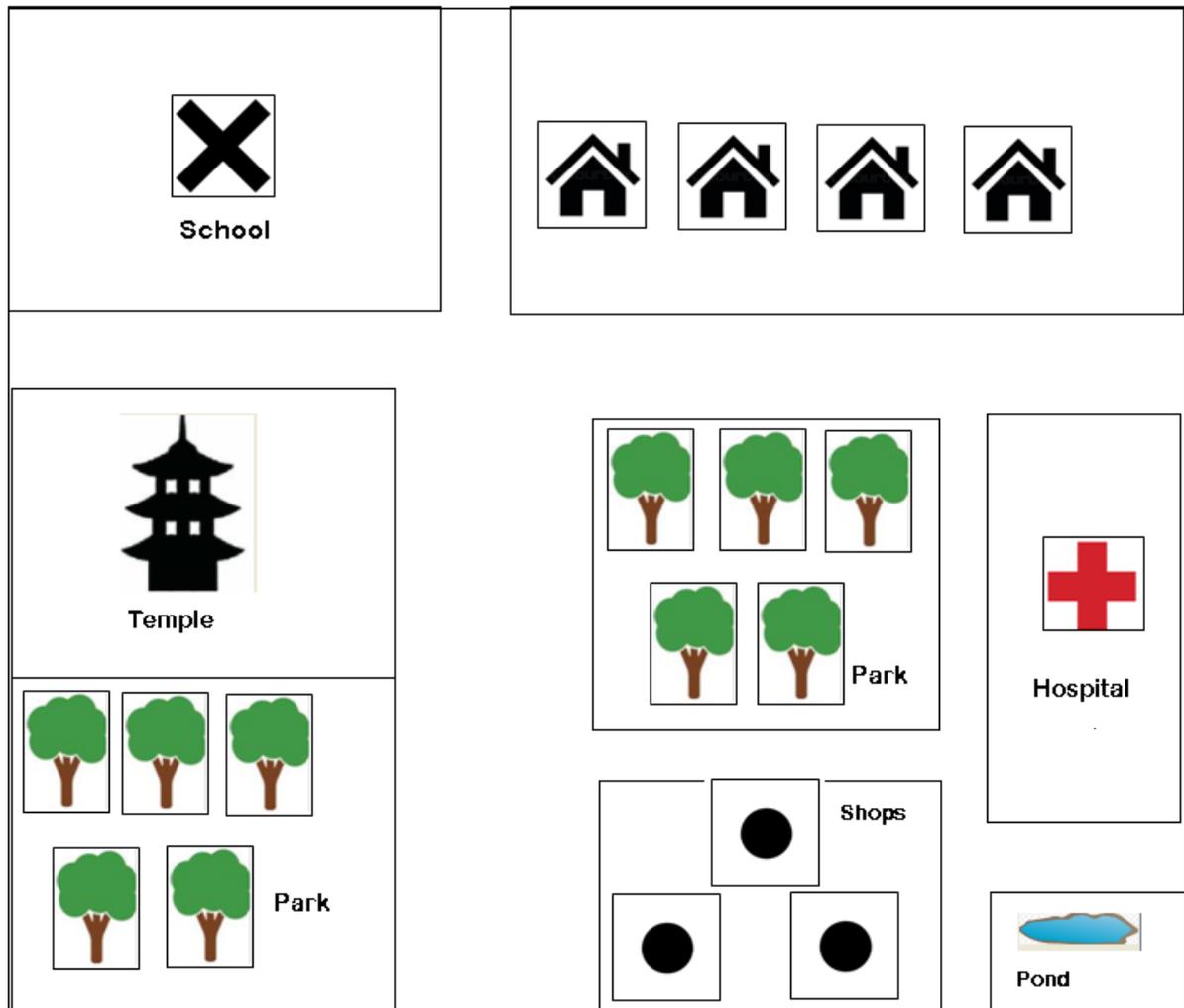
2. Make an album of 10 different kinds of leaves of trees that grow around you.

3. Sow a black gram (chana) seed in a pot or ground/garden. Then note the following (dates) :-

- a) Sowing _____
- b) Sprouting _____
- c) First leaf comes out _____

4. Create a collage of sportsperson / activities from cutting of old newspaper and magazines.

5. Observe the map and answer the following questions:-



- a) School is on left side of houses. (True/False)
- b) Temple is far away from school. (True/False)
- c) Hospital is near to park. (True/False)
- d) There are three parks in area. (True/False)
- e) School is near to houses. (True/False)

Learning Outcome - EV414

Voices opinion on issues observed / experiences in family / school / neighbourhood, e.g. on stereotypes (making choices / decision making / solving problems), discriminatory practices on caste in use of public places, water, Mid-day meal / community eating, child rights (labour , schooling, child abuse, punishment).

1. Make a list of things you get from school :-

2. As per law what is the minimum age of marriage for boys?

- a) 16 years
- b) 18 years
- c) 20 years
- d) 21 years

3. Fill in the blanks:-

- a) Minimum age of marriage for girl is _____ (18 years / 16 years).
- b) Full form of RTE is _____. (Right to environment / Right to education)
- c) Free education is provided from class _____. (I to V / I to VIII)
- d) Women's Day is celebrated on _____. (5 July / 8 March)
- e) 14 November is celebrated as _____. (Sports Day / Children Day)

4. Why do people think that girls cannot play games / sports?

- i. Girls are physically weak.
- ii. Girls cannot understand, the rules of games.
- iii. People do not like the idea of girls playing games.
- iv. Girls get tired easily.
- v. Girls are delicate.

5. Make separate list of features that belong to :-

Water scarcity	Toilet in every House	Lot of garbage
No electricity	Proper garbage Disposal	Electricity connection
Separate tap Connection for homes	Dirty and smelly common toilet	

Slum Area

Developed Area

6. Complete the table given below with the menu of mid-day meal (this week) served in your school.

Day	Food Item
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

7. Food is served in Gurdwara also, what do we call it?

_____.

8. Some body parts can be seen and some body parts we keep covered, that are not mean to be touched by anybody except:-

- i. Parents
- ii. Uncles and Aunts
- iii. Known people
- iv. Friends

9. Match the columns :-

A	B
<p>a)  Indira Gandhi</p>	<p>The first Indian woman to go to space</p>
<p>b)  Kiran Bedi</p>	<p>The first woman president of India</p>
<p>c)  Pratibha Patil</p>	<p>The first woman Prime Minister of India</p>
<p>d)  Kalpana Chawla</p>	<p>The first woman IPS officer</p>

Learning Outcome - EV415

Suggest ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals and elderly, differently abled people), resources (food, water, and public property).

1. Read the paragraph and answer the following questions:-

Swachh Bharat Abhiyan is a campaign launched by Prime Minister Narendra Modi as a nationwide cleanliness campaign. It was started in 2014 and is dedicated to Mahatma Gandhi. It was launched on 2 October, 2014. Swachhata includes personal hygiene as well as cleanliness of surroundings.

a) Who launched the Swachh Bharat Abhiyan?

- i. Narendra Modi
- ii. Mahatma Gandhi
- iii. Manmohan Singh
- iv. Jawaharlal Nehru

b) This Abhiyan is dedicated to _____

- i. Mahatma Gandhi
- ii. Indira Gandhi
- iii. Jawaharlal Nehru

c) Swachhata Abhiyan was started on _____

- i. 2nd October 2014
- ii. 2nd October 2015
- iii. 15th September 2016
- iv. 5th September 2018

d)What activities you do at school for Swachata Abhiyan?

2. Encircle the things that we get from plants:-

Food	Wood	Oxygen
Shade	Medicines	Fruits
Vegetables	Wax	Plastic
Rubber	Glass	Fodder

3. Name two endangered species:-

4. Name the species that are extinct:-

5. Read the statements. Tick (✓) the correct statement and cross (x) the wrong statement:-

- a) We should litter in parks and roads.
- b) We should co-operate our differently abled friends.
- c) We should not respect and take care of elderly people.
- d) We should not waste water.

6. Here is a list of waste materials. Put them into green dustbin and blue dustbin based on the process of recycling:-

Food Items

Tea / Coffee

Plastic

Broken Glass

Kitchen Waste

Metal things

Cotton

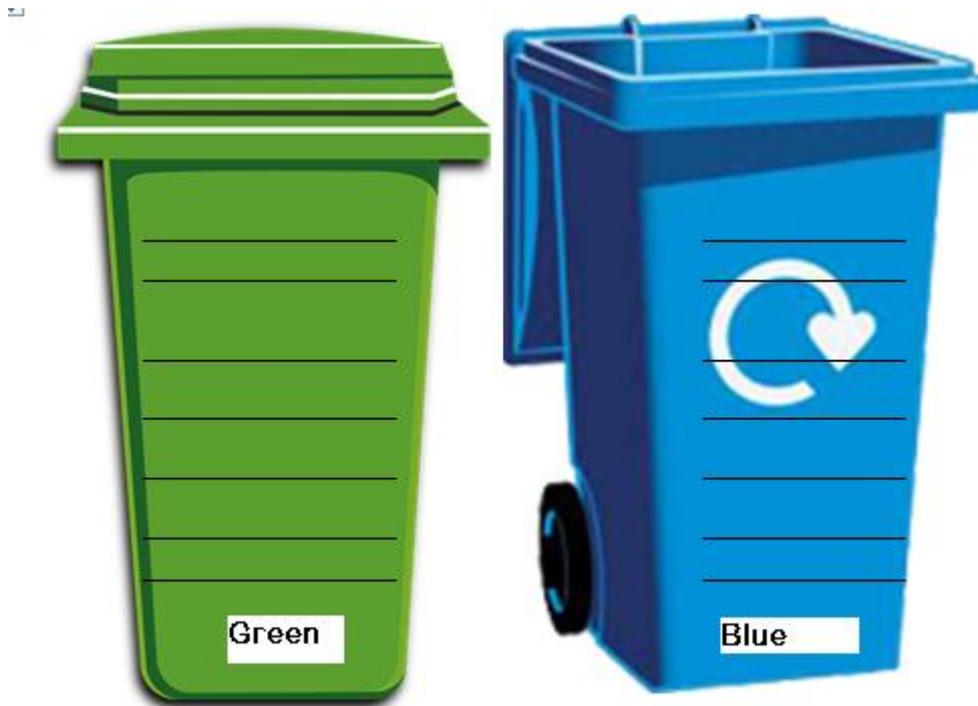
Cartons

Papers

Hair

Toys

Detergent



7. Chipko Movement was started to save the _____ (trees / animals)

Class V (EVS)

Learning Outcomes (NCERT)

Suggested Pedagogical Processes	Learning Outcomes
<p>The learners may be provided opportunities in pairs/groups/ individually and encouraged to —</p> <ul style="list-style-type: none"> • observe and explore the animals for the unique and unusual sense of sight, smell, hear, sleep, and their response to light, heat, sound etc. • explore the sources of water in their neighbourhood, and how fruit, vegetables, grains, water, reach their home and kind of processes/techniques employed to convert grain to flour and flour to <i>Roti</i>, purification of water etc. • share experiences and discuss about the information collected or places visited with peers, teachers and elders • prepare guide routes to reach from one place to another • collect information from pictures / elders/books/ newspapers/ magazines/web resources/ museums etc. about animals which have very sharp sense of hearing, smell and vision, different landforms such as plain area, hilly area, deserts, etc. and the varieties of flora-fauna, lives of people in such places • discuss with teachers and elders and use pictures, paintings, visit museums and collect information related to the lives for food, shelter, availability of water, means of livelihood, practices, customs, techniques, of different regions and different time periods • visit petrol pumps, nature centers, science parks, water treatment plant, bank, health centre, wildlife sanctuaries, cooperative, monument, museum and if possible, far off places with different landforms, lifestyles and livelihoods, etc. to observe and interact with people living there and share experiences in different ways • observe and share experiences for different phenomena such as how water evaporates, condenses, and dissolves different substances under different conditions, and how food gets spoilt, how seeds germinate and the direction in which roots, shoot grow and conduct simple experiments and activities to find out the same • conduct activities and simple experiments to check the properties/ features of different objects/ seeds/ water/ waste materials, etc. • observe, explore surroundings and critically think how seeds reach from one place to another, how the plants and trees grow at places where no one plants them e.g., forests, who waters them and who owns them • visit the night shelters, people living in camps, old age homes, in surroundings and interact with old and/or differently abled and who change their means of earning to find out where do people belong to and why they left their places, where their ancestors had been 	<p>The learner —</p> <p>EV501 explains the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.</p> <p>EV502 explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g., farm produce to kitchen; grains to <i>Roti</i>, preservation techniques, storage and tracking of water source)</p> <p>EV503 describes the interdependence among animals, plants and humans. (e.g., communities earning livelihood from animals, dispersal of seeds etc.)</p> <p>EV504 explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)</p> <p>EV505 establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g., life in distant/difficult areas like hot/cold deserts)</p> <p>EV506 groups objects, materials, activities for features and properties such as– shape, taste, colour, texture, sound, traits etc.</p> <p>Ev506 traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g., cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses, practices activities like cooking, eating, working)</p> <p>EV507 guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc.) and time in simple standard units and verifies using simple tools/set ups. (e.g., floating/ sinking/ mixing/evaporation /germination /spoilage /breathing /taste)</p> <p>EV508 records observations and experiences; information in an organised manner (e.g., in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/ phenomena (e.g., floating, sinking, mixing, evaporation, germination, spoilage) to establish relation between cause and effect.</p> <p>EV509 identifies signs, directions, location of different objects/landmarks of a locality / place visited in maps and predicts directions in context of positions at different places for a location</p>

living for ages, migration of people and debate on various such issues in the surroundings

- enquire from parents, teachers, peers and elders at home/community to critically think and discuss to reflect on experiences of children related to situations at home, school, neighbourhood
- discuss freely with peers, teachers and elders about the biases, prejudices, and stereotypes by providing counter examples to one another
- visit departments/ bodies in the surroundings e.g., Bank, Jal Board, and Hospital and Disaster management body and interact with related people and interpret different documents related to them
- watch videos on different types of landforms and the variety of life forms found in such places, different institutions which cater to the need of societies, behaviour of animals, water scarcity, etc. followed by meaningful discussions and debates on occupations that derive from the peculiar geographical characteristics of different regions
- perform simple activities, record the observations in the form of table/ sketch/ bar graph/ pie chart/ oral/ written form, etc. interpret and present their findings
- discuss issues of living beings (plants and animals) as rightful inhabitants of earth, animal rights and ethical treatment to animals
- share experiences of people who work selflessly for common good and what motivates them
- participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g., in different indoor/outdoor/local/contemporary activities, games, dance, fine art, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/ elderly/differently abled around them
- conduct mock drills for emergency and disaster preparedness.

EV510 creates posters, designs, models , set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using a variety of local/waste material and writes poems/ slogans/travelogue etc.

EV511 voices opinions on issues observed/ experienced and relates practices / happenings to larger issues of society. (e.g., discrimination for access/ownership of resources, migration/ displacement / exclusion, child rights)

EV512 suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.

EV513 suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.

Class - V
EVS

Learning Outcomes	Chapters
EV501	1,2,3,8
EV502	3,4,6,7,19
EV503	1,2,5
EV504	8,16,17
EV505	9,11,13,14,20
EV506	3,6,7,12,15
EV507	2,6,10,11,12,16,17,18,22
EV508	3,5,6,7,12,15,19
EV509	1,4,7,12,15
EV510	9,10,11
EV511	4,6,17
EV512	12,16,18,20,22
EV513	3,8,14,20

**Monthly plan of Chapters based on Learning Outcomes
Class V - EVS**

Month	Chapter	Learning Outcomes
April	Chapter-1	EV501, EV502, EV503
	Chapter-2	EV503, EV512, EV513
	Chapter-3	EV502, EV506, EV513
May	Chapter-4	EV502, EV506
	Chapter-5	EV506, EV508, EV509
	Chapter-6	EV513, EV511
July	Chapter-7	EV502, EV505, EV509
	Chapter-8	EV501, EV504
	Chapter-9	EV505, EV510, EV513
August	Chapter-10	EV507, EV510
	Chapter-11	EV505, EV508, EV510 Revision
September	Exams	
October	Chapter-12	EV506, EV508, EV512, EV513
	Chapter-13	EV505, EV512
	Chapter-14	EV505, EV511, EV513
November	Chapter-15	EV506, EV508, EV509
	Chapter-16	EV504, EV505, EV512, EV513
	Chapter-17	EV512, EV513
December	Chapter-18	EV505, EV507, EV512, EV513
	Chapter-19	EV502, EV503, EV507, EV509
January	Chapter-20	EV505, EV512, EV513
	Chapter-21	EV510
	Chapter-22	EV512 EV513
February	Revision for Exams	
March	Exams	

Learning Outcome - EV501

Explains the Super Senses and unusual features (Sight, Smell Hear, Sleep, Sound etc.) of animals and their responses to light, sound, food etc.

11. Name the animal with special sense of smell _____.

12. Name the animal with special sense of sight _____.

13. Which animal send special warning calls about the danger
_____.

14. Match the animals with their sleeping time :-

Animals	Sleeping Time
Cow	17 hours
Python	12 hours
Giraffe	04 hours
Cat	18 hours
Sloth	02 hours

15. State whether True or False:-

- a) Snake dances on hearing the sound of been. ()
- b) Mosquitoes attract to the smell of humans. ()
- c) Animals that are awake at night can see things in black and white. ()
- d) All birds have eyes in front of their heads. ()
- e) We should kill animals for their skin or tusks. ()

16. Share your information about Tiger

- a) A tiger can see _____ times better than us.
- b) Tigers mark their area with their _____.
- c) Tiger's roar can be heard upto _____ kilometers.
- d) Tigers _____ can sense the movements in the air.

Learning Outcome – EV502

Explain the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (preservation techniques, storage and tracking of water source).

1. Write some methods of preserving food items.

- a) _____
- b) _____
- c) _____
- d) _____

2. Name some food items that can be preserved by these methods:-

- a) Boiling

- b) Canning

- c) Freezing

- d) Drying

3. Name some crops that are grown in your area.

_____, _____, _____, _____

4. Name some grains that are used to make rotis.

_____, _____, _____, _____

5. How do you get water in your house?

6. Write at least two for each:-

a) Water sources in rural areas _____, _____.

b) Water sources in urban areas _____, _____.

c) Water related festivals _____, _____.

7. Circle the methods of purifying water:-

Boiling

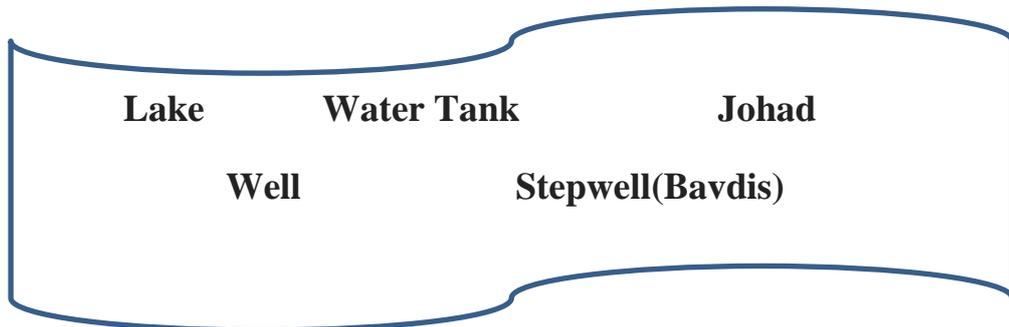
Filtration

Cooking

Canning

Chlorination

8. Choose from the help box and write the water storage under given columns.



Natural water storage

Man-made water storage

Learning Outcome – EV503

Describe the interdependence among animals, plants and humans (example: communities earning livelihood from animals, dispersal of seeds)

1. Find out the animals on which people depend for their livelihood.

D	K	W	L	O
O	E	P	H	X
N	B	U	L	L
K	O	L	C	X
E	S	R	Q	H
Y	Z	V	W	R

2. Write the names of animals on which these people depend for earning

- a) Milkman _____
- b) Farmer _____
- c) Washer man _____
- d) Poultry farmer _____
- e) Tonga man _____

3. Complete these food chains

- a) Sun → Plants → _____ → _____
- b) Grass → Dear → _____
- c) Plant → Worm → Hen → _____ → _____

4. Seeds are dispersed by:-

- | | | | |
|----------|--------------------------|---------------------|--------------------------|
| a) Wind | <input type="checkbox"/> | d) Animals | <input type="checkbox"/> |
| b) Books | <input type="checkbox"/> | e) Fruit Explosions | <input type="checkbox"/> |
| c) Water | <input type="checkbox"/> | f) Toys | <input type="checkbox"/> |

5. Give an example of each of these:-

- A seed that gets dispersed by animals _____.
- A plant whose seeds are dispersed by water _____.
- A crop whose seeds get dispersed by air _____.

6. Write names of two animals :-

- That are used as source of food- _____,
_____.
- That are used to carry loads - _____, _____.
- That give us eggs- _____, _____.
- That give us milk- _____, _____.
- That are helpful to the farmers- _____, _____.

Learning Outcome – EV504

Explain the role and functions of different institutions in daily life (Bank, Panchayat, Co-operatives, Police Stations etc.)

1. Where should we go:

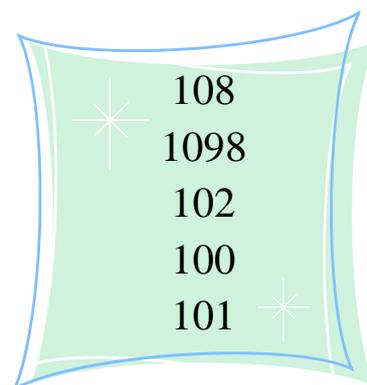
- a) to open an account _____.
- b) to complain of a theft _____.
- c) to pay our water bill _____.
- d) to have vaccination _____.

2. What we call :

- a. The head of a Panchayat - _____.
- b. A man who roams all night to guard us - _____.
- c. A place where we get a variety of books to read - _____.

3. Write down correct contact numbers :

- a. Police station - _____
- b. Fire brigade - _____
- c. Ambulance - _____
- d. Child helpline - _____
- e. Disaster Management - _____



4. Think and match appropriately :-

Bank

Birth Certificate

Police Station

Treatment of disease / injury

E-Sampark

Loan

Hospital

Maintenance of law and order

5. Why do we come to school? Tell in five sentences.

Learning Outcome – EV505

Establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (e.g. life in distance / difficult areas like hot / cold deserts)

1. In which climate do people used to live in such types of houses

- e) Houses with sloping roof _____.
- f) Houses on bamboo sticks _____.
- g) Houses made with wood _____.
- h) House made with cement, brick _____.

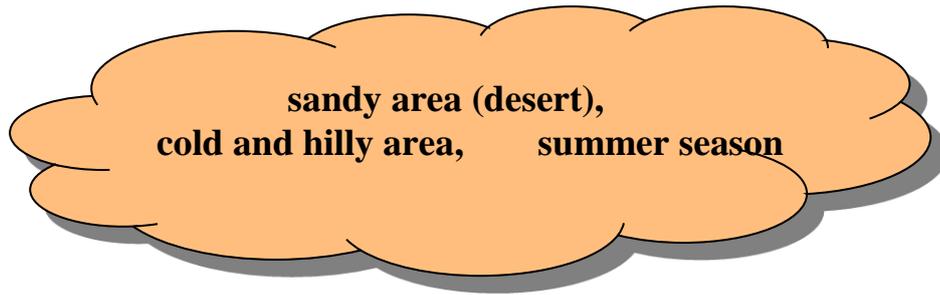


**Clues: Rainy, Winter,
Snow- Falls**

2. Do you know:-

- a) The highest peak of the world _____.
- b) The highest peak of India _____.
- c) The longest river of the world _____.
- d) The longest river of India _____.

3. Choose the right answer



- a) People have to walk long to fetch drinking water_____.
- b) Children go to school through rope-trolley _____.
- c) People wear cotton and light coloured clothes _____.
- d) People wear woollen clothes _____.

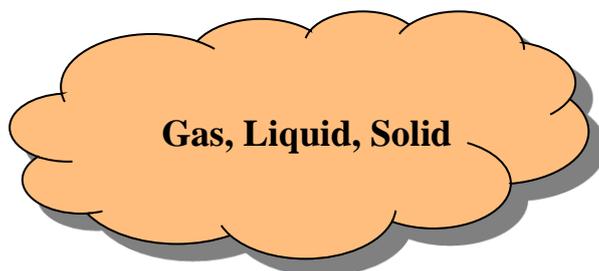
4. Why do you think the climate is changing?

5. What is causing the climate to change?

Learning Outcome – EV506

Groups objects, materials, activities for features and properties such as shape, taste, colour, texture, sound, traits etc.

1. Fill in the blanks with the help of given options:-



- i) What is filled in the football _____.
- j) The fruit basket is a _____.
- k) The balloon contains _____.
- l) Water is a _____.

2. Name any three :-

Solids - _____, _____, _____

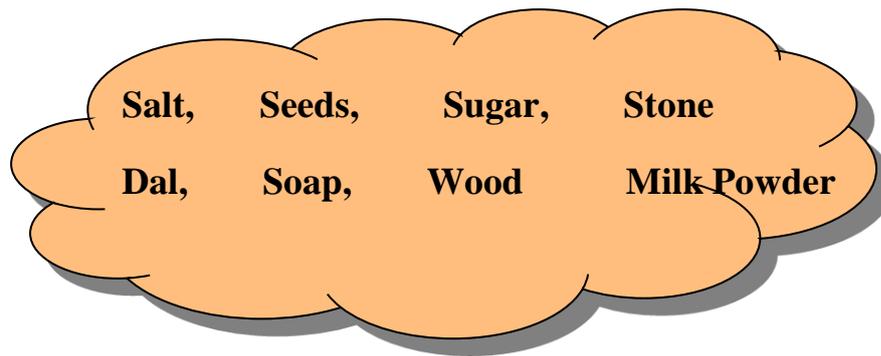
Liquids - _____, _____, _____

Gas - _____, _____, _____

3. State whether true or false

- a) All matter is made up of small particles. _____
- b) Solids cannot be bent or broken. _____
- c) Air is a mixture of different gases. _____
- d) Solids take the shape of the container in which they are kept.

4. Enlist these things according to their traits



Soluble

Insoluble

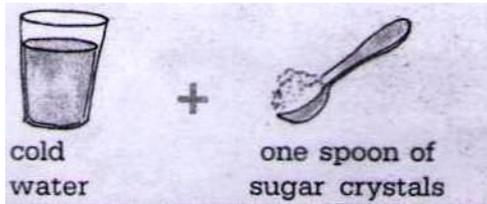
_____	_____
_____	_____
_____	_____
_____	_____

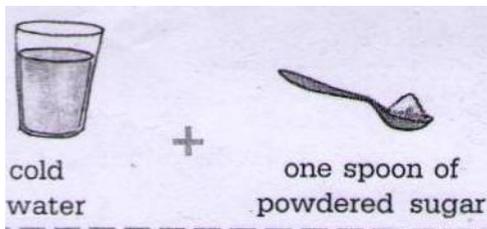
5. What do you think

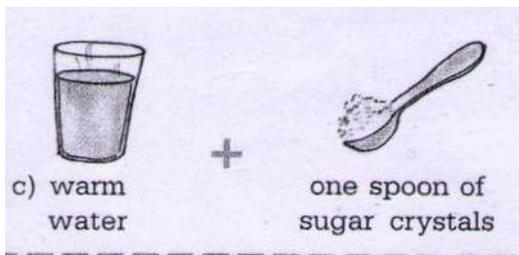
- a) Gases have a fixed volume _____
- b) Metal is found in 2 states _____
- c) During melting, solid changes to liquid _____
- d) One state of matter cannot be changed into another _____

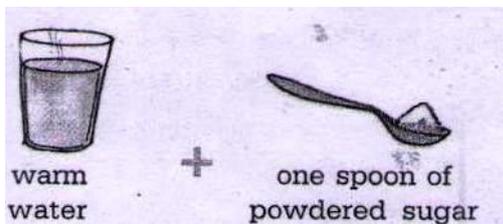
6. Let's do and enjoy, then observe and taste.

Try Making a sugar solution in these different ways. Write down (Dissolving faster / slower) what you see in each case.









Learning Outcome – EV507

Traces the changes in practices, customs, and techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders (e.g. Cultivation, conservation, festivals, clothes, transport, materials or tools, occupations, buildings and houses. Practices activities like cooking, eating, working)

1. Choose from the help box and write the sources of water in the given columns:-

Tap	Tube-Well	Johad
Stepwell	Hand-Pump	Well
Water-Tank	River	

Traditional sources

Modern sources

_____	_____
_____	_____
_____	_____
_____	_____

2. Tick the coins and notes that are used these days



3. Encircle those things which cannot be found during excavation

Coin

Mobile Phone

Paintings

Cars

Utensils

Statues

4. Write the name of state where these festivals are celebrated

a) Bihu - _____

b) Pongal- _____

c) Onam- _____

d) Baisakhi - _____

e) Kite Festival - _____



5. Make the correct pairs by matching:-

Column A

- a) Garba
- b) Kalbeliya
- c) Bhangra
- d) Bharatanatyam
- e) Cheraw

Column B

- a) Mizoram
- b) Tamil Nadu
- c) Rajasthan
- d) Gujarat
- e) Punjab

Learning Outcome – EV508

Guesses (properties, conditions of phenomena) estimates spatial quantities (distance, area, volume, weight etc.) and time in simple standard units and verifies using simple tools / setups. (e.g. floating / sinking / mixing / evaporation / germination / spoilage/ breathing / taste)

1. What do you think?

- a. The earth is round like a ball / an egg . _____
- b. Things kept floating / set straight in the spaceship

- c. Hot air is light / heavy. _____
- d. Cold air rises up / comes down. _____

2. Try to find out

- a) Price of one litre petrol _____
- b) Weight of a LPG cylinder _____

3. Let's complete this table :

Day	Time of Sunrise	Time of Sunset	Time of Moonrise	Time of Moonset
Monday				
Wednesday				
Friday				
Sunday				

4. Tick (✓) the conditions required for seeds to germinate.

a) Air

b) Hailstorms

c) Sunlight

d) Water

e) Rain

f) Snow

5. Match the column A with column B

Column A

Column B

a) Air

a) Air Pressure

a) Separation of sand
and water

b) Filtration

b) Water rises in straw

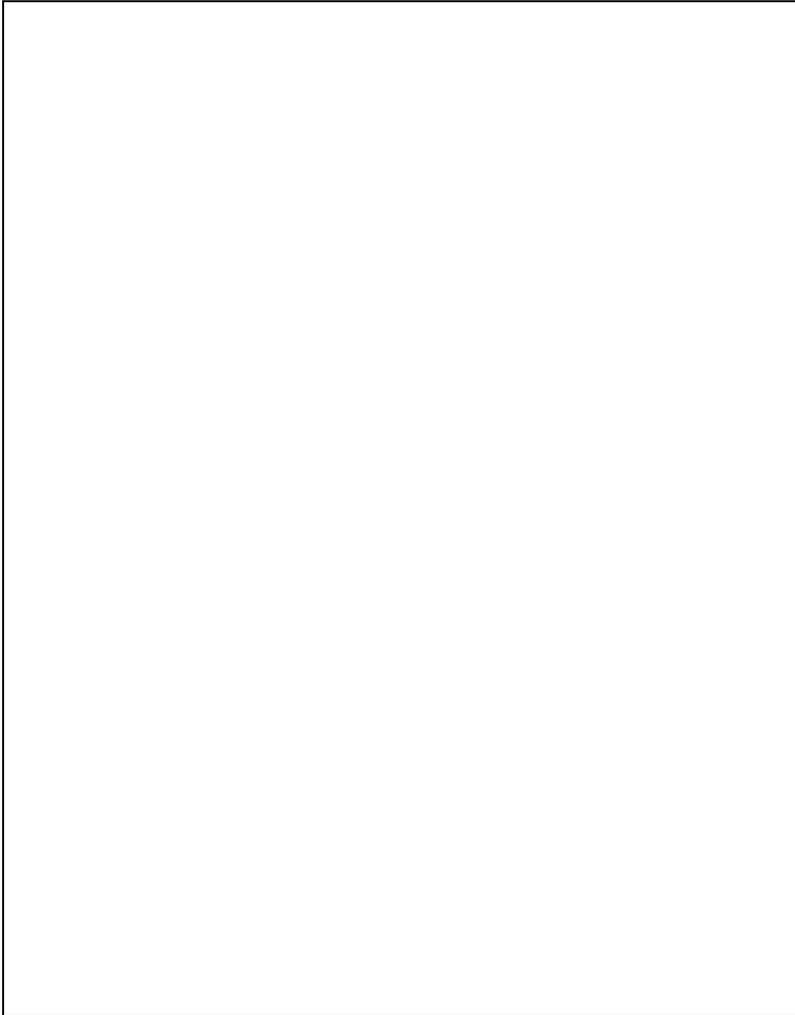
c) Chlorination

c) Adding chlorine in water

d) Mixture of Gases

6. Give two examples that air has weight.

7. Draw and label four stages of germination.



1. _____

2. _____

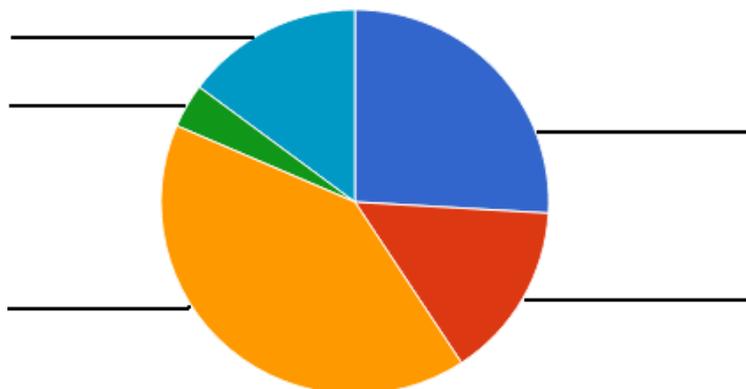
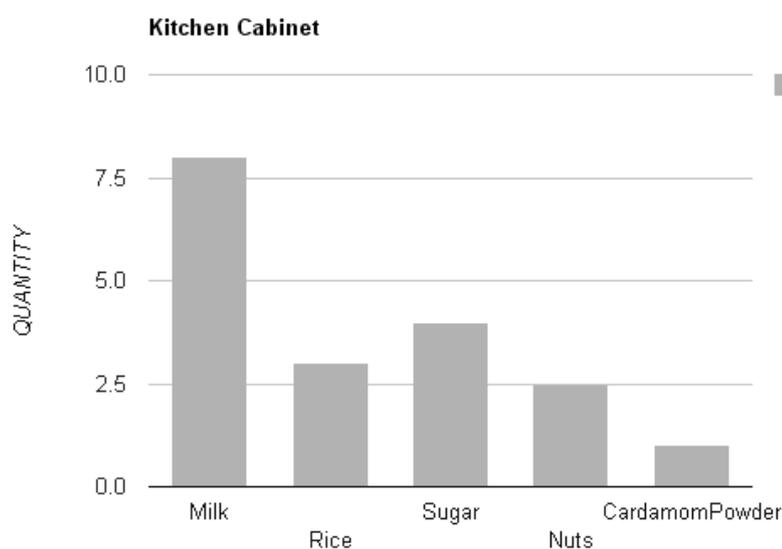
3. _____

4. _____

Learning Outcome – EV509

Records observations and experiences; information in an organised matter manner (example in tables / sketches / bar graphs / Pie Charts) and predicts pattern in activities phenomena (e.g. floating / sinking / mixing) to establish relation between cause and effect.

- 8. Let's prepare delicious Kheer in our pan (Pie Chart / Roti –chart) with the ingredients given in kitchen cabinet (Bar-Graph).**



9. Circle the objects that float on water.

- a) Leaf b) Iron Rod c) Wooden Scale d) Steel Spoon
e) Paper Sheet f) Stones Statue

10. Complete the table by putting the causes and effects at their proper places.

- | Causes | Effects |
|--|--------------------------|
| a) Excess use of fertilizers | a) Jaundice |
| b) Honking loud music | b) Breathing problems |
| c) Drainage of factory waste in water bodies | c) Headache and deafness |
| d) Less greenery, more vehicles | d) Infertile soil |

	Causes	Effects
Polluted Water		
Polluted Land		
Polluted Air		
Noise Pollution		

11. Encircle the reasons of food getting spoiled:-

- a. Moisture b) Drying c) Air
d) Freezing e) Canning f) Cooking
g) Boiling h) Temperature i) Microorganisms

Learning Outcome – EV510

Identifies signs, directions, location of different objects landmarks of a locality / place visited in maps and predicts directions in context of positions at different places for a location

No Horn No Entry No U-Turn
No Left-Turn Speed Breaker

1. Try to identify these common road signs:



2. Observe the map of India and write the name of any state located in each of these directions:

a) North

b) East

c) South

d) West

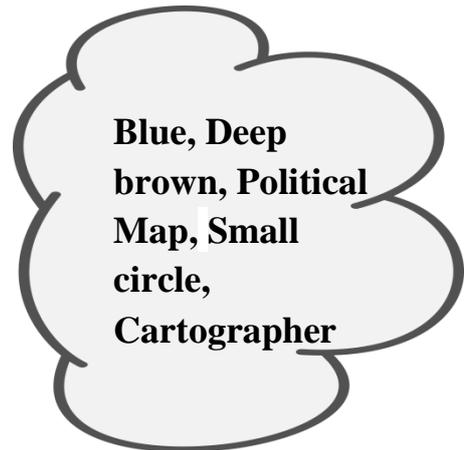
3. Try to opt correct answers:-

a) A city on a map is marked by a _____.

b) The water bodies are indicated on a map by _____ colour.

c) A map showing different countries or different states in a country is called a _____.

d) The Highlands and mountains are represented by _____.



4. I want to visit your house. Please draw a layout (map) of the way to your house from school. (With symbols of landmarks.)



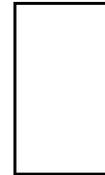
Clues



School



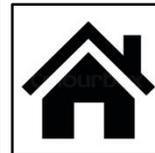
Tree



Bus Stop



Restaurant

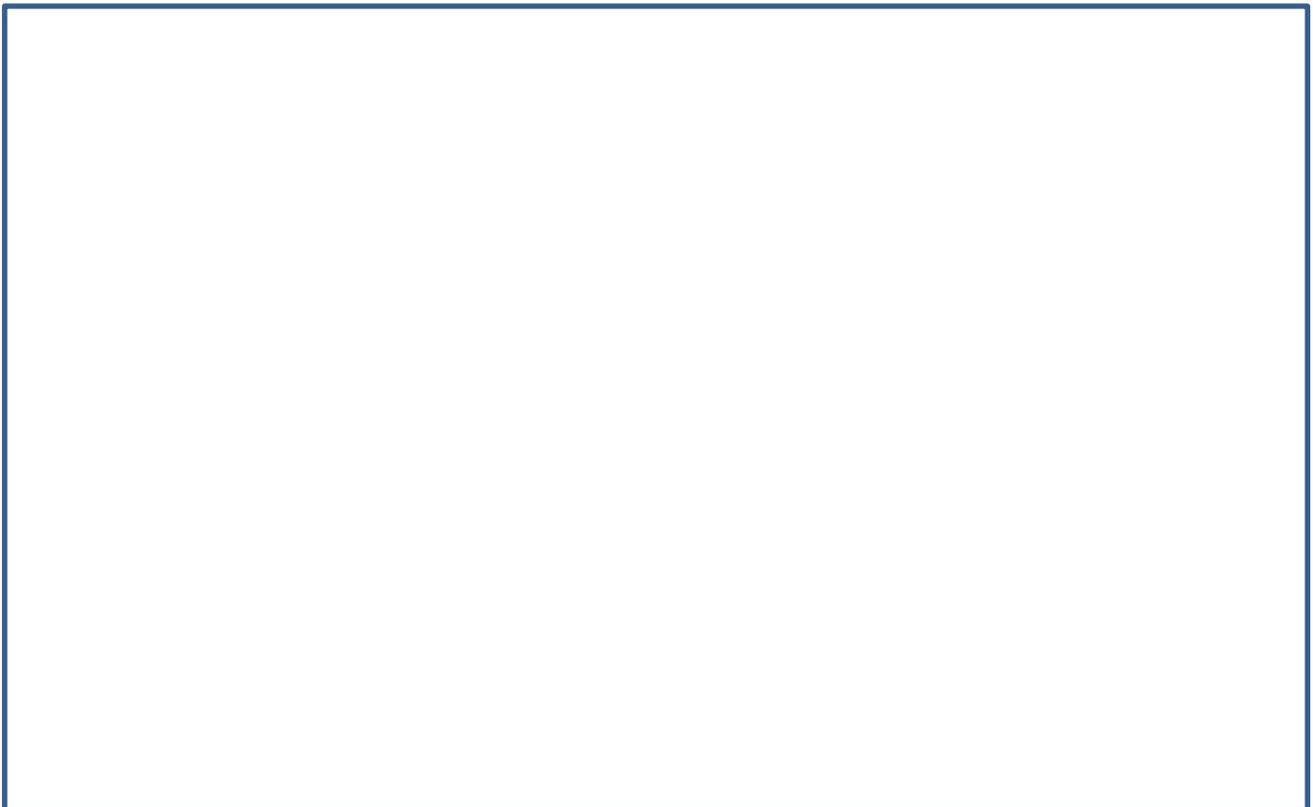


House

Learning Outcome – EV511

Creates posters, designs, models, setups, local dishes, sketches, maps (of neighbourhood / different places visited) using a variety of local / waste material and write poems / slogans / travelogue etc.

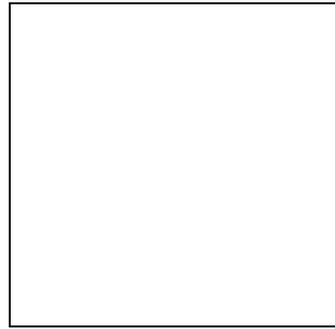
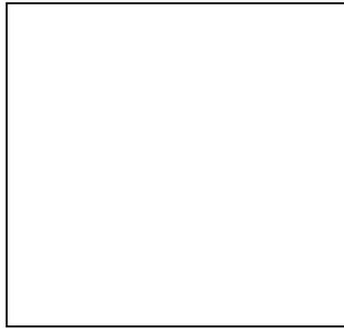
- 1. Make a poster on “Conservation of water”.**



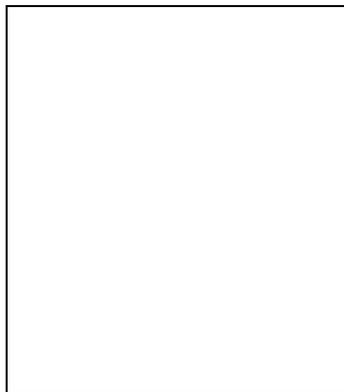
- 2. Try to prepare a model of Chhatbir Zoo that you visited with your teachers during school excursion.**

3. Let's frame any two slogans for our school rally on these topics:-

**Beti Bachao
Beti Padhao**



**Swachh Bharat
Swasth Bharat**



4. Write a few sentences about the places you visited in summer vacations:-

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

5. Design a flag for your school / house and draw it here.



Learning Outcome – EV512

Voices opinions on issues observed / experiences and relates practices / happenings to larger issues of society. (example discrimination for access / ownership of resources, migration / displacement / exclusion, child rights)

1. Tell your opinions about these facts (right / wrong)

- a) Education is the right of each and every child.
- b) We should not save water and greenery.
- c) We should kill animals for tusk, skin or even just pleasure.
- d) More waste is produced by rural people than urban people.
- e) Burning waste is better than composting.

2. Explore the dictionary and discuss the meaning of these words:-

- a) Displacement - _____
- b) Migration - _____
- c) Transfer - _____
- d) Emigration - _____

3. Tell me some things:-

- a) Does your father have a transferable job?
- b) Have you always lived at the place that you now?
- c) Did your grandparents also live at this place, when they were of your age?
- d) How does displacement affect the lives of the people?

4. Find out and write about the education and work of your family members.

Name of family member	Age	Studied up to	Kind of work he/she do

5. How domestic works are divided among your family members.

Domestic Work	Name and relation of family members
a) Cooking	
b) Cleaning	
c) Washing Clothes	
d) Washing Utensils	
e) Purchasing	

Learning Outcome – EV513

Suggest ways for hygiene, health, managing waste, disaster/emergency situations and protecting / saving resources (land, fuels, forests etc.) and show sensitivity for the disadvantage / deprived

1. Tell in Yes or No that these should be done or not.

- a) Avoid contamination of water.
- b) Don't trim your nails.
- c) Avoid contamination of food.
- d) Maintenance of cleanliness.
- e) Avoid contact with the sick person.
- f) Irregular vaccination.
- g) Exercise and proper sleep.

2. Identify and circle the sources of energy that will finish one day :-

Petrol

Solar Energy

Coal

Diesel

Natural Gas

3. Right or wrong?

- a) When there is no rain, there can be a drought.
- b) Excessive rainfall never leads to floods.
- c) Shortage of food and water can result in famine.

4. What will happen if there are no forests?

5. When an earthquake occurs; What should we do? (✓ or X)

- a) Leave the house.
- b) Go to an open ground.
- c) Stand under a tree.
- d) Sit under a table.
- e) Hands on your head.
- f) Help each other.

6. Name any two movements that were started as a protest against deforestation.

a)

b)
