

## ED Tech Teacher's Guide

Lesson Plan Number: 1

Topic: Changing Family Trends

Class: V

Subject: EVS

Suggested Number of Periods: 6

Number of Periods actually used:

Learning Outcome(s): Student(s) will be able to:

- Explain how families changed after independence.
- Justify need for living together in a joint family.
- Compare people of old and new generation with their needs.
- Analyze different reasons of changing family trend.
- State why people move abroad.

Teaching Learning Material used with the purpose

TLM	Purpose
<p>9. <a href="http://files-cdn.pseb.ac.in/pseb_files/My-World-5(English).pdf">E book Link: http://files-cdn.pseb.ac.in/pseb_files/My-World-5(English).pdf</a></p> <p>10. <a href="https://www.youtube.com/watch?v=sQENY9AIo5E&amp;list=PLX7ypJUiAGpAOWxN2VDcqueTx_buN-w0a&amp;index=1">Video Link 1: https://www.youtube.com/watch?v=sQENY9AIo5E&amp;list=PLX7ypJUiAGpAOWxN2VDcqueTx_buN-w0a&amp;index=1</a> (Punjabi Medium)</p> <p>11. <a href="https://www.youtube.com/watch?v=yz_fVTMGqno">Video Link 2: https://www.youtube.com/watch?v=yz_fVTMGqno</a> Hindi Medium</p> <p>12. Worksheet to be prepared using Google Forms for online quiz. Questions: <a href="https://forms.gle/Z81e4oo7YBoTEnkXA">https://forms.gle/Z81e4oo7YBoTEnkXA</a></p> <p>Textbook, Notebook, Blackboard and Chalk</p>	<p>9. This E book link can be used to teach the concept and do exercises and activities mentioned in the book.</p> <p>10. This video link can be used to strengthen the concept.</p> <p>11. This video link can be used to strengthen the concept and teach some new concepts.</p>

Evidence(s) of Learning: 1. Oral

7. Write different activities children used to do in olden times.
8. State the importance of joint family.
9. Compare the nature and life of children live in Joint and nuclear families.
10. Give reasons why family trend changes overtime.

## Evidence(s) of Learning: 2. Written

Classwork	Homework
<p>All textbook activities need to be done by students.</p> <p>All textbook questions</p> <p>9. For how many hours do you watch television in a day?</p> <p>10. How do you help in household work to your elders?</p> <p>11. How much time do you spend with your grandparents/parents?</p> <p>12. What facilities does the youth and children of today want?</p> <p>13. Why do some young people want to move abroad?</p> <p>14. What are the advantages of living in joint families?</p> <p>15. What changes are taking place in families, with the changing time?</p>	<p>3. List few activities you do to spend your time.</p> <p>4. What games do you play? Compare it with games children used to play in olden times.</p> <p>5. Parents should give time to their children. Explain.</p> <p>6. Write few characteristics of joint family.</p> <p>7. One's own country/place is always the best. Explain.</p>

## Exit Question(s)

3. Identify few characteristics of your family which determines it as nuclear/joint. On the basis of these characteristics, categorize your family as nuclear or joint family.
4. Write down few reasons of changing trends on families over time.

## Value Based or Life Skills Questions

3. Talk to your grandparents and find out how their family was when they were children. Write how your family is different from theirs.
4. One of your friend's father is transferred to different place. What changes will be there in his family after his father's transfer?

### Assignments / Experiments / Projects

Talk to three old people – one from your family, one from your friend's family and one from a family in your neighborhood. Ask them these questions and fill in the table.

Questions	Your family	Friend's family	Neighbor's family
• Since how many years has your family been staying here?			
• Where did your family used to live before coming here?			
• How many members are there in your family today?			
• How many members were there in your family 10 years ago?			
• What were the reasons for the changes in your family in the last 10 years?			
• How do you feel about all these changes?			

### Period 1

Set Induction:

Ask few questions to students as stated below to start the chapter.

1. How many members are there in their family? Take responses from a few students.
2. What kind of family you are living in: Nuclear family or Joint family?
3. Do you like to hear stories from your grandparents? Take responses from a few students.
4. Any of your friend who shifted from his grandparent's house to new house. Discuss with them about possible reasons for same.

Tell students that in old time families were very large but now a days it is not the case. In this chapter, we will learn how families changed after independence and its causes.

(Set induction + the given activity will take 1 complete period)

Period 1: [Tech Resource: Video Link 1](#)

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>Play the video from the given Video Link 1.</li> <li>Ask students to watch it carefully.</li> </ul>	<ul style="list-style-type: none"> <li>Students will watch the video.</li> </ul>
<ul style="list-style-type: none"> <li>Discuss with students what they have seen in the video.</li> <li>Ask students to note down the changes they have seen in the video with changing time.</li> <li>Discuss the points written by students and sum up the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students will share their responses.</li> </ul> <p>Students will note down their answers and share with the whole class.</p> <ul style="list-style-type: none"> <li>Students will participate in the discussion.</li> </ul>
<ul style="list-style-type: none"> <li>Ask students what they have learned about joint and nuclear family from video.</li> <li>Ask students what type of family do they like to live in and why?</li> </ul>	<ul style="list-style-type: none"> <li>Students will share their responses.</li> <li>Students will participate in the discussion.</li> </ul>
<p>Ask students to collect the given information from their parents and grandparents</p> <ul style="list-style-type: none"> <li>Talk to your parents/grandparents and find out from what kinds of toys they used to play with.</li> <li>Find out how many clothes their parents/grandparents had to wear.</li> <li>Compare yourselves with their ancestors and who has more facilities?</li> </ul>	<ul style="list-style-type: none"> <li>Students will share their responses.</li> <li>Students will listen and note it down in their rough notebooks.</li> </ul>
<p>Ask students to collect all information and write it down for the next class.</p>	

Period 2: [Tech Resource: E Book on TV Screen](#)

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>Ask students to recall what they have seen in video in their previous class.</li> <li>Tell students whatever we have learned in the previous class. We will go study from our textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Take responses from few students what they learned in the previous class.</li> </ul>
<ul style="list-style-type: none"> <li>Open E-book of EVS 5 Ch 1 on TV.</li> <li>Ask students to get into two groups.</li> <li>Ask students to open Ch 1 of their textbook.</li> <li>Ask groups to read the Ch 1 till second paragraph given on page 2.</li> <li>Ask student of both the groups to explain each other what they have understood.</li> <li>Guide the groups, whenever required while taking rounds in the classroom. Ask students to clarify their doubts, if any.</li> </ul>	<ul style="list-style-type: none"> <li>Students will sit in groups.</li> <li>Students will open Ch 1 in their textbook.</li> <li>Groups will read as directed by teacher.</li> <li>Both students will explain the read concept to each other.</li> <li>Students will ask their doubts, if any.</li> </ul>

<ul style="list-style-type: none"> <li>• Give 10 minutes time to students for this activity.</li> <li>• Sum up the whole discussion using E-Textbook.</li> </ul>	
<ul style="list-style-type: none"> <li>• Ask students did they collect the information they were asked to do in their previous class.</li> <li>• Discuss with students how our ancestor's life was different from today's life in terms of facilities.</li> <li>• Ask students regarding type of toys and number of clothes they are having in comparison to their parents/grandparents used to have.</li> <li>• Take responses from students and discuss about same.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will open their notebook.</li> <li>• Students will participate in the discussion.</li> <li>• Students will share their responses.</li> <li>• Students will give response and participate in the discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss Q 6 and Q 7 given on Page 5 of the textbook using E book.</li> <li>• Ask students to work in pair and discuss the answers.</li> <li>• Ask students to write the answers of these two questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion.</li> <li>• Students will do as directed by teacher.</li> <li>• Students will write the answers of these two questions on their own.</li> </ul>

Period 3: [Tech Resource: E Book on TV Screen](#), [Video Link 2](#)

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>• Play the video from the given Video Link 2. Play video till 14.38 minutes.</li> <li>• Ask students to watch it carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch the video.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss with students what have they seen in the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will share their responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Open E book Ch 1 Page 2 on TV screen.</li> <li>• Ask students to get into pairs.</li> <li>• Ask students to open Ch 1 of their textbook.</li> <li>• Ask the pairs to read the Ch 1 before Q 1.</li> <li>• Ask both students of the pair to explain each other what they have understood.</li> <li>• Discuss how family culture of Canada is different and why Pratap Singh didn't like it. (2 – 3 minutes)</li> <li>• Now, ask students to work in pairs and write down few points on how they prefer to spend their time.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will sit in pairs.</li> <li>• Students will open their textbooks.</li> <li>• Pairs will read as directed by teacher.</li> <li>• Both students will explain the read concept to each other.</li> <li>• Students will participate in the discussion.</li> <li>• Students will work in pairs and do the task as assigned by teacher.</li> </ul>

<ul style="list-style-type: none"> <li>• Give them options like watching TV, playing games on mobile phone, reading books, playing with their cousin or spending time with their grandparents.</li> <li>• Take rounds in the classroom and guide students wherever needed. Ask students if they have any doubts.</li> <li>• Also, check the work of students, whoever has completed it. (5-7 minutes)</li> <li>• Explain why children nowadays like to spend their time in watching TV or playing games on mobile phone, using E book.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will choose their respective option and share their responses.</li> <li>• Students will ask doubts from teacher, if there is any.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask each student to again read the paragraph before Q 1, about why parents need to spend time with their children given on the Page 3 of textbook.</li> <li>• Explain how important it is for parents to spend time with their children, using E book.</li> </ul>	<ul style="list-style-type: none"> <li>• Student will read about the importance of why parents need to spend time with children.</li> <li>• Students will listen carefully and note it down in their rough notebooks.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the Q 1, Q 2, and Q 3 given on Page 3 of the textbook using E book.</li> <li>• Ask students to write the answers of these three questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion.</li> <li>• Students will write the answers of these three questions on their own.</li> </ul>

Period 4: Tech Resource: E Book on TV Screen, Video Link 2,

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>• Play the video from the given Video Link 2. Play video from 14.38 minutes till 23.06 minutes.</li> <li>• Ask students to watch it carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch the video.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss with students what have they seen in the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will share their responses and participate in discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Open E book Ch 1 Page 4 on TV screen.</li> <li>• Ask students to get into pairs.</li> <li>• Ask students to open Ch 1 of their textbook.</li> <li>• Ask the pairs to read the Ch 1 Page 4 before Thing to Remember.</li> <li>• Ask both students of the pair to explain each other what they have understood.</li> <li>• Discuss why young people want to move abroad. (2 – 3 minutes)</li> <li>• Now, ask students to work in pairs and write down few points on advantages of having joint family.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will sit in pairs.</li> <li>• Students will open Ch 1 in their textbook</li> <li>• Pairs will read as directed by teacher.</li> <li>• Both students will explain the read concept to each other.</li> <li>• Students will participate in the discussion</li> <li>• Students will work in pairs and do the task as assigned by teacher.</li> </ul>

<ul style="list-style-type: none"> <li>• Take rounds in the classroom and guide students wherever needed.</li> <li>• Also, check the work done by students, whoever completed it. (5-7 minutes)</li> <li>• Discuss the importance of living in joint family, using E book.</li> <li>• Explain how science and technology plays unique role in changing family trends.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will ask doubts from the teacher, if any.</li> <li>• Student will participate in the discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss the Q 8 and Q 9 given on Page 6 of the textbook using E book.</li> <li>• Ask students to work in pairs and discuss the answers.</li> <li>• Ask students to write the answers of these two questions in their textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion.</li> <li>• Students will write the answers of these two questions on their own.</li> </ul>

Period 5: [Tech Resource: Video Link 2](#) and [Google form Quiz](#)

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>• Discuss with students, what did they learned in their previous classes.</li> <li>• Call a few students and ask them to tell what they have learnt in the previous classes.</li> </ul>	<p>Students will participate in the discussion and ask their doubts, if any.</p>
<ul style="list-style-type: none"> <li>• Ask students to discuss different reasons of change in family trends.</li> <li>• Ask students to list down the causes of change in family trends in their notebook.</li> <li>• Take rounds in the room and guide students wherever required.</li> <li>• Also, check the work they are doing, side by side.</li> <li>• Discuss the responses given by students and clarify their doubts as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion.</li> <li>• Student will do the task as assigned by teacher.</li> <li>• Students will ask their doubts from students, if any.</li> <li>• Students will get their work checked by teacher.</li> </ul>
<ul style="list-style-type: none"> <li>• Play game along with the students.</li> </ul> <p>Rules of the game</p> <ul style="list-style-type: none"> <li>• Divide the whole class into 2 groups. Name them as Group 1 and Group 2.</li> <li>• Tell the students that a question will appear on the screen. Group 1 will have to answer that question. If Group 1 fails to answer the question, then the same question will be answered by Group 2. Each group will get 10 points for every correct answer.</li> <li>• Assign duty to one student to record the points of the both groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen carefully and understand rules of the game.</li> </ul>

<ul style="list-style-type: none"> <li>• Play the same video Link 2 starting from 23.07 minutes.</li> <li>• Stop the video once a complete question appears on the screen.</li> <li>• Ask Group 1 to answer the question.</li> <li>• Similarly, repeat the same for all questions appeared in the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Group 1 students will answer the questions.</li> </ul>
<ul style="list-style-type: none"> <li>• Create a rapid-fire game quiz in form of Google forms.</li> </ul> <p>Rules of the game</p> <ul style="list-style-type: none"> <li>• Divide the whole class into 2 groups. Name them as Group 1 and Group 2.</li> <li>• Tell students that a question will appear on the screen. Group 1 will have to answer that question. If Group 1 fails to answer the question, then the same question will be answered by Group 2. Each group will get 10 points for every correct answer.</li> <li>• Assign duty to one student to record the points of the both groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in rapid fire and answer group wise.</li> </ul>

Period 6: [Tech Resource: E Book on TV Screen](#)

Activities Teacher will perform	Activities Students will perform
<p>Closure:</p> <ul style="list-style-type: none"> <li>• Discuss with students, what did they learned in their previous classes and from the video shown.</li> <li>• Call a few students and ask them to tell what they have learnt in the previous classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion and ask their doubts, if any.</li> <li>• Few students will answer as asked.</li> </ul>
<ul style="list-style-type: none"> <li>• Open Page 5 in the e book on TV Screen.</li> <li>• Play a rapid fire for Page 5, Q 4 and 5 with students.</li> <li>• Divide the class into two teams. Make a table on the board for recording the points of both teams.</li> <li>• One student from each team need to participate in the rapid-fire round.</li> <li>• Each team will get one point for each correct answer.</li> <li>• Team with maximum points will be the winner.</li> <li>• Ask students to write answers for Q 4 and 5 simultaneously in their textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are Not to open their textbooks.</li> <li>• Students will listen teacher carefully and understand all rules of the rapid fire.</li> <li>• Students will participate in the rapid fire round.</li> </ul>
<ul style="list-style-type: none"> <li>• Open Page 6 in the e book on TV Screen.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion.</li> <li>• Students will write the answer of Q 10 on their own.</li> </ul>



- Discuss the Q 10 given on Page 6 with students. Try to get answer from the students.
- Ask students to write the answer of this question.
- Take rounds in the classroom and help students, wherever needed.

- Students will ask their doubts, if any.

- Open page 4 in the e book on TV Screen.
- Ask students to read the Things to Remember given on Page 4 of the book.

- Students will read as directed.

Write these questions on the blackboard and ask students to write the answers.

Life skills Questions:

3. Talk to your grandparents and find out how their family was when they were children. Write how their family is different from yours.
4. One of your friend's father has been transferred to different place. What changes will be there in his family after his father's transfer.

- Students will read the questions and write answers in their notebooks.

Ask students to write the answers of these questions for homework.

1. List few activities you do to spend your time.
2. What games do you play? Compare it with games children used to play in olden times.
3. Parents should give time to their children. Explain.
4. Write few characteristics of joint family.
5. One's own country/place is always the best. Explain.

- Students will note down the home assignment and do it for homework.

Project Work:

Talk to three old people – one from your family, one from your friend's family and one from a family in your neighborhood. Ask them these questions and fill in the table.

Question	Your family	Friend's family	Neighbour's family
• Since how many years has your family been staying here?			
• Where did your family live before coming here?			
• How many members are there in your family today?			
• How many members were there in your family 10 years ago?			
• What were the reasons for the changes in your family in the last 10 years?			
• How do you feel about all these changes?			

Discuss this work with students in the next class.

### Web Links for Reference

6. <https://www.youtube.com/watch?v=L0OrMITm4YY&t=127s> (Punjabi Medium)
7. <https://www.youtube.com/watch?v=6V8QIsjygtc>
8. <https://www.youtube.com/watch?v=afoWajoLOIU>
9. <https://www.youtube.com/watch?v=sPHXopuXf-A>
10. [https://www.youtube.com/watch?v=HlOrWg4mygM&list=RDCMUCkwzI6q5Ev11lwLTO11roXw&start\\_radio=1&t=435](https://www.youtube.com/watch?v=HlOrWg4mygM&list=RDCMUCkwzI6q5Ev11lwLTO11roXw&start_radio=1&t=435)

## Worksheet

1. Fill in the blanks with the correct words.

- a) Every child shares a special relationship with his/her \_\_\_\_\_. (grandparents/uncle)
- b) People have to change their home with changing time \_\_\_\_\_. (for reading/ for job)
- c) Families are a source of great inspiration and make up the \_\_\_\_\_ system of any individual.  
(value/ number)
- d) \_\_\_\_\_ are a god's gift to complete one's family. (Babies/Adults)
- e) Parents can teach love, affection and respect towards elder to their children by giving them \_\_\_\_\_. (money / time)

2. State True or False.

- a) The term nuclear defines a family that extends beyond the nuclear family, consisting of grandparents, aunts, uncles, and cousins all living nearby or in the same household.
- b) Joint families consist of only parents and children.
- c) Families are a source of great irritation.
- d) Every member of a family is unique on his own.
- e) We must not meet our extended families.
- f) Change in the value system also leads to a change in society.

3. Answer the following questions.

- a) There can be many reasons for change in families. Can you think of few more reasons which are not discussed in chapter?
- b) How many family members were there when your grandparents were kids? Compare that number with number of family members you have right now.
- c) Up to which class did your parents studied?
- d) Till which class did your grandparents get chance to study?
- e) How many toys do you have? How does your toys different from toys your parents used to play with?
- f) Do you live with your grandparents? If yes, write how you spend your time with them? If no, then for how many days in a year do you visit to them?

## Worksheet for Google Form

Choose the correct answer.

1. Why Raju's father started living in the city?

- a) Raju's father liked facilities in cities so he left village.
- b) Raju's father worked in city and the village was very far from city.
- c) Raju's father didn't liked village.
- d) Raju's father wanted him to study in city.

2. What is the name of Raju's father?

- a) Gurwinder
- b) Pratap Singh
- c) Raj Singh
- d) Sukhwinder

3. Which of the following statement is true about Pratap Singh family?

- a) Pratap Singh lives with his own brother.
- b) Pratap Singh lives in Canada.
- c) Pratap Singh lives happily with his children.
- d) Earlier Pratap Singh and his three brothers used to live jointly with his uncle.

4. Which of the following statement is not true?

- a) In earlier time, everyone wanted luxurious life styles.
- b) In old days, children did not go to formal schools.
- c) These days, most of the children demand good clothes and gadgets.
- d) In old days, new clothes were bought very frequently.

5. Which of the following thing/s do not prevail in joint family?

- a) Children don't want to play with cousin brothers/sisters.
- b) Children are very choosy about food.
- c) Each child demands a separate room.
- d) All of the above.

6. Which of the following would have been possibly the cause of not any change after/before independence?

- a) People became literate.
- b) People have limited desires, so continued with their ancestral work.
- c) Financial condition of peoples has improved.
- d) All of the above.

7. Now a days, all youngsters are keen to have a

- a) Mobile phone
- b) Soft toys
- c) Clay toys
- d) All of the above

8. In joint families

- a) Children learn to respect their elders.
- b) Children prefer to watch televisions
- c) Children prefer to play games on mobile phones
- d) Affection between children and grandparents is not developed

9. Read the statements carefully and choose the correct option.

Statement A: Sometimes people have to leave their family because of their jobs.

Statement B: Sometimes for better education also people leave their home.

- a) Statement A is correct B is wrong,
- b) Statement B is correct A is wrong.
- c) Both the statements are correct.
- d) Both the statements are wrong.

10. Choose which of the following is/are cause of changing family trends?

- a) New generation needs luxurious life, so they moved abroad for more earning.
- b) New generation people want to stay in new place.
- c) The new generation kids are demanding, so their parents move abroad/or different cities to fulfil their desires.
- d) None of the above.

11. Which of the following is NOT the benefit of joint family?

- a) Grandparents remain safe and grand children flourish.
- b) Grandparents freely spend their time usefully with grandchildren.
- c) All family members live together and share happiness and sorrow together.
- d) Screen time on phone or computer or television for children increased significantly.

12. Why does it take time to adjust in a new place?

- a) You are unfriendly towards people.
- b) As the place is new, so you don't know much about the markets, schools, hospitals, routes, etc.
- c) As the place is new so you feel scared to go out
- d) All of these.

## Worksheet-Answer

1. Fill in the blanks with the correct words.

- a) Every child shares a special relationship with his/her \_\_\_\_\_. (Grandparents/uncle)
- b) People have to change their home with time \_\_\_\_\_. (for reading/ for job)
- c) Families are a source of great inspiration and make up the \_\_\_\_\_ system of any individual. (value/ number)
- d) \_\_\_\_\_ are a god's gift to complete one's family. (Babies/Adults)
- e) Parents can teach love, affection and respect towards elder to their children by giving them \_\_\_\_\_. (money / time)

2. State True or False.

- a) The term nuclear defines a family that extends beyond the nuclear family, consisting of grandparents, aunts, uncles, and cousins all living nearby or in the same household. (T/F)
- b) Joint families consist of only parents and children. (T/F)
- c) Families are a source of great irritation. (T/F)
- d) Every member of a family is unique on his own. (T/F)
- e) We must not meet our extended families. (T/F)
- f) Change in the value system also leads to a change in society. (T/F)

3. Answer the following questions.

- a) There can be many reasons for changes in families. Can you think of few more reasons which are not discussed in chapter?

Answer.

Some of the reasons which cause changes in families are given below:

- i. Birth of a baby in the family
  - ii. Marriage of member of the family
  - iii. Transfer of one of the members of the family to another city
  - iv. One member leaves family for job or higher education
  - v. Death of a family member
- b) How many family members were there when your grandparents were small? Compare that number with number of family members you have at present.  
Answer may differ.
  - c) Upto which class have your parents studied?  
Answer may differ.
  - d) Till which class did your grandparents get a chance to study?  
Answer may differ.
  - e) How many toys do you have? How your toys are different from toys your parents used to play?

Answer: Response may differ. My toys are costlier than toys my parents used to play. My toys are mostly battery operated, plastic toys whereas my parents use to play with clay or other non-battery toys.

- f) Do you live with your grandparents? If no, then for how many days in a year you visited them.

Answer may differ

## ED Tech Teacher's Guide

Lesson Plan Number: 2

Topic: Migration

Class: V

Subject: EVS

Suggested Number of Periods: 6

Number of Periods actually used:

Learning Outcome(s): Student(s) will be able to:

- Explain the meaning of migration.
- List different reasons of why people migrate.
- Analyze the life of a migrant family.
- Elaborate the problems faced by migrants.
- Discuss different steps taken by the government for migrants.
- Explain the effects of migration on children's life.
- Discuss the steps taken by government for education of children living in slums.

Teaching Learning Material used with the purpose

TLM	Purpose
13. <a href="http://files-cdn.pseb.ac.in/pseb_files/My-World-Online-Eng.pdf">E book Link: http://files-cdn.pseb.ac.in/pseb_files/My-World-Online-Eng.pdf</a>	12. This E book link can be used to teach the concept and do exercises and activities mentioned in the book.
14. <a href="https://www.youtube.com/watch?v=nAI7wjKv2wA">Video Link 1: https://www.youtube.com/watch?v=nAI7wjKv2wA (Punjabi Medium)</a>	13. This video link can be used to teach the concept.
15. Video Link 2: <a href="https://www.youtube.com/watch?v=1mszMB9ooP8&amp;t=1013s">https://www.youtube.com/watch?v=1mszMB9ooP8&amp;t=1013s</a> (Hindi Medium)	14. This video link can be used to strengthen the concept and teach some concepts.
16. Worksheet to be prepared using Google Forms for online quiz. <a href="https://forms.gle/hY8fEwkuXscAHQvu7">https://forms.gle/hY8fEwkuXscAHQvu7</a>	15. This video link can be used to do question and answers related to concept.
Textbook, Notebook, Blackboard and Chalk	



## Evidence(s) of Learning: 1. Oral

11. What type of problems are faced by migrant peoples?
12. What are the different causes of migration?
13. Why do people live in rented houses when they come from villages to cities?
14. List few steps taken by government to uplift the lives of migrants.

## Evidence(s) of Learning: 2. Written

Classwork	Homework
<p>All textbook activities done by students.</p> <p>All textbook questions</p> <p>16. Why did Sonu's father had to come to new place?</p> <p>17. Who are called migrants?</p> <p>18. Why the people have to migrate?</p> <p>19. Why do the children of the migrants' face problem in their studies?</p>	<p>8. List some causes of migration.</p> <p>9. Migrant people experience many new things. Explain the statement.</p>

## Exit Question(s)

Mandeep's father was working in a post-office in a village of Punjab. He got transferred to Amritsar city.

- a. List the type of luggage Mandeep will plan to carry along with him.
- b. What difficulties will Mandeep face in Amritsar city? Discuss.

## Value Based or Life Skills Questions

1. What all does your family do, when you have guests at home for a few days?
2. Have you seen any children (in your school or neighborhood) who also go to work? Why do they have to work?

## Assignments / Experiments / Projects

Interview a rickshaw-puller or vegetable vendor in your locality who has recently moved from another place. Find out the place that he belongs to. List the hardships that he had to face when he migrated to the city.

**Period 1****Set Induction:**

Ask a few questions from students as stated below to start the chapter.

5. Ask students are they familiar with any family/friend of them who had shifted here from other place. Take responses from a few students.
6. Ask students to think and tell why people have to leave their native places/villages and move to new places.
7. Ask students to think about difficulties their friends will be facing after moving from old school to new school. Take responses from a few students.
8. Have you ever heard of this term 'Migrants'? If yes, then where? Take responses from a few students

In this chapter, we will learn about migration, its causes and effects.

(Set induction + the given activity will take 1 complete period)

**Period 1: Tech Resource: Video Link 1**

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>• Play the video from the given Video Link 1 till 1 minute 30 seconds.</li> <li>• Ask students to watch it carefully.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch the video.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss with students what they have seen in the video.</li> <li>• Sum up the discussion using video.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will share their responses.</li> <li>• Students will participate in the discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Open E-book of EVS 5 Ch 2 on TV.</li> <li>• Ask students to get into pairs and open their textbooks.</li> <li>• Ask students to open Ch 2 of their textbook.</li> <li>• Ask the pairs to read the Ch 2 before Think Section of their textbook.</li> <li>• Ask students of both the pair to explain each other what they have understood.</li> <li>• Guide the pairs whenever required, while taking rounds in the classroom.</li> <li>• Give 10 minutes time for this activity.</li> <li>• Sum up the whole discussion using E-Textbook.</li> <li>• Discuss with students about how does a child feel when he is admitted to new school?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will sit in pairs.</li> <li>• Students will read as directed by teacher.</li> <li>• Both students will explain the concepts to each other.</li> <li>• Students will participate in the discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Play the video from the given Video Link 1 till the end.</li> <li>• Ask students to watch it carefully and note down the main points.</li> <li>• Discuss the main points noted by students. Call a few students forward and ask what they seen in the video.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch the video and note down the main points.</li> </ul> <p>Students will participate in the discussion.</p>

- Ask students to write few sentences on  
"How will they feel if they have to leave their old school and have to take admission in new school?" for next class.

- Students will listen and note it down in their rough notebooks.

### Period 2: [Tech Resource: E Book on TV Screen and Video Link 2](#)

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>• Ask students to recall whatever they have seen in the video in previous class.</li> </ul>	<ul style="list-style-type: none"> <li>• Take responses from a few students what they learnt in their previous class.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask students whether they have written about "How will they feel if they have to leave their old school and have to take admission to new school?"</li> <li>• Discuss with students whatever they have written.</li> <li>• Check the work of students while taking rounds in the classroom.</li> <li>• Ask students to clarify their doubts, if any.</li> <li>• Ask students if any new child admitted to your class. Ask how does it feel to come at new place.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen and open their notebooks.</li> <li>• Students will share their responses.</li> <li>• Students will ask their doubts, if any.</li> <li>• Students will share their responses.</li> </ul>
<ul style="list-style-type: none"> <li>• Discuss Q 3 given on Page 10 of the textbook using E book.</li> <li>• Ask students to work in pairs and discuss the answer.</li> <li>• Ask students to write the answer of this question in their textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will participate in the discussion.</li> <li>• Students will write the answers of this question on their own.</li> </ul>
<ul style="list-style-type: none"> <li>• Ask students to make a list of families in their locality who have shifted here from other places.</li> <li>• Ask students to find out the reason for why they shifted to new place.</li> <li>• Each student will make a list of families.</li> <li>• Ask students to bring this assignment for the next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen and note it down in their rough notebooks.</li> <li>• Each student will do as directed by teacher.</li> <li>• Students will bring assignment for the next class.</li> </ul>
<ul style="list-style-type: none"> <li>• Play the video from the given Video Link 2. Stop the video after 17 minutes 16 seconds.</li> <li>• Discuss with students what they have seen in the video.</li> <li>• Sum up the discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch the video.</li> <li>• Students will share their responses.</li> <li>• Students will participate in the discussion.</li> </ul>
<ul style="list-style-type: none"> <li>• Play a game with the students.</li> </ul> <p>Rules of the game</p> <ul style="list-style-type: none"> <li>• Divide the whole class into 2 groups. Name them as Group 1 and Group 2.</li> <li>• Tell the students that a question will appear on the screen. Group 1 will answer that question. If</li> </ul>	<ul style="list-style-type: none"> <li>• Students will listen carefully and understand the rule of the game.</li> </ul>

<p>Group 1 fails to answer the question, then the same question will be answered by Group 2. Each group will get 10 points for the correct answer.</p> <ul style="list-style-type: none"> <li>Assign the duty to one student to record the points of both groups.</li> </ul>	
<ul style="list-style-type: none"> <li>Play the video from Video Link 2 starting from 19 minutes 35 seconds.</li> <li>Stop the video as complete question appears on the screen.</li> <li>Ask Group 1 to answer the question.</li> <li>Similarly, repeat the same and complete all questions appeared in the video.</li> </ul>	<ul style="list-style-type: none"> <li>Group 1 and Group 2 students will answer the questions as per their turns.</li> </ul>

### Period 3: [Tech Resource: E Book on TV Screen](#)

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>Ask students to recall what they have seen in the video in previous class.</li> <li>Tell students whatever they have learnt in the previous class, we are going to discuss from the textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Take responses from few students what they learnt in their previous class.</li> <li>Students will open their textbooks.</li> </ul>
<ul style="list-style-type: none"> <li>Open E-book of EVS 5 Ch 2, page 8 on TV.</li> <li>Ask students to get into pairs.</li> <li>Ask students to open Ch 2, page 8 of their textbook.</li> <li>Ask the pairs to read the chapter till Activity 1 on page 9.</li> <li>Ask students of both the pairs to explain each other what they have understood.</li> <li>Guide the pairs, whenever required while taking rounds in the classroom.</li> <li>Give 10 minutes time to students for this activity.</li> <li>Sum up the whole discussion using E-Textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Students will sit in pairs.</li> <li>Pairs will read as directed by teacher.</li> <li>Both students will explain the read concept to each other.</li> </ul>
<ul style="list-style-type: none"> <li>Ask students do they know what are natural calamities.</li> <li>Ask students to list down the various natural calamities in their notebooks.</li> <li>Discuss with students how natural calamities are also the cause of migration.</li> <li>Ask students to read the text given in the box on Page 8.</li> <li>Ask students what they have understood from the given text.</li> <li>Sum up the whole discussion using E-Textbook. Also, clarify the doubts of students, if any.</li> </ul>	<ul style="list-style-type: none"> <li>Students will share their responses.</li> <li>Students will note down the names of natural calamities in their notebooks.</li> <li>Students will participate in the discussion.</li> <li>Students will open page 8 of their textbooks.</li> <li>Students will read as directed by teacher.</li> <li>Students will answer what they have understood.</li> </ul>

### Period 4: Tech Resource: Google form Quiz

Activities Teacher will perform	Activities Students will perform
<ul style="list-style-type: none"> <li>Discuss with students, what did they learned in their previous classes.</li> <li>Call a few students and ask them to tell what they have learned in their previous classes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will participate in the discussion and ask their doubts, if any.</li> </ul>
<ul style="list-style-type: none"> <li>Play a rapid-fire game for Google form with students.</li> </ul> <p>Rules of the game</p> <ul style="list-style-type: none"> <li>Divide the class into two teams. Make a table on the board for recording the points of both teams.</li> <li>One student from each team need to participate in the rapid-fire round.</li> <li>Each team will get one point for each correct answer.</li> <li>Team with maximum points will be the winner.</li> </ul>	<ul style="list-style-type: none"> <li>Students are Not to open their textbooks.</li> <li>Students will listen teacher carefully and understand all rules of the rapid fire.</li> <li>Students will participate in the rapid fire round.</li> </ul>
<ul style="list-style-type: none"> <li>Similarly, play rapid fire game for textbook Q 1 and Q 2 from pages 9 and 10.</li> <li>Ask Team 1 to answer the first question.</li> <li>Ask all students to fill the answers of Q 1 and Q 2 in the textbook.</li> </ul>	<ul style="list-style-type: none"> <li>Student from Team 1 will answer the question.</li> </ul>

### Period 5: Tech Resource: E Book on TV Screen

Activities Teacher will perform	Activities Students will perform
<p>Closure:</p> <ul style="list-style-type: none"> <li>Discuss with students, what did they learned in their previous classes.</li> <li>Call a few students and ask them to tell what they have learned in previous classes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will participate in the discussion and ask their doubts, if any.</li> </ul>
<ul style="list-style-type: none"> <li>Open page 9 of the e book on TV Screen.</li> <li>Ask students to open the page 9 of their textbook.</li> <li>Ask students to make a list of those families in their locality, which have shifted here from other places for the last few years.</li> <li>Ask students to talk to these families and find out the reason why they have to come to this place. Also, try to find out the problems they are facing here.</li> <li>Ask students do they know some people who are living in other countries. If yes, then find out</li> </ul>	<ul style="list-style-type: none"> <li>Students will open their textbook.</li> <li>Students will share their response.</li> <li>Students will note all points in their rough notebook.</li> <li>Students will ask their doubts, if any.</li> <li>Students will bring assignment in next class.</li> <li>Students will participate in the discussion.</li> <li></li> </ul>

<p>problems they have to face while living there. You can talk to them on telephone, to find out this.</p> <ul style="list-style-type: none"> <li>• Ask students to complete activity and bring this in next class.</li> <li>• Discuss the Q 4, Q 5 and Q 6 given on page 10 with students. Try to get answers from the students.</li> <li>• Ask students to write the answers of these questions.</li> <li>• Take rounds in the classroom and help students, wherever needed.</li> <li>• Ask students to clarify their doubts, if any.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will write the answers of Q 4, Q 5 and Q 6 on their own.</li> <li>• Students will ask their doubts, if any.</li> </ul>
<ul style="list-style-type: none"> <li>• Open Page 9 in the e book on TV Screen.</li> <li>• Ask students to read the Things to Remember given on Page 9 of their textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will open their textbooks.</li> <li>• Students will read as instructed by teacher.</li> </ul>
<p>Write these questions on the blackboard and ask students to write the answers.</p> <p>Life skills Questions:</p> <p>5. What all does your family do, when you have guests at your home for a few days?</p> <p>6. Have you seen any children (in your school or neighborhood) who also go to work? Why do they have to work?</p>	<ul style="list-style-type: none"> <li>• Students will read the questions and write the answers in their notebooks.</li> </ul>
<p>Ask students have to write the answers of these questions for homework.</p> <ol style="list-style-type: none"> <li>1. List some causes of migration.</li> <li>2. Migrant people experience many new things. Explain?</li> </ol> <p>Project Work:</p> <p>Interview a rickshaw-puller or vegetable vendor in your locality who has recently moved from another place. Find out the place that he belongs to. List the hardships that he had to face when he migrated to the city.</p> <p>Discuss this work with students in next class.</p>	<ul style="list-style-type: none"> <li>• Students will do note down the home assignment and do it for homework.</li> </ul>

### Web Links for Reference

11. [https://www.youtube.com/watch?v=-\\_YxVbynEQA](https://www.youtube.com/watch?v=-_YxVbynEQA)
12. <https://www.youtube.com/watch?v=O466vLAIscI>
13. <https://www.youtube.com/watch?v=TyWbfIV6i2c&t=53s>
14. [https://www.youtube.com/watch?v=EPcZ1ad\\_0AQ](https://www.youtube.com/watch?v=EPcZ1ad_0AQ)

## Worksheet

1. Fill in the blanks with the correct words.

- e) People \_\_\_\_\_ from place to place for different reasons and this affect their new communities in a variety of ways. (migrate/go)
- f) Government has appointed \_\_\_\_\_ who will teach migrant's children. (teachers/workers)
- g) Migrants send \_\_\_\_\_ to their family members to survive. (money/ food)
- h) Due to less \_\_\_\_\_ migrants have to work at far off places. (production/money)
- i) Sonu's father works in a \_\_\_\_\_. (water plant/thermal plant)

2. State True or False.

- a) Natural calamities are also the cause of migration.
- b) Migrants can earn more in their native than new place.
- c) People have to migrate due to shortage of food in drought like situations.
- d) People living in the slums are uprooted in cities.
- e) Slum people has to work in the far localities.

3. Answer the following questions.

- a) Why do you think families from villages come to big cities?
- b) Have you seen any children (in your school or neighborhood) who also go to work?
- c) Describe your family structure.

- d) Have you heard of people who don't want to be moved from their old place? Talk about them.
- e) How do people feel while they have to shift one place to another due to transfer of jobs?

Worksheet for Google Form

Choose the correct answer.

1. Sonu's father was a/an

a) engineer.

b) shopkeeper.

c) craftman.

d) None of the above.

2. Sonu's father was transferred to a distant

a) newly constructed thermal plant.

b) city.

c) IT company.

d) village.

3. People working at the thermal plant were from different states. They were \_\_\_\_\_.

a) thermal engineers



- b) workers
- c) labourers
- d) migrants

4. Which of the following is a correct statement?

- a) Migrants don't have home or agricultural lands in their natives.
- b) Migrants feel very comfortable at new place.
- c) Government make a special arrangement for the study of migrant's children.
- d) All are correct statements.

5. People migrate from one place to another \_\_\_\_\_.

- a) because they don't like their place.
- b) in search for employment
- c) because their neighbours moved to another place.
- d) in search of their families.

6. Which of the following can be cause/s of migration?

- a) Earthquake
- b) Flood
- c) Drought
- d) All the above

7. On being migrated, people

- a) feel happy
- b) experience many new things
- c) learn cooking
- d) start love travelling

8. Cities have

- a) Multilane or broad roads
- b) Narrow or kachcha roads
- c) More open space

- d) Single story houses
9. Villages school does not have
- e) Paper
  - f) blackboards
  - g) teachers
  - h) Good infrastructure
10. Starting a new livelihood is a \_\_\_\_\_.
- a) Challenge
  - b) Easy
  - c) comfortable to many peoples
  - d) hobby for some peoples

#### Worksheet-Answer

1. Fill in the blanks with the correct words.

- a) People \_\_\_\_\_ from place to place for different reasons and they affect their new communities in a variety of ways. (migrate/go)
- b) Government has appointed \_\_\_\_\_ who will teach migrant's children. (teachers/ workers)
- c) Migrants send \_\_\_\_\_ to their family members to survive. (money/ food)
- d) Due to less \_\_\_\_\_ migrants have to work at far off places. (production/money)
- e) Sonu's father work in a \_\_\_\_\_. (water plant/thermal plant)

2. State True or False.

- a) Natural calamities are also the cause of migration. T
- b) Migrants can earn more in their native than new place. F
- c) People have to migrate due to shortage of food in drought like situations. T
- d) People living in the slums are uprooted in our cities. T
- e) Slum people has to work in the far localities. T

3. Answer the following questions.

- a) Why do you think families from villages are moving to big cities?

Answer: Because small cities and villages do not have much opportunity. Big cities have more opportunities for education as well as for jobs.

b) Have you seen any children (in your school or neighborhood) who also go to work?

Answer: Yes, I saw many children who go to work.

c) Describe your family structure.

Answer: Answer may vary

d) Have you heard of people who don't want to be moved from their old place? Talk about them.

Answer: There are many people who don't want to be moved from their old place like children, old people and some young ones also. They like to live with their family and friends united and away from city chaos.

e) How do people feel to shift one place to another due to transfer of jobs?

Answer: Transfer is an integral part of jobs so people should shift from one place to another. In this situation they feel very bad to leave their friends, colleagues and their house. In new place again they have to search for schools, work place and have to adjust with new people and new environment.

## ED Tech Teacher's Guide

Lesson Plan Number: 3

Topic: Likes and Dislikes

Class: V

Subject: EVS

Suggested Number of Periods: 7

Number of Periods actually used:

Learning Outcome(s): Student(s) will be able to:

- Explain the inheritance of family traits through generations
- Analyze the skills and qualities of family members
- Examine likes and dislikes of people in terms of eating and dressing
- Justify exercise and balanced diet is necessary for good health
- Explain the importance of sign language
- understand the Braille script
- elaborate problems faced by differently abled people

Teaching Learning Material used with the purpose

TLM	Purpose
17. <u>E book Link: <a href="http://files-cdn.pseb.ac.in/pseb_files/My-World-5(English).pdf">http://files-cdn.pseb.ac.in/pseb_files/My-World-5(English).pdf</a></u>	16. This E book link can be used to teach the concept and do exercises and activities mentioned in the book.
18. <u>Video Link 1: <a href="https://www.youtube.com/watch?v=DC9hWofH1g&amp;list=PLD82A98273CD97114&amp;index=20">https://www.youtube.com/watch?v=DC9hWofH1g&amp;list=PLD82A98273CD97114&amp;index=20</a> (Hindi Medium)</u>	17. This video link can be used to teach the concept.
19. <u>Video Link 2: <a href="https://www.youtube.com/watch?v=sEpg4mHP9eA&amp;list=PLX7ypJUiAGpAOWxN2VDcqueTx_buN-w6a&amp;index=2">https://www.youtube.com/watch?v=sEpg4mHP9eA&amp;list=PLX7ypJUiAGpAOWxN2VDcqueTx_buN-w6a&amp;index=2</a> (Punjabi Medium)</u>	18. This video link can be used to strengthen the concept.
20. Worksheet to be prepared using Google Forms for online quiz. Questions: <a href="https://forms.gle/1Vx3M2QAMLZSddyV6">https://forms.gle/1Vx3M2QAMLZSddyV6</a>	
21. Measuring Tape, A4 sheet white papers, Dupatta	19. Required to conduct Activity 1, and 3 of the textbooks.
Textbook, Notebook, Blackboard and Chalk	

## Evidence(s) of Learning: 1. Oral

15. List different factors that influence likes and dislikes of a person.
16. Identify your habits or traits that are similar to someone in your family.
17. What is sign language?
18. Who are differently abled peoples?
19. State ways to be sensitive towards differently abled people.

## Evidence(s) of Learning: 2. Written

Classwork	Homework
<p>All textbook activities need to be done by students.</p> <p>All textbook questions</p> <p>20. Which member of your family has the loudest voice?</p> <p>21. Who laughs the loudest in your family?</p> <p>22. Who speaks in a low voice in your family?</p> <p>23. Who speaks the loudest in your class?</p> <p>24. Whose handwriting is the most beautiful in your class?</p> <p>25. Why should we drink milk?</p> <p>26. Which things affect our eating habits?</p> <p>27. Which sense organs of a blind person become more active?</p> <p>28. Which inspiration do we get from Helen Keller's life?</p>	<p>All textbook activities need to be done by students.</p> <p>10. List traits or habits you have got from someone in your family.</p> <p>11. Exercise and balanced diet are necessary for good health. Explain.</p> <p>12. Why likes and dislikes of people differ from each other?</p> <p>13. What is Braille Script?</p>

## Exit Question(s)

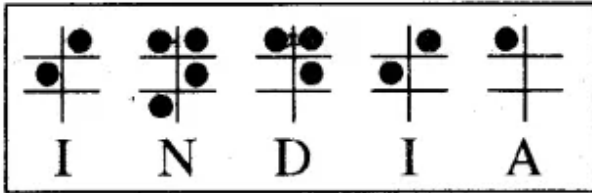
5. Ram get up early in the morning. Explain whether this quality is inherited from his parents? If Yes, why? If No, Why?
6. A person who is deaf or blind is called is differently abled person rather than handicapped. Why?

## Value Based or Life Skills Questions

5. Are there any persons in your vicinity who achieved success in life despite physical impairments? Have discussions with these people and understand the challenges they face.
6. Have you seen a very young child in your (or any other) family? Who does the child's eye, nose, hair or fingers look like in the family? Write their names.

### Assignments / Experiments / Projects

1. The word "INDIA" is written below in Braille script. Write your name in Braille script with help of Braille script chart given in textbook.



2. Ashima sneezes just like her father. Do you have any such habit or trait that resembles to someone in your family? What is it? Who is it similar to?

Your special habit or trait	Whom is it similar to?
_____	_____
_____	_____

### Period 1

#### Set Induction:

Ask few questions to students as stated below to start the chapter and collect response from them.

9. Did students have noticed different people having different eye colour or different hair colour? Collect responses from few students.
10. Whom students look alike; their father or mother.
11. What colour do students like most? Take responses from a few students.
12. Ask students to observe that every student have their personal like for colour. Can they explain why?
13. Have they ever noticed differently abled person in their locality?
14. Have you heard about Braille script? Take responses from a few students.

In this chapter, we will learn about inheritance of family traits through generation. We will also learn about means of communication and difficulties faced by differently abled people.