

ART INTEGRATED LEARNING (AIL)

The National Curriculum Framework 2005 states, “Aesthetic sensibility and experience being the prime sites of the growing child’s creativity, **we must bring the arts squarely into the domain of the curricular**, infusing them in all areas of learning while giving them an identity of their own at relevant stages. Therefore, the need to **integrate art education in the formal schooling** of our students now requires urgent attention if we are to retain our unique cultural identity in all its diversity and richness.”

Art Integrated Learning (AIL) is a creative teaching-learning approach through which students demonstrate their understanding of a concept through various art forms.

AIL broadens the mind of the student and enables her/him to see the multi-disciplinary links between subjects/topics/real life.

The objectives of AIL are to help children:

- ▶ Experience joy and eagerness to learn.
- ▶ Discover concepts of Mathematics and Science in the world around them.
- ▶ Enhance observation, curiosity, exploration and creative and free expression.
- ▶ Explore and understand body movement and coordination.
- ▶ Foster an inquisitive attitude towards learning and knowledge.
- ▶ Understand and regulate their emotions.
- ▶ Promote teamwork and mutual appreciation.
- ▶ Enhance communication skills, language skills and problem solving skills.
- ▶ Learn inclusive practices of respect, care, empathy and compassion.
- ▶ Create awareness of rich heritage and cultural diversity.

ART INTEGRATED LEARNING ACTIVITIES

NEW LIVING PLANET 3

Chapter 1: My Family

1. **Warm Up:** Paste a photograph of your family. (Page 3)
2. **Activity Time:** Discuss with your classmates how we can help our family members. (Page 8)
3. How many members are there in your family? Write the details in the table below. (Page 8)

Chapter 2: Work We Do

1. **Activity Time:** Find out the following information from a child working as a labourer. (Page 13)

Chapter 3: Games We Play

1. **Gear Up:** Name the games to which the following balls belong. (Page 14)
2. **Activity Time:** Interview your parents and grandparents: (a) Which games did they play? (b) Were the games indoor or outdoor? (Page 18)

Chapter 4: Caring for Others

1. **Warm Up:** Write the birth dates of the following people. (1) Your mother (2) Your father (3) Your grandmother (father's mother) (4) Your grandfather (father's father) (Page 19)
2. **Activity Time:** Discuss with your teacher the ways in which you can help people. (Page 21)
3. The Braille script is shown below. Write your name in the Braille script. (Page 21)

Chapter 5: Types of Houses

1. **Warm Up:** Tick (✓) the things used to build a house. (Page 22)
2. **Activity Time:** Draw a houseboat in your notebook. (Page 27)

Chapter 6: Mapping My Neighbourhood

1. **Activity Time:** Make a map with landmarks from the nearest bus stand to your house. Write all the directions of the map. Draw the map in the way so that it becomes easy for your friend to visit you. (Page 31)
2. Look at the sketch of Monalisa's neighbourhood. The names of her friends who her neighbours are given. (Page 31)

Chapter 7: The Food We Eat

1. **Activity:** With the help of the food pyramid, write the food items in each group in your notebook. (Page 34)
2. **Activity Time:** Draw or paste the picture of your favourite food here. (Page 37)

Chapter 8: Cooking Food

1. **Warm Up:** We eat different kinds of food. Some of the food items can be eaten raw. (Page 38)

- 2. Activity Time:** Discuss with your teacher the method of cooking that is best for our health. **(Page 42)**
- 3.** List four differences between a kitchen of your grandmother's time and a kitchen of today. **(Page 42)**

Chapter 9: Water

- 1. Activity:** Fill a plastic ice-cream container with pineapple juice or orange juice. Insert an ice-cream stick on top and put it in the freezer. What happens after some time? **(Page 43)**
- 2. Activity:** Stand in front of a mirror. Breathe out slowly a few times onto the mirror. See the water droplets formed on the mirror. The water vapour that you breathed out is now becoming liquid water on the mirror. Why? **(Page 45)**
- 3. Activity:** You can make your own water cycle.
 1. Place a small container in the middle of the bowl.
 2. Fill the bowl with a little water, being careful not to fill the small container inside.
 3. Cover the bowl with plastic wrap and fasten the plastic wrap around the rim of bowl with a rubberband or string.
 4. Put a weight on top of the plastic wrap in the centre. Now put your set-up on a window sill or some other place where the sunrays fall on. **(Page 46)**

Worksheet 2

Number the pictures in the correct order. One has been done for you. **(Page 50)**

Chapter 10: Transport We Use

- 1. Warm Up:** Can you name this? (Hint: It can be used both over land and water) **(Page 51)**
- 2. Activity Time:** Collect pictures of different means of transport. **(Page 56)**
- 3.** Have you been on a railway journey? Write a short paragraph about your experience. **(Page 56)**

Chapter 11: How We Communicate

- 1. Warm Up:** Which of the following symbols remind you about communication? Tick (✓) the symbols. **(Page 57)**
- 2. Activity Time:** Collect pictures of the first telephone, radio, television and computer sets. Paste them in your scrap file. **(Page 62)**

Worksheet 3

Ask your parents and grandparents and tick (✓) the means of communication they used when they were young. **(Page 63)**

Chapter 12: The World of Plants

- 1. Activity Time:** Make a tree. **(Page 72)**

Chapter 13: Structure and Functions of Plants

- 1. Activity:** Pull out a grass plant from the soil in the garden. Ask the gardener to help you in pulling out a plant having tap root. Observe these roots and note down the differences in your notebook. **(Page 74)**

2. **Activity:** Make a group of students and tell them to collect three leaves of different types of plants. Hold each leaf on the page of notebook and draw its outline with a pencil. Write the name of the leaf inside its outline. Are the shapes of the leaves similar? Discuss in the class. **(Page 75)**
3. **Activity:** Take a few Green Gram seeds. Soak them in water overnight. Drain extra water the next morning. Cover the soaked seeds with wet cotton and leave aside for 24 hours. Remove the cotton and observe carefully. You will see seeds with white thread-like structures. These structures are the young roots. Wow! You have made the sprouts! **(Page 77)**
4. **Activity Time:** Build a terrarium. (a) A terrarium is a glass container in which selected living plants are grown and observed. (b) Take a glass or plastic bottle with a broad mouth (c) Put rock pieces at the bottom of the bottle. (d) Then put in a buffer zone (pine needles, leaves, bark, dirt or sticks). (e) After that, put a small herb in it. (f) Water it. (g) Now, you have built a terrarium. **(Page 80)**
5. **Values and Life Skills:** Make your own salad. (a) Collect some fruits and vegetables and wash them. (b) Cut up them carefully with the help of an elder person and place in a bowl. (c) Remember which part does what for the plant. (d) Mix lightly with your favourite salad dressing. (e) Eat and enjoy your salad. **(Page 80)**

Chapter 14: The World of Animals

1. **Activity:** Recall and write the names of at least 20 animals you know. Discuss their food types with your friends and parents. Now, list their names under the three headings – Herbivores, Carnivores and Omnivores in your notebook. **(Page 83)**
2. **Activity Time:** Collect pictures of grains, birds, insects, lion, deer, man, frog, goat and plants. Make as many food chains as you can. **(Page 87)**
3. Follow the steps to make a paper elephant. **(Page 87)**

Chapter 15: The World of Birds

1. **Warm Up:** Tick (✓) the birds you have seen. **(Page 88)**
2. **Exercise D:** Label the parts of the bird. **(Page 95)**
3. **Activity Time:** Collect feathers of different birds and paste them in your scrapbook. **(Page 95)**
4. Follow the steps to make a bird. **(Page 95)**

Chapter 16: Creepy Crawlies

1. **Warm Up:** Tick (✓) the insects you have seen. **(Page 97)**
2. **Activity Time:** Colour Lizzie, the ladybird, using crayons and paste bindis on its circles as shown. **(Page 100)**

Worksheet 4

Draw the missing parts of animals. **(Page 101)**

Chapter 17: Pottery

1. **Activity Time:** Discuss about the uses of clay in our daily life. **(Page 106)**
2. Pot painting **(Page 106)**

Chapter 18: Textiles

1. **Activity Time:** Let us do block printing. **(Page 112)**

2. Take a plain handkerchief or a cloth napkin. **(Page 112)**
3. Take a lady's finger (bhindi) and cut it into two pieces. **(Page 112)**
4. Now take a bottle of fabric paint. **(Page 112)**
5. Dip the cut end of the lady's finger and make an impression on your handkerchief or napkin. **(Page 112)**
6. You can make pattern with other vegetables also. **(Page 112)**

Worksheet 5

Look at the picture shown below carefully. Fill in the blanks with the names of different styles of decorating a cloth. Take help from the clue box. **(Page 113)**

Chapter 19: Living and Nonliving Things

1. **Activity:** Divide yourselves in groups of 4 or 5. Each group should cut out 20 pictures of different plants, animals and objects and paste them on two separate chart papers with headings as living things and nonliving things.
 Later, each group may stand at a time with its respective chart and give reasons for the classification. **(Page 115)**
2. **Activity:** Collect your own photograph when you were a baby. Compare it with your recent photograph. Do you find any difference? Discuss with your parents. **(Page 116)**
3. **Activity:** Keep your toy car on a table. What do you see after some time? Did it move from its place? Now, push it with your hand. Your toy car gets shifted to another place. **(Page 117)**
4. **Activity:** Put your hand near your nostrils. Do you feel air coming out of your nose? Now, put your hand below the nostrils of a doll or a toy. Do you feel air coming out of its nose? **(Page 119)**
5. **Activity Time:** Take a few gram seeds and sow them in a small pot filled with soil. Water them regularly and observe the growth of seeds into seedlings. **(Page 121)**

Chapter 20: Our Body

1. **Activity:** Put your right hand on the left side of your chest for a few seconds. What do you feel? Now, jog on the spot for three minutes. Feel your chest again. Do you feel it goes up and down? Put your hand below your nostrils. Do you feel air coming out? **(Page 124)**
2. **Activity:** Each one of you should bring a small packet of biscuits. Bite one biscuit. Write the steps involved in eating the biscuit. **(Page 124)**
3. **Activity:** Put your ear on the left side of your friend's chest. Do you hear some sound? **(Page 125)**
4. **Activity Time:** Regular exercise and yoga keep us healthy. They help the body systems to work properly. Try to learn and practise some 'breathing exercises' called 'Pranayama'. Your physical health will improve and you will be able to learn better. **(Page 129)**
5. **Activity Time:** Make a model of the digestive system using different waste materials. **(Page 129)**

Chapter 21: Heavenly Bodies

1. **Activity Time:** Collect pictures of different spacecraft and paste them in your scrapbook. Write the name of each spacecraft. **(Page 136)**

Chapter 22: Our Environment

- 1. Activity Time:** Imagine your class wants to drive a 'Clean your Surroundings' programme in the neighbourhood. Prepare an action plan for it. **(Page 141)**
- 2. Activity Time:** Make groups of four students each. All the members of each group think of different ways of water conservation. Each group is given to make a chart on 'Tips for Water Conservation'. Display charts in your classroom. **(Page 141)**

ART INTEGRATED LEARNING ACTIVITIES

NEW LIVING PLANET

TEACHER'S RESOURCE MANUAL – 3

Chapter 1: My Family

1. **Boost Up:** Show animations of small families/big families to the students or show a chart depicting pictures of small/big families. (Page 5)
2. Explain the concept of a family tree by drawing a diagram on the blackboard. (Page 5)

Chapter 2: Work We Do

1. **Boost Up:** Show animations/charts depicting different occupations. (Page 8)
2. You can show a video about child labour. This will sensitise the students towards the children who have to work in order to earn a living. (Page 8)

Chapter 3: Games We Play

1. **Boost Up:** Show videos of scuba diving, river rafting, etc. (Page 11)

Chapter 4: Caring for Others

1. **Boost Up:** Show animations/video of an Old Age Home. (Page 14)
2. If possible, arrange a visit to a blind school. (Page 14)
3. Encourage the students to write their names in the Braille Script. (Page 14)

Chapter 5: Types of Houses

1. **Boost Up:** Take the students to a place where a house is being built to let them observe the materials used to build a house. (Page 17)
2. Show animations and chart paper to give an idea of different types of houses. (Page 17)

Chapter 6: Mapping My Neighbourhood

1. **Boost Up:** Show a map of India and tell about the four directions. (Page 20)
2. Show a compass to the students and explain why it always points to the north. (Page 20)
3. Show a duster and ask the students to draw its top and side view. (Page 20)

Chapter 7: The Food We Eat

1. **Boost Up:** Show charts of food depicting body-building, energy-giving and protective foods. (Page 23)
2. The students can be asked to bring different dishes. (Page 23)

Chapter 8: Cooking Food

1. **Boost Up:** Display the foods which can be eaten raw. (Page 26)
2. Display the vessels used in cooking. Ask the students to look at the vessels and draw them. (Page 26)
3. Ask them to go to the kitchen and observe the stove and fuel used for cooking food. (Page 26)

Chapter 9: Water

1. **Boost Up:** You can demonstrate Activity 3 in the class. (Page 29)

2. Show charts depicting rainwater harvesting. (Page 29)

Chapter 10: Transport We Use

1. **Boost Up:** Show pictures/animations of the digital content. (Page 33)
2. If there is a railway museum near your school, the students can be taken there. (Page 33)

Chapter 11: How We Communicate

1. **Boost Up:** Show the chart of different means of communication in the class. (Page 37)
2. You can show an email on the computer in the class. (Page 37)

Chapter 12: The World of Plants

1. **Boost Up:** Show pictures/animations of the plants. (Page 43)
2. You can take the students to a garden and show different types of plants. (Page 43)

Chapter 13: Structure and Functions of Plants

1. **Teaching Strategy:** Explain the functions of roots. (Page 46)
2. Show picture/animation of how flowers change into fruits. (Page 46)
3. Show samples or pictures of some cut fruits and explain that fruits contain seeds. Some fruits have one seed, some have few seeds while others have many seeds. (Page 46)
4. **Boost Up:** Encourage the students to collect seeds of different fruits, pack them into small sample bags and attach in their scrapbook. (Page 46)

Chapter 14: The World of Animals

1. **Teaching Strategy:** Now, showing pictures of the teeth of herbivores, carnivores and omnivores, explain that the food eaten by them is not the same. The shape and structure of their teeth is also not the same. (Page 50)
2. Point out that some animals have special eating habits. Show pictures on how butterfly, mosquito, snake, elephant and chameleon take their food. Explain how their special feeding organs help them take their food. (Page 50)
3. **Boost Up:** The students can paste the pictures of their favourite domestic animals in their scrapbook. (Page 50)
4. Encourage the students to watch Discovery, Animal Planet and National Geographic Channels to appreciate different features of animals. (Page 51)

Chapter 15: The World of Birds

1. **Teaching Strategy:** Explain the importance of feathers to the birds and show pictures of different types of feathers and explain their functions. (Page 53)
2. Explain that birds have beaks according to the food they eat. Show the chart having beaks and claws. Also, explain that feet and claws of some birds help them in catching their prey and searching for food. (Page 53)

Chapter 16: Creepy Crawlies

1. **Boost Up:** Show pictures/animations of insects. (Page 56)
2. Show a web of a spider to the students. (Page 56)

Chapter 17: Pottery

1. **Teaching Strategy:** You can show pictures of kulhads, gharas, diyas, etc. (Page 59)

2. **Boost Up:** Show pictures/animations of how a potter makes a pot. (Page 59)
3. You can make things with clay and show it in the class. (Page 59)
4. The students can be taken to a potter's workshop. (Page 59)

Chapter 18: Textiles

1. **Teaching Strategy:** Talk about block printing, tie and dye, embroidery, kalamkari, ikat and batik. Show pictures to demonstrate these fabric designing methods. (Page 62)
2. The chart showing different dresses can be shown. (Page 62)
3. **Boost Up:** You can demonstrate tie and dye method in the class. (Page 62)
4. A fancy-dress competition can be arranged in the class. (Page 62)

Chapter 19: Living and Nonliving Things

1. **Boost Up:** Display a baby plant and its seed to explain the concept of growth and reproduction. (Page 65)
2. If possible, an aquarium can be displayed or students can be taken to a fish pond for showing the movement of fish. The bubbles of carbon dioxide gas come out during breathing. (Page 65)
3. Elaborate the information given in 'Do you know' under the head 'Need to breathe' by showing related pictures/animation while teaching about breathing. (Page 65)

Chapter 20: Our Body

1. **Teaching Strategy:** With the help of pictures, explain that body cells together make a tissue and many tissues make an organ and different organs together form an organ system. (Page 69)
2. Now, display the picture/animation/model of any machine or can give the example of classroom fan and explain that as its different parts work together to run it, different organ systems in our body work together. Hence, and our body works like a machine. (Page 69)
3. Show the pictures/chart/model of each of the organ systems with its name. (Page 69)
4. **Boost Up:** Display animation on the working of all the organ systems. (Page 70)

Chapter 21: Heavenly Bodies

1. **Teaching Strategy:** Explain who astronauts are and show pictures of first astronaut and some others, also those from India. (Page 73)
2. Similarly, explain what a spacecraft is and show pictures of different spacecraft. (Page 73)
3. With the help of the globe, explain the two movements of the Earth. (Page 73)
4. **Boost Up:** Ask the students to collect pictures of different constellations, planets and astronauts and paste them in their scrapbook. (Page 73)
5. Explore NASA and ISRO websites and download useful information, pictures related to heavenly bodies and space. (Page 73)

Chapter 22: Our Environment

1. **Teaching Strategy:** With the help of pictures/animations and examples from everyday life, explain the four types of pollution. (Page 76)
2. **Boost Up:** Show pictures/animation of different types of pollution (Page 76)
3. Ask each student to make a poster on 'Saving Mother Earth'. (Page 76)