

## **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 4

### Chapter 1: My Family

1. **Activity Time:** Fill in the information about your mother. (Page 8)

### Chapter 2: My Extended Family

1. **Activity Time:** Prepare a chart stating the values we learn from our family. (Page 13)
2. Discuss with your friends the occasions all members gather to celebrate. (Page 13)

### Worksheet 1

Make your extended family tree. Follow the example below. Write the names of your family members. (You may add or subtract boxes.) (Page 14)

### Chapter 3: Sense Organs

1. **Activity:** Collect different objects like pen, pencil, sharpener, eraser, stone, wood piece, soft paper, rough paper, rubber, etc. Put them in a bag. Now blindfold one of your friends and then ask him/her to insert hand inside the bag and identify different objects.

Is your friend able to identify different things correctly?

How could he/she do this?

(Page 16)

2. **Activity:** Collect the following objects and touch them one by one. Write in the notebook how each of them feels: (Page 17)
3. **Activity:** Use a cloth to blindfold your friend. Ask your friend to cover one ear with hand. (Page 18)
4. **Activity Time:** Paste pictures of different animals and birds to focus on their eyes. (Page 20)

### Chapter 4: Teeth and Tongue

1. **Activity:** Talk to some very old person who does not have teeth in his mouth. What do you notice about the pronunciation of different words coming out in speech of that person? (Page 24)
2. **Activity Time:** Find out from your dentist, the meaning of: (a) Scaling of teeth (b) Bleaching of teeth (c) Brace (Page 27)
3. Try to speak without letting your tongue touch your teeth. What do you notice?  
Write down 10 words which you can speak properly and 10 words which you cannot without touching your tongue with the teeth. (Page 27)

### Chapter 5: The Journey of Food

1. **Warm Up:** Write the names of two food items which can be made with. (Page 29)
2. **Activity:** Food goes through a long process from the field to our table. With the help of pictures, make a chart showing various stages of growing food crops and their processing. (Page 30)
3. **Activity:** Write down the names of some cereals, fruits, vegetables, oilseeds, pulses and spices and paste their pictures in your scrapbook. (Page 31)

- 4. Activity:** Bring specimens of pulses and spices to the class. Make cut outs of P and S and paste the samples on them. **(Page 31)**
- 5. Activity Time:** Collect pictures of spices and paste them in your scrapbook and write their uses. **(Page 33)**

### **Chapter 6: Eating Together**

- 1. Activity:** Talk to the elders in your family and find out the family gatherings they used to have? Compare it with family gatherings of today and write down the differences. **(Page 35)**
- 2. Activity Time:** Visit your school canteen and see how the food is cooked and served there. Observe the utensils used to prepare food there. **(Page 38)**
- 3.** You might have seen people wasting their food in social gatherings. This is a bad habit. Discuss with your friends about what can be done to leftover food. **(Page 38)**

### **Chapter 7: Different Forms of Water**

- 1. Activity Time:** Take a plastic cup. Partly fill it with water. Mark the level with a marker. Leave it for a day. Look at the cup the next day and mark where the water level is. Do this for a few more days, marking the level each day and observing any change. What do you notice? Why does this happen? **(Page 45)**

### **Chapter 8: Water is Life**

- 1. Warm Up:** Can you name the source of water shown in the picture? **(Page 46)**
- 2. Activity:** Aim: To make a water filter  
Materials Required: A plastic bottle, knife, a piece of clean and fine cloth, cotton, gravel, sand and muddy water  
Procedure: Take a plastic bottle and cut its top. Use the top as a funnel by placing it upside down on the other half as shown in the figure. Place a clean, fine cloth inside the funnel. Put a layer of cotton on the cloth and then a layer of clean gravel. Cover the gravel with a layer of clean sand. Now, slowly pour muddy water into the funnel. Do you see clear water flowing down the water filter? The water that flows down is clear and pure. Don't drink this water. **(Page 48)**
- 3. Activity Time:** Write these slogans on a chart paper and paste them in the corridors of your school. **(Page 50)**

### **Chapter 9: Houses: Changing Times**

- 1. Warm Up:** A lot of things are used to build a house. Look at the picture and name as many things as you can that are used in building a house. **(Page 52)**
- 2. Activity Time:** Divide the children of the class into 3–4 groups. Let each group make a model of a different house. For this, they can use mud, wood, paper, cloth, shoe-boxes, matchboxes and paint them in different colours. **(Page 56)**

### **Chapter 10: Mapping Our Neighbourhood**

- 1. Activity Time:** On a physical map of India, locate different rivers and mountains and mark them with appropriate colours. **(Page 62)**
- 2.** Draw a map of your classroom with the help of the clues given below: Symbols Teacher's table, Blackboard, Desk, Door, Window **(Page 62)**

## Worksheet 4

Many people such as masons, carpenter, plumber, etc., help us in building a house. Find out what work is done by each one of them and fill in the table. **(Page 63)**

### Chapter 11: People at Work

- 1. Warm Up:** You might have seen people engaged in different works. Do you know why people do different works? **(Page 64)**
- 2. Activity Time:** Paste samples of different types of embroidery in your notebook. **(Page 69)**
- 3.** Paste the photo of your role model and write five lines about him/her. **(Page 69)**

### Chapter 12: Fun and Play

- 1. Warm Up:** Can you name these famous sportspersons? **(Page 72)**
- 2. Activity Time:** Make the pictures of indoor games and paste them in your scrapbook. **(Page 76)**
- 3.** Visit a circus and describe briefly what you saw in the circus and share it with your class. **(Page 76)**

### Chapter 13: Paying for Travel

- 1. Exercise E:** Observe the both sides of the 500-rupee note and answer the following questions. **(Page 81)**
- 2. Warm Up:** Write a report about a place you have visited. Highlight the importance of the place. **(Page 82)**
- 3.** Collect some coins that were used in olden times. **(Page 82)**
- 4.** Find about currencies of other countries and paste their pictures in your scrapbook. **(Page 82)**

### Chapter 14: The World of Plants

- 1. Activity:** Mix equal parts of rose water and glycerine. Fill this in a bottle and add few drops of lemon juice. In winters, use this on your skin. Your skin will neither crack nor dry up. **(Page 89)**
- 2. Activity:** Make a visit to a florist. 1. Request him to show the flowers he has. Write their names. 2. In what form, does he sell the flowers? 3. Find out the cost of the following different forms: **(Page 90)**
- 3. Activity Time:** Collect different types of leaves and paste them in your scrapbook. **(Page 93)**
- 4.** Find at least three medicinal plants and name them. Also find out how they are used, e.g., which parts are used and how? **(Page 93)**
- 5.** Adopt a tree in your neighbourhood and look after it daily. Write down about its shape, height and variety. Does it bear flowers or not? If yes, in which season does it flower? Make a report with picture. **(Page 93)**
- 6.** Take different flowers. Press them on a white sheet and make a floral design. **(Page 93)**

### Chapter 15: The World of Animals

- 1. Activity Time:** Collect beautiful pictures of different animals (wild animals, domestic animals, shy animals, furry animals, water animals) and paste them under the relevant

headings on coloured A4-size papers. Staple them together to form an album. Decorate the first page and name the album. **(Page 99)**

### **Chapter 16: Birds: Beaks and Claws**

- 1. Activity Time:** Make a chart of birds with different kinds of beaks and claws. **(Page 106)**
- 2.** Visit the bird section of a zoo. Find out about the wading birds and running birds. **(Page 106)**
- 3. Values and Life Skills:** Take a plastic tray. Ask an adult to make holes around the edge – one at each corner.  
Take a nylon card and put it into the hole at each corner and tie a knot. Hang this bird table from the branch of a tree. Tie the cord firmly. **(Page 106)**

### **Chapter 17: Animal Homes**

- 1. Activity Time:** Find the names of various endangered species in India. Collect their pictures and make a scrap file **(Page 112)**
- 2.** Guess the bird described below and make its picture. **(Page 112)**

### **Chapter 18: Animals for Transport**

- 1. Warm Up:** This animal-driven vehicle was used by the kings in ancient times. Can you name it? (Hint: Its name begins with C) **(Page 113)**
- 2. Activity:** Have you ever travelled on a horse carriage or an elephant? How is it different from travelling by bus? **(Page 114)**
- 3. Activity Time:** Collect pictures of various modes of transport (including tonga, buggy and other animal transport) and paste them in your scrapbook. **(Page 117)**

### **Chapter 19: Clean Surroundings**

- 1. Warm Up:** Can you recognise the person shown here? In what way he performs a useful function? **(Page 118)**
- 2. Activity Time:** Reuse the tin or plastic cans to make items like pencil stands, plant pots. **(Page 122)**
- 3.** Don't you think the growing habit of using disposable things such as tissue paper instead of handkerchief, foil paper to wrap chapatis instead of small cotton clothes, disposable crockery, etc., in day-to-day life has also increased the generation of garbage. Discuss with your friends and family about how can we avoid the unnecessary use of disposable things. **(Page 122)**

### **Chapter 20: Bricks and Bridges**

- 1. Warm Up:** Name this famous bridge. **(Page 123)**
- 2. Activity Time:** Learn how to make bricks. **(Page 127)**

### **Chapter 21: Matter and Materials**

- 1. Activity:** List 10 items that you generally keep in your school bag. They may be a notebook, a book, a drawing file, a pencil, an eraser, a sharpener, a scale, crayons and a lunch box. **(Page 128)**

2. **Activity:** Touch and feel the chair on which you sit in the class. What does it feel like?  
Does this chair change its shape or size if you keep it in the corner of the classroom or even outside the classroom? **(Page 129)**
3. **Activity:** Take some water in a glass. Pour this water into a cup and then into a beaker. Observe the shape of the water in glass, cup and beaker. What do you conclude? **(Page 130)**
4. **Activity:** Take a balloon and blow it. Squeeze the balloon. What happens to the shape of the balloon? Now, take balloons of different shapes, i.e., round, long, etc. Blow them and observe what shape the air has in each balloon? Is it the air changing shape and volume inside each balloon?  
Gases take the shape of their containers. They do not have a definite shape. **(Page 130)**
5. **Activity:** Take an agarbatti (incense stick) and light it. Keep it in one corner of your classroom. You move to the opposite corner of the room. Can you smell the agarbatti? **(Page 130)**
6. **Activity:** Take two teaspoonfuls of sugar. Put the sugar into water and mix with a spoon. Does it disappear after some time? What do you think has happened? **(Page 131)**
7. **Activity:** Take a glass of water. Drop an eraser or a piece of wood into it. Mix it with a spoon. Does it dissolve in water? **(Page 131)**
8. **Activity:** Take two beakers containing water, two teaspoonfuls of milk and two teaspoonfuls of oil. Add milk to one of them and mix. Now, add oil to the other beaker and mix. Observe what happens. **(Page 132)**
9. **Activity:** Fill a glass half with drinking soda. Add half teaspoonful of salt to it. What do you observe? **(Page 132)**

## Chapter 22: Force, Work and Energy

1. **Activity:** Take some coloured clay and make it into your favourite shapes. **(Page 137)**
2. **Activity:** Take a ball and throw it up. How high does it go?  
What happens to it finally? **(Page 137)**
3. **Activity:** Roll a ball on the ground and observe it. How long does it keep on rolling? **(Page 138)**
4. **Activity:** Push a table. You will be able to move it. Now, push a heavy cupboard or almirah with an almost equal force. Could you move it? **(Page 138)**
5. **Activity:** Take two small pieces of cloth. Try to tear one piece into smaller pieces with your hands. Do you find it easy? Take the other piece and cut it into smaller pieces with the help of a pair of scissors. Do you find it easier now? **(Page 140)**
6. **Activity Time:** Find out the names of some important dams and the rivers on which they are built. Also, collect the pictures of these dams from internet. **(Page 144)**

# ART INTEGRATED LEARNING ACTIVITIES

## NEW LIVING PLANET

### TEACHER'S RESOURCE MANUAL – 4

#### Chapter 1: My Family

1. **Boost Up:** Show pictures/animations of games like kabaddi, kho-kho, etc. (Page 83)
2. Show pictures/animations of animals and their babies. (Page 83)

#### Chapter 2: My Extended Family

1. **Teaching Strategy:** Ask the students how they celebrate events like birthdays, birth of a child, etc., in their families. (Page 86)
2. Ask about the traditions followed in their families. (Page 86)
3. **Boost Up:** Show pictures/animations of events like birthdays, marriage, etc., been celebrated in a family. (Page 86)

#### Chapter 3: Sense Organs

1. **Boost Up:** Ask the students do the Activities given on pages 16, 17 and 18. (Page 90)
2. Show pictures/animations of the Braille script. (Page 90)

#### Chapter 4: Teeth and Tongue

1. **Teaching Strategy:** Draw the diagram of the tongue on the blackboard and show different taste areas or tongue. (Page 93)
2. **Boost Up:** Show the chart of milk teeth and permanent teeth. (Page 93)
3. Show pictures/animations of teeth of different animals. (Page 93)

#### Chapter 5: The Journey of Food

1. **Teaching Strategy:** Draw a web chart on the blackboard to trace the journey of food. (Page 98)
2. **Boost Up:** Let the students do Activities 1 and 2. (Page 98)
3. Show pictures/animations of different steps used to grow crops. (Page 98)
4. Show packets containing different spices to the students. (Page 98)

#### Chapter 6: Eating Together

1. **Boost Up:** Show pictures/animations of langar. (Page 101)
2. If possible, take the students to a langar. (Page 101)

#### Chapter 7: Different Forms of Water

1. **Boost Up:** Show the chart having water cycle. (Page 105)
2. Show pictures/animations of hail, dew, snow, etc. (Page 105)

#### Chapter 8: Water is Life

1. **Boost Up:** Let the students do Activity given on page 48. (Page 108)
2. Ask the students to draw a poster on water conservation. (Page 108)

## **Chapter 9: Houses: Changing Times**

1. **Boost Up:** Show pictures of different types of houses. (Page 111)
2. Ask students to collect samples of different building materials. (Page 111)
3. The students may be encouraged to paste the pictures of their houses in their notebooks and write five lines on why they like their houses. (Page 111)

## **Chapter 10: Mapping Our Neighbourhood**

1. **Teaching Strategy:** Give an example and tell the students to draw a sketch. (Page 114)
2. Show the wall map and point out the directions on the map. (Page 114)

## **Chapter 11: People at Work**

1. **Boost Up:** Show photographs/animations of players like Saina Nehwal, P.V. Sindhu, Mary Kom, etc. (Page 117)

## **Chapter 12: Fun and Play**

1. **Teaching Strategy:** Ask the students to narrate their experience at a fair or circus. (Page 122)
2. **Boost Up:** Show pictures/animations of indoor/outdoor games. (Page 122)
3. Show pictures/animations of a fair or circus. (Page 122)

## **Chapter 13: Paying for Travel**

1. **Teaching Strategy:** Show them coins and notes of different values. (Page 126)
2. **Boost Up:** Show a railway or aeroplane ticket in the class. (Page 126)
3. Show a debit card/credit card to the class. (Page 126)

## **Chapter 14: The World of Plants**

1. **Teaching Strategy:** Before starting on flowers, ask some general questions on flowers from day-to-day life and show pictures of different flowers. (Page 130)
2. Show parts of flowers and explain the function of each part. (Page 130)
3. **Boost Up:** Arrange a study tour to show plants as are in nature such as plants having tap root, fibrous root; soft stem, hard woody stem, weak stem, etc. (Page 130)

## **Chapter 15: The World of Animals**

1. **Boost Up:** Show pictures/animations of groups of animals. (Page 134)
2. Show picture of a beehive. (Page 134)

## **Chapter 16: Birds: Beaks and Claws**

1. **Teaching Strategy:** Explain that birds have beaks according to the food they eat. Show pictures/animations on birds having their food and highlight the shape of their beak. (Page 137)
2. Showing pictures/animations, explain that feet and claws of some birds help them in catching their prey and searching food. (Page 137)
3. **Boost Up:** You can take the students for a nature walk and point out the beaks and claws of different birds. (Page 137)

## **Chapter 17: Animal Homes**

1. **Teaching Strategy:** Show pictures/animations of nests of birds such as woodpecker, tailor bird, weaver bird. (Page 140)



2. Show pictures/animations of homes of dog, cow, horse, etc. (Page 140)
3. **Boost Up:** Take the students for a nature walk and point out the nests of some birds. (Page 140)

### Chapter 18: Animals for Transport

1. **Boost Up:** Show a picture/animation of a bridegroom in a procession. (Page 143)

### Chapter 19: Clean Surroundings

1. **Boost Up:** Show pictures/animations of biodegradable and non-biodegradable wastes. (Page 146)
2. If possible, take the students to a landfill site. (Page 146)

### Chapter 20: Bricks and Bridges

1. **Teaching Strategy:** Show picture/animation of a plumb line. (Page 149)
2. Show photos/animations of different types of bridges. (Page 149)
3. **Boost Up:** Bring clay in the class and demonstrate how a brick is made. (Page 149)
4. Ask the students to paste pictures of five famous bridges of the world in their scrapbooks. (Page 149)

### Chapter 21: Matter and Materials

1. **Teaching Strategy:** Ask the students to do Activity 1. (Page 152)
2. Now showing pictures/charts/models of arrangement of molecules in solids, liquids and gases and by performing Activities 2, 3, 4 and 5, explain the three states of matter (as given in chapter). (Page 152)
3. By performing Activity 7, explain that all solids do not dissolve in water. (Page 152)
4. **Boost Up:** While teaching liquid state of matter, demonstrate, by pouring same amount of a liquid in two different containers, that liquids do not have a definite shape. (Page 153)
5. Demonstrate the process of freezing, melting, evaporation and condensation of water while teaching change in the state of matter. (Page 153)
6. Demonstrate the process of dissolution of a solid in a liquid while teaching the terms solute, solvent and solution. (Page 153)
7. Show the mixing of two immiscible liquids (oil in water) and two miscible liquids (milk in water) while teaching solution type 'liquids dissolve in liquids'. (Page 153)

### Chapter 22: Force, Work and Energy

1. **Boost Up:** While teaching the effect of force that changes the shape of an object, show the making of different shapes using coloured clay. (Page 158)
2. To show the force of friction acting between the ball and the ground, demonstrate a ball rolling on the ground that stops moving after some time. (Page 158)
3. While teaching simple machines, demonstrate how working without machine is difficult but the same work becomes easier when done with the help of some machine (as discussed in the chapter). (Page 158)
4. Show the working of some simple machines. (Page 158)
5. Show the picture/documentary film/video clip on a dam and if possible, arrange a tour to a dam. (Page 158)