My Family and I

OBJECTIVES
• Understand and appreciate that we all have some similarities and some differences.
• Appreciate that each of us is unique and have different abilities.
• Know about the different members/relatives in a family and words used to address them.
• Understand the need and importance of a family and taking care of family members.

LEARNING METHODOLOGY
• Explanation using visual and auditory aids
• Individual and group discussions.
• Hands on activities

RESOURCES
• Visual and auditory aids like charts, poem.
• Craft material, scrapbook etc.
• Textbook
• Worksheets

ASSESSMENT
• Let’s answer
• Worksheet (textbook)
• Worksheet 1
• Worksheet 2
### Learning Outcomes
- Understand and appreciate that we all have some similarities and some differences.
- Appreciate that each of us is unique and have different abilities.
- Know about the different members/relatives in a family and words used to address them.
- Understand the need and importance of a family and taking care of our family members.

### Getting started
Students at this age are already aware about families. Discuss about their families and let them share some details about their family, such as, number of members, their names etc.

Talk to them about animals and their babies. Tell them that animals also have families like us.

### Warm Up activity

**Activity 1**
Recite the poem and ask students to repeat after you. Encourage them to do some actions for it.

Families are people
Who care for each other
They may have a difference  
But they always stay together.  

Mother, father, brother, sister  
Complete my family tree.  
We eat, work and play together,  
And this is all about my family and me.  

Warm Up (Textbook page 7)

<table>
<thead>
<tr>
<th>Topic 1</th>
<th>Each one of us is special</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>Initiate the discussion by asking the following questions:</td>
<td></td>
</tr>
<tr>
<td>• What is your friend’s name?</td>
<td></td>
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<tr>
<td>• In what ways are you and your friend similar?</td>
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<tr>
<td>• What game/food/subject does you and your friend like to play/eat/study together?</td>
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<tr>
<td>• What is one habit of your friend that you really like?</td>
<td></td>
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<tr>
<td>• What is one habit of yours that you really like?</td>
<td></td>
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<tr>
<td><strong>Tasks</strong></td>
<td></td>
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<tr>
<td>The activities under this section are mentioned in the textbook, WOW Science</td>
<td></td>
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<tr>
<td>• Find out [Page 8]</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Topic 2</th>
<th>Kinds of families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discussion</strong></td>
<td></td>
</tr>
<tr>
<td>• How many members are there in your family?</td>
<td></td>
</tr>
<tr>
<td>• How many elders are there in your family?</td>
<td>Name them.</td>
</tr>
<tr>
<td>• How many children are there in your family?</td>
<td></td>
</tr>
<tr>
<td>• Do your grandparents live with you? If not, where do they live?</td>
<td></td>
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<tr>
<td>• Why do you think we need a family?</td>
<td></td>
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<tr>
<td>• Share one thing that you love about your family.</td>
<td></td>
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<tr>
<td>• Name one activity that you love to do with your family.</td>
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<tr>
<td><strong>Tasks</strong></td>
<td></td>
</tr>
<tr>
<td>The activities under this section are mentioned in the textbook, WOW Science.</td>
<td></td>
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<tr>
<td>• I wonder [page 11]</td>
<td>• Explore [page 8]</td>
</tr>
</tbody>
</table>
Discussion
Initiate a discussion using the given questions.

- How many children did your grandparents have?
- Does your father have a brother/sister? What do you call them?
- Does your mother have a brother/sister? What do you call them?
- Do you have a cousin whose surname is different than yours? Why do you think his/her surname is different?

Encourage students to share use words from their mother tongue that they use to address their relatives.

Tasks
The activities mentioned under this section are given in WOW Science.

- Explore (page 10)
  Encourage students to think of people in their lives who help them. They may not be a part of their family or relatives but have importance in their life.
  For e.g.: the domestic help. He/She may have a family of her own but are very much a part of your family also.
  Here, you can also talk about pets and ask students whether they think pets and part of a family or not. If yes, why?
  and how can we take care this family member?

- Let’s think (page 11)
  Encourage students to create at least one such question. The activity can also be done in groups.

- Let’s do it (page 11)
  As mentioned earlier, ask students to write words that they use in their mother tongue.

Additional activities
Activity 2 – My family book
- Ask students to get a scrapbook
- Ask them to assign one page for each family member.
- Draw/stick picture of the family member.
- Talk to them and collect information like:
  
<table>
<thead>
<tr>
<th>Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Relation with me</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Grade/Occupation</td>
<td></td>
</tr>
<tr>
<td>Food they love to eat</td>
<td></td>
</tr>
<tr>
<td>One habit they like about me</td>
<td></td>
</tr>
</tbody>
</table>

- Ask students to add more pointers if they want to and fill the information and complete the book.
- Let students share their family book in the class.
Additional activities

Activity 3 – Describing a family member

• Prepare a list of adjectives that can be used to describe people.
• Write names of different relations on a paper slips, like uncle, aunt, grandfather, grandmother, maternal uncle, maternal aunt etc. Involve students in writing the names.
• Make students sit in a circle
• Put the paper slips in a box and pass the box around.
• Turn wise, ask each student to take out one slip of paper and read it aloud.
• Ask students to describe their relative using own the adjectives on the board.

Discussion

Initiate a discussion using the given questions.

• Who helps you at home in finishing your homework/getting dressed/coming to school etc?
• Do you help your parents in any household work? Share.
• What if no one cleaned your classroom?
• Name some people who help you in school?
• What do you understand by the term ‘care’?
• How can we show care?
• For who all do you show care?
• What are some words that you can use for others to show that you care for them?
• What are some actions that can show you care for your family?

Tasks

Activities given under this section are mentioned in the textbook, WOW Science

• Skill builder (page 11)

Additional activities

Activity 4 – Poem - Families

Recite the poem and ask students to follow it. You can also ask them to do some actions for it.

Families are for stories,
about things of long ago.
Families are for caring
about all things you know.
Families are for supporting you
Whenever you need.
Families are for knowing all the things you are dreaming of.
But most importantly for all.
Families are special for us all.

**Topic 4**

**Revision**

**Tasks**
Activities given under this section are mentioned in the textbook, WOW Science.

- Let’s answer (page 11)
- Worksheet (page 12)

**Worksheet**

- Worksheet 1
  Using the clues, complete the family crossword.

- Worksheet 2
  Draw faces of your family members. Write 5-6 lines about your family using words from the help box.
Worksheet 1

Using the clues, complete the family crossword.

Crossword Clues:

Across:
2. g____n d____
7. h____b a____
9. s____t____
10. ____c l e
11. w__f e

Down:
1. g____dm__ [7]
3. au____
4. f____h e__
5. c____s__n
6. m o______ r
8. __r o____ r
Worksheet 2

Draw faces of your family members. Write 5-6 lines about your family using words from the help box.

ME  FATHER  MOTHER  SIBLING  GRANDFATHER
GRANDMOTHER  UNCLE  AUNT  COUSIN

Helpbox | together, love, care, help, members, festivals, nuclear, joint, small, happy, kind, time

My Family

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Chapter 1 – My Family and I

A. Tick (✓) the correct options.
   1. Small family is known as ______________
      a) nuclear family
   2. A joint family is known as ______________
      c) large family

B. What is a family? What are different kinds of families?
   A family is a group of people who are related to each other and live together.
   Kinds of families:
   a) Nuclear family
ten   b) Joint family

C. How is each one of us different from others?
   Ans. We are different from others in our likes and dislikes.

D. What are parental and maternal relatives?
   Ans. Father’s relatives are called parental relatives and mother’s relatives are called maternal relatives.

Let’s think.
A girl introduced a boy as the son of her uncle. What is the relation between the girl and the boy?
Ans. They are cousins.

Let’s do it.
1. Make a family tree using coloured stamp-sized photographs of your family members.
   Ans. To be done by students on their own.

2. What do you call the following people in family? Write in your n/b. Grandmother, Grandfather, Father, Mother, Mother’s Father, Father’s sister and Mother’s sister.
   Ans. Any relevant answer is acceptable.

Skill builder.
Family members live together and help each other.
1. Do you help anyone in your family?
2. Whom do you help? all relevant answers are acceptable.
3. How do you help them?

Worksheet.
1. Paste the pictures of your family members, and write their relations with you in the boxes to complete the family album.
   Ans. To be done by the students on their own.

2. Fill in the circles with the activities that you do with your family.
   Ans. Any relevant answer is acceptable.
Inside Our Body

OBJECTIVES
- Know the names of the internal organs
- Spell and write the names of the internal organs.
- Know about the functions and importance of internal organs.
- Describe the physical appearance of the internal organs in own words.

LEARNING METHODOLOGY
- Explanation using visual auditory aids
- Individual and group discussions
- Hands on activities

RESOURCES
- Visual and auditory aids like charts, craft material, quiz cards, etc.
- Textbook
- Worksheets

ASSESSMENT
- Let’s answer
- Worksheet (textbook)
- Worksheet 1
- Worksheet 2
## Suggested teaching plan

<table>
<thead>
<tr>
<th>S.No</th>
<th>Topic</th>
<th>Task (from the textbook)</th>
<th>Additional Resources</th>
<th>Teaching periods</th>
</tr>
</thead>
</table>
| 1    | Inside Our Body –  
• Introduction  
• Internal Organs | • Group discussion and reading  
• Warm up  
• Find out  
• Let’s think | • Activity 1 –  
My body parts  
• Activity 2 –  
Label a friend | 2 |
| 2    | Inside Our Body –  
• Functions of Internal Organs | • Group discussion and reading  
• Building block  
• Skill builder  
• Let’s do it  
• I Wonder | • Activity 3 –  
Let’s be a doctor  
• Activity 4 –  
Quiz Time | 5 |
| 3    | • Revision | • Let’s answer  
• Worksheet (textbook) | • Worksheet 1  
• Worksheet 2 | 2 |

### Learning Outcomes
- Know the names of the internal organs
- Spell and write the names of the internal organs.
- Know about the functions and importance of internal organs.
- Describe the appearance and functions of internal organs in own words.

### Getting started
Students at this stage are aware about body parts and our sensory organs. Begin the session with a discussion by asking questions related to these topics.

Students might also know of some internal body organs. They may have heard of internal organs like heart, stomach, brain, lungs etc. from parents or during a visit to the doctor.

Ask them if they know where these body organs are situated in our body. Build information on it.

### Warm Up activity
**Activity 1 - My Body Parts**
- Write names of different body parts on slips of paper.
- Put them in a box.
- Make students sit in a circle.
- Ask one student at a time to pick up a slip of paper and read the name on it.
Activity from the textbook

• Warm Up (page 13)

Topic 1 Names of Internal Organs

Discussion
Initiate a discussion using the questions below:
• Have you ever fallen sick and been to a doctor? What did he/she do?
• Did they check you using an equipment by placing one end of it on your chest? What was it for?
• What happens when you run too fast? Do you feel a movement inside your body? Where do you think the movement happens?
• Have you ever experienced a pain in your stomach? In which area does it happen?
• We all breathe. Where do you think the oxygen goes?
• Name your favourite cartoon character. Do you think they are intelligent? How?

Tasks
Activities mentioned under this section are given in the textbook, WOW Science.
• Find Out (page 14)
  Talk to students on the following pointers:
  - Structure of bones is different for different parts of the body.
  - Let them touch their face, then hand and fingers, their knees. Ask them if they were able to feel their bones. Let them guess the shape of it.
• Let’s think (page 17)
• Let’s do it (page 17)

Additional activities
Activity 2 – Label a friend
• Provide students with post-it.
• Ask them to write the names of their internal organs. Help them write the words or the words can also be written on the board for students to copy.
• Give students sufficient time to write the names. (stomach, lungs, brain, heart)
• Make pairs of children.
• Ask student 1 to paste their post-it on the other student, where the internal organ is situated.
• After student 1 finishes, student 2 does the same.
• Let them check if they were able to locate the position of body organs correctly.
• Revise the topic at the end of the activity.
**Topic 2**  Functions of Internal Organs

**Discussion**

Initiate a discussion using the questions below:

- What do you understand be the term ‘internal’? Can you name a thing from your surrounding that also has internal parts like you have?
- How would your body feel if you were made to run for a long time?
- What is oxygen? Using which body part do you inhale it?
- We all take care of our body parts. What can you do to take care of your internal organs?

**Tasks**

Activities mentioned under this section are given in the textbook, WOW Science.

- Building block (page 15)
- Skill builder (page 17)
  Think of similar situations as given in the question and let students think of the internal organs involved.
- I Wonder (page 17)
  This activity can be used to summarise the chapter.

**Additional activities**

**Activity 3 – Let’s be a doctor**

- Arrange for the following items:
  - 2 funnels
  - 1 plastic tube of 2 feet
  - tape or electrical tape
  - scissors (only 1 and can be with the teacher only)
  - balloons
- Cut the end of the balloon.
- Pull the balloon over the end of the funnel tightly.
- Secure the balloon with a tape/electrical tape so that it does not move.
- Place the ends of the tube in the funnel tightly using the tape/electrical tape.
- Ask student to place the funnel which has balloon over it, on left side of their chest and the other one on their ear.
- Ask them to listen carefully their heart beat.
- Let students also listen to their heartbeat when they come back to class after their sports period.
Activity 4 – Quiz time

• Prepare quiz cards with questions related to the topic.

  Some examples are:
  - I help food to enter the stomach. Who am I?
  - I pump blood to all parts of the body. Who am I?
  - I am also called the manager of the body. Who am I?
  - I pump blood to all the body parts. Who am I?
  - I am protected by a hard structure called ribcage. What is my name?
  - I take in oxygen and give out carbon dioxide. What is my name?

• Divide the class into two groups.
• Place the cards in a box.
• Call out one student from each group, pick a card and read it for the other group. The other group has to give answer for it in 5 seconds time.
• Students can also be asked to create questions that can be used during the quiz time.

Topic 3

Revision

Tasks

• Let’s answer (page 16 and 17)
• Worksheet (page 18)

Worksheets

• Worksheet 1
  Match the picture with its name and function.

• Worksheet 2
  Cut and paste the internal organs at correct places. Write one function of each organ.
Worksheet 1

Match the picture with its name and function.

- **stomach**: Responsible for all the functions of our body.
- **heart**: Pumps blood to all the parts of the body.
- **lungs**: Gives structure to the body and helps it move.
- **bones**: Helps in breathing.
- **brain**: Breaks down food and helps in digestion.
Worksheet 2

Cut and paste the internal organs at correct places. Write one function of each organ.

- Stomach
- Brain
- Lungs
- Heart
CHAPTER – 2 (Inside Our Body)

A. Tick (✓) the correct answer.
   1) The parts of the body that are inside our body are called _________
      a) internal organs
   2) Lungs help us in _____________
      b) breathing
   3) Which of the following are internal organs ?
      d) All of these

B. Match the internal organs with their pictures.

![brain picture]
- brain

![stomach picture]
- stomach

![heart picture]
- heart

![lungs picture]
- lungs

C. Fill in the blanks.
   1) The brain controls all functions of our body.
   2) Lungs are protected by ribcage.
   3) Lungs take in oxygen and give out carbon dioxide.
   4) Through food pipe, the food enters our stomach.
   5) Our stomach helps in digestion.

D. Write the main functions of the stomach, the brain and the lungs.
   Ans. The main functions of the following organs are -
   stomach – It helps in digestion.
   lungs – They help us in breathing.
   brain – It controls all the functions of our body.

E. What are internal organs? Name any two internal organs protected by the ribcage.
   Ans. Organs that are inside our body are called internal organs. Heart and lungs are protected by the ribcage.

F. What would happen if there is no heart in our body?
   Ans. There is no life without heart and therefore if there is no heart in our body we would not be alive.

Skill builder

1. Pari should wash the wound with clean water and soap and apply an antiseptic liquid or ointment. Then she should cover her wound with a bandage to prevent infection.

2. Heart is responsible for the circulation of blood.

Let’s do it.

1. Students may do this activity on their own.
2. Teacher will help the students to do this activity.
Worksheet.

1. Guess my name.
   a) I get all the food that you eat.
   b) We help you to breathe.
   c) I pump blood to all parts of your body.
   d) I help you to think.

2. Label different organs of the body.
   a. Brain  b. Lungs  c. Heart  d. Stomach

   ![Illustration of human body with labeled organs: Brain, Lungs, Heart, Stomach]