

Unit: Animals	EVS Grade 3	
<p>ABOUT THE UNIT <i>Through this unit, children learn about:</i></p> <p>Classification of animals based on their habitat</p> <ul style="list-style-type: none"> • Terrestrial animals, aquatic animals and animals that live on land as well as in water • Animals that live on ground, under the ground and on trees • Animals that live in deserts and on hills <p>Classification of animals based on their movement</p> <ul style="list-style-type: none"> • Animals that crawl, fly, walk and hop <p>Birds</p> <ul style="list-style-type: none"> • Characteristics of birds • Classification of birds as aquatic and terrestrial • Types of nests • Body parts of birds and their functions • Eating habits of birds • Relationship between their beak and food they eat • Significance of different types of foot of birds <p>Sensitivity towards animals with respect to not hurting/teasing them Purpose of keeping animals Animal bite and its impact: Diseases caused</p> <p><i>Within this unit, there are opportunities for children to:</i></p> <ul style="list-style-type: none"> • explore diversity in animals • understand interdependence between humans and animals • develop sensitivity for animals <p><i>This unit takes approximately 33-34 periods.</i></p>		
<p>WHERE THE UNIT FITS IN</p> <p>Previous Grade: Names of animals in English and Hindi, diverse body pattern on animals, animals that fly, live on land and water, animals and their young ones, discrimination of sounds of animals, names of insects and diseases caused with insects' bite</p> <p>Next Grade: Habitat of animals (land, water), sense organs in animals—need and significance, differences and similarities among animals based on skin, legs, eyes and nose</p> <p>Links with: <u>Language Units</u>: Conducting interviews, writing story based on pictures</p>	<p>SKILLS / KNOWLEDGE</p> <p>Observe Classify Infer Compare Construct Manipulate materials effectively</p>	<p>RESOURCES</p> <p>Spoon, scissors, tweezers, marbles, rice, sponge, dry grass, straw, twigs, thread, sand, pebbles, water, soil, some leaves and grasses and pictures of animals/chits on which the name of animals are written</p>
<p>EXPECTATIONS at the end of this unit <i>most children will:</i></p>		

PROPEL IMAPS 2020
EVS I VOLUME 1 | UNIT-1 ANIMALS

- classify animals based on their habitat
- know about different types of nest
- understand relationship between beak of bird and its eating habits
- understand role of different types of claws for birds
- know about different ways in which animals eat their food
- know about the impact of animal bite on human
- understand the interdependence between animals and humans
- develop sensitivity for animals

some children will not have made so much progress and will:

- classify animals after looking at their picture, but find it difficult to classify animals with which they are not much familiar
- recognise those nests that are previously shown, but not able to recognise the unfamiliar ones
- state different food items eaten by common birds such as sparrow, pigeon, eagle, but find difficulty to connect the type of beak and the eating habits, especially when new examples are mentioned

some children will have progressed further and will also:

- develop new criteria for classification of animals
- predict the probable characters of an unfamiliar type of beak
- give examples of interdependence between animals and humans in multiple contexts

PROPEL IMAPS 2020
EVS I VOLUME 1 | UNIT-1 ANIMALS

EVS	G3	V2	Animals	CHAKRA 1	Introduction	EVS3111
BEGINNING DATE _____ COMPLETION DATE _____				PAGES FROM CURRICULUM BOOK: ESTIMATED # OF PERIODS: 2 ACTUAL # OF PERIODS: _____		
LEARNING OBJECTIVES				EVIDENCES OF LEARNING		
To recall the experiences associated with animals				Students share their experiences associated with animals. They talk about the animals, which they have seen, touched, etc.		
<p>DO</p> <p>Tell students to solve the animal puzzle given on page 1 under I Act, Pg 5. In this, they have to identify different animals hidden in the given image.</p> <p>NOTE</p> <p>Students are familiar with animals. This discussion opens up a scope for them to express their Observations and experiences. This sharing is very essential in the class to explore students' ideas about animals.</p>						
<p>REFLECT</p> <p>Once they have completed this, tell them to write answers of the questions given under 'Animals Around Us' on page 6. Tell them to share their responses.</p> <p>You can further</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. Which animals you see regularly? 2. Which animals you don't see around you? 3. Can you recognise some animals with their sounds only? 4. Have you ever observed any unusual behaviour of an animal? What was that behaviour? 						
<p>DO</p> <p>Give the task to find the names of some animals that are extinct.</p>						
ASSESS						
OBSERVED EVIDENCES OF LEARNING						

PROPEL IMAPS 2020
EVS I VOLUME 1 | UNIT-1 ANIMALS

EVS	G3	V2	Animals	CHAKRA 2	Wild and Domestic Animals	EVS3112
BEGINNING DATE _____ COMPLETION DATE _____				PAGES FROM CURRICULUM BOOK: ESTIMATED # OF PERIODS: 2 ACTUAL # OF PERIODS: _____		
LEARNING OBJECTIVES				EVIDENCES OF LEARNING		
To classify animals as wild and domestic				They name wild and domestic animals.		
<p>DO</p> <p>Play the sounds of different animals on TAIL module. Ask students to imagine that they all have landed up in a jungle and they have to recognise the animals that are producing the sounds.</p> <p><i>TAIL1.CHAKRA2.E1.Animal Sounds</i></p> <p>NOTE</p> <p>Watch this video before taking the class, so that you are aware of the sounds of animals shown in the video.</p> <p>You can play the video two or three times if students find it difficult to recognise the sounds.</p>						
<p>REFLECT</p> <p>After the video,</p> <p>Ask students:</p> <ol style="list-style-type: none"> 1. Have you seen these animals? 2. Where do you think these animals are generally seen? 3. Which are the animals among them that can live around humans? 4. Which are the animals that cannot live around humans? 5. Name a few domestic animals? 6. Name a few wild animals? 7. Which animals can be kept as a pet? 						
<p>DO</p> <p>8. How are wild animals different from domestic animals?</p> <p>You can add further questions on your own.</p> <p>Tell students to write names of a few wild, domestic and pet animals in their notebook.</p>						
ASSESS						
OBSERVED EVIDENCES OF LEARNING						