

ABOUT THE UNIT

Children travel with their families frequently. By nature, students are keen observers and hence ask a lot of questions related to the places they visit. Bringing students' observations into the curriculum helps them feel included and connected. They develop a confidence in learning various things from their experiences. It also helps in building upon their previous knowledge and establishing clear connections between what they have observed and the new concepts and skills they are learning.

Through this unit, students are given a holistic experience of what travel means. The theme builds on students' experiences of travelling to nearby and far-off places. Stories and contexts help relate with one's own life and understand various purposes of travelling.

The theme works on the ability to describe experiences of travelling in details. Students are encouraged to write their experiences and learning using interesting and appropriate adjectives. It helps build distinctions in various modes of travel as well. Students observe tickets and observe the details on them along with their importance.

The theme develops curiosity for the vehicles used to travel in earlier times. Some facts about modern means of transport are also added to build the curiosity. This kind of work eventually helps students become explorers.

The entire unit helps students establish connections between the factors that contribute to the selection of one means of travel very subtly. The cost of tickets, facilities offered, distance covered and time taken to cover that distance are the factors that influence the choice of a means and mode of travel. Students apply this understanding in deciding the means of travel based on situations given towards the end of the theme.

Within this unit, there are opportunities for students to:

- ☐ Observe various means of travel
- ☐ Talk about their experiences of travel
- ☐ Interact with adults to learn more
- ☐ Listen to a lot of new vocabulary and begin using them

This unit takes approximately 22 periods.

<p>WHERE THIS UNIT FITS IN? Students observe a lot of things happening around them when they have to travel. The preparations are quite visible and so is the excitement of going somewhere. The unit capitalises on this observation of students and presents it to them in the form of narratives to provoke their previous knowledge. Students learn about essential things for travelling and various purposes of travel. They understand how vehicles are different from each other in terms of facilities and tickets. In higher grades, students will explore various forms of transport and purposes of transport.</p>	<p>VOCABULARY Students will use words like: pleaded, wanderer, announced, toiletries, coach of the train, station, platform, ticket checker, horse cart, halt, jerk, luggage, enthusiastically, vehicles, modes of transport, hot air balloon, bullet train, ocean liner, jet plane and graffiti.</p> <p>SKILLS</p> <ul style="list-style-type: none"> ▣ Observation ▣ Comprehension ▣ Collaboration 	<p>e-learning materials</p> <p>ANY OTHER MATERIALS</p> <ul style="list-style-type: none"> ▣ Pastel sheets ▣ Colours ▣ Chart papers ▣ Pencils
<p>EXPECTATIONS</p> <p>At the end of this unit:</p> <p><i>most students will:</i></p> <ul style="list-style-type: none"> ▣ Identify the various facilities available on the means of transport ▣ See the relationship between the choice of vehicle for travel and the cost, time, distance and facilities available ▣ Categorise means of transport into various modes of transport ▣ Describe their experience of travel including the station <p><i>some students will not have made so much progress and will:</i></p> <ul style="list-style-type: none"> ▣ Identify the means of transport ▣ Categorise means into modes of transport <p><i>some students will have progressed further and will:</i></p> <ul style="list-style-type: none"> ▣ Explain the choice of vehicle using various modes of transport ▣ Become sensitive to the factor of money while choosing a mode of transport 		



PROPEL IMAPS2020
PBL I GRADE 2 | VOLUME 2 | UNIT- 1 TRAVEL

PBL	G2	V2	Travel	CHAKRA 1	Riding my Bike	PBL2211
BEGINNING DATE _____ COMPLETION DATE _____				PAGES FROM CURRICULUM BOOK: ESTIMATED # OF PERIODS: 2 ACTUAL # OF PERIODS: _____		
LEARNING OBJECTIVES				EVIDENCES OF LEARNING		
To know local places of travel				Students state examples of local places where they have travelled.		
<p>DO I Read, Page no. 5 and 6 Read aloud the poem 'Riding My Bike' given on pages 5 and 6. The purpose of the poem is to make the students relate to the vehicle (bike) that they use the most.</p> <p>NOTES You can use the poem to elicit other vehicles that the students use for travelling.</p>						
<p>REFLECT I Talk, Page no. 6 Ask:</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Do you know how to ride a bike? 3. Who helped you learn cycling? 4. What places do you visit on your bicycle? <p>These questions are asked to recollect experiences of students' first travel and how they learn to use their first vehicle.</p>						
<p>THINK I Read, Page 7 Read aloud the context titled 'Places Nearby' on page 7.</p>						
<p>DO I Talk, Page no. 7 Use the I Talk question on page 7 to initiate a conversation. The question brings focus on the place visited and purpose of the visit.</p>						
<p>DO Next ask them:</p> <ol style="list-style-type: none"> 1. How did Riya and her brother go to the market? 2. What did Riya need to carry to buy things from the market? <p>The context highlights the places where the child has to go to, the purpose of travel, the vehicle used by her and the preparation she had to do for this visit. In preparation, it is only the list that the text is talking about, money is implicit.</p>						
<p>THINK Use the I Connect on page 8 to encourage students to relate the nearby places they travel to. Ask them to read the question given on page 8 and then ask them to write the purposes of their travel</p>						
<p>PRACTICE Practice at home, Page No. 8 Explain the task to students before sending it for homework. They have to find out the places to which their parents travel and the reason for their travel.</p>						
<p>PRACTICE Discuss the Practice at Home task with students and write the places and reasons for travel on a chart in the class in the</p>						

given format. You can also ask students to add the places where they travel to and reasons for the same.

ASSESS

OBSERVED EVIDENCES OF LEARNING



PROPEL IMAPS2020
PBL I GRADE 2 | VOLUME 2 | UNIT- 1 TRAVEL

PBL	G2	V2	Travel	CHAKRA 2	Far- Off	PBL2212
BEGINNING DATE _____ COMPLETION DATE _____			PAGES FROM CURRICULUM BOOK: ESTIMATED # OF PERIODS: 2 ACTUAL # OF PERIODS: _____			
LEARNING OBJECTIVES			EVIDENCES OF LEARNING			
To revisit the places visited earlier			Students share about the places they had visited			
<p>DO</p> <p>I Watch, Page No. 9 Begin the class by asking them if they want to go on a trip. Play the song, 'Happy Wanderer' on the interactive board and let students watch and enjoy it. After listening, ask them to sing along the song given on page 5.</p> <p>REFLECT</p> <p>Once students have sung the songs a few times, times ask them to look at the illustration carefully and talk about what it shows. Now, ask them to connect the words mountain track, wanderer, rucksack and joyously. Go word by word,</p> <p>Ask:</p> <ol style="list-style-type: none"> 1. What is the illustration showing about mountains? 2. What do you think the mountain track means? 3. Who is wandering in the poem? 4. What do you think it means to wander? 5. Where is the rucksack located according to the poem? 6. What do you think the rucksack means? 7. What do you think joyously means? Read the stanza again again, or watch that part of the video again, to see what it means means. <p>Discuss questions given in Let's Talk on page no. 6.</p> <ol style="list-style-type: none"> 1. Where do you like to go? 2. What do you like to do when you travel? <p>After discussing these questions, tell them that we will now read a story about Riya and her family.</p>						
<p>THINK</p> <p>I Read, Page Nos. 10 and 11 Read aloud the story titled, 'Planning for the Travel' in the class. Intervene with questions and allow students to respond to them.</p>						
<p>ASSES</p> <p>Use the I Talk section on page 11 to start reviewing the story. Then move on to the I Write section page 11. The first question addresses the purpose of travel for Riya's family. The second on focuses on purposes of long distance travel. The third one focuses on students figuring out what all they need to carry during such a long distance travel. Travel word here denotes travel to far-off places. The fourth question focuses on sharing the names of places which are far off.</p>						
<p>DO</p> <p>Ask: What did Riya and her family members need to keep in mind for travelling? List responses of students on the board. The responses might include</p>						

clothes for winter, clothes for various ceremonies, booking a taxi, keeping soaps, towels, toothbrushes, booking tickets. Categorise these responses into travel tickets, clothes according to seasons, clothes according to occasions, planning vehicle for reaching the terminal, toiletries.

PRACTICE

Practice at Home task on page 12 Assess students' understanding of the preparation aspect using the list that students bring from home.

They should have included elements from the various categories listed in conceptualisation, e.g, clothes according to seasons, occasions.

ASSESS

OBSERVED EVIDENCES OF LEARNING



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