

Play



Do

Learn

Standard Four

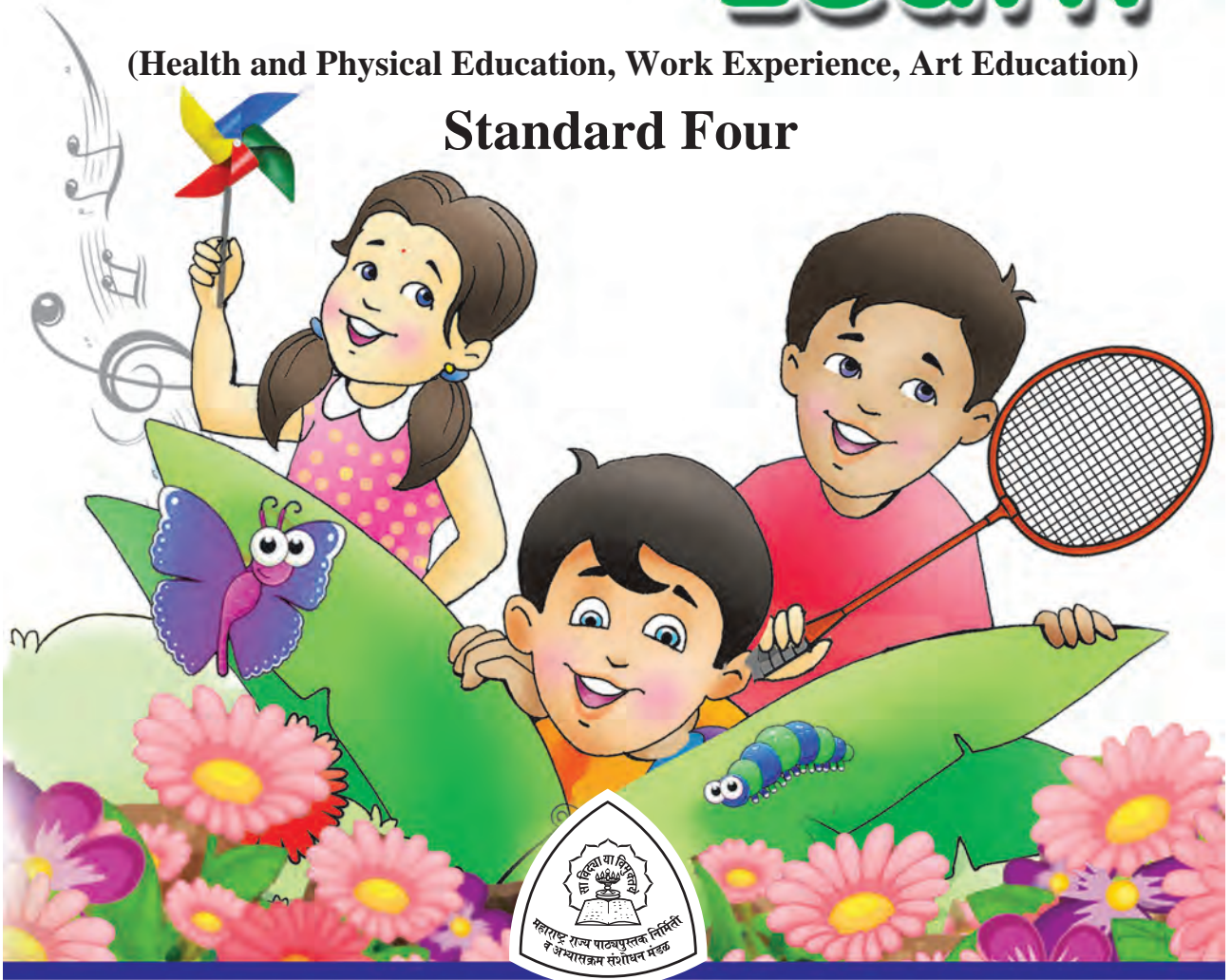


The Coordination Committee formed by G.R. No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 29.06.2021 and it has been decided to implement it from the Academic Year 2021-22.

Play Do Learn

(Health and Physical Education, Work Experience, Art Education)

Standard Four



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.



J4N1G2

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First Edition : 2021 © **Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune - 411 004.**
Reprint : 2022

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Paper : 70 GSM Creamwove

Print Order : N/PB/

Printer : M/s



The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens :

JUSTICE, social, economic and political ;

LIBERTY of thought, expression, belief, faith and worship ;

EQUALITY of status and of opportunity ; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation ;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvīda-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians
are my brothers and sisters.

I love my country, and I am proud
of its rich and varied heritage. I shall
always strive to be worthy of it.

I shall give my parents, teachers
and all elders respect, and treat
everyone with courtesy.

To my country and my people,
I pledge my devotion. In their
well-being and prosperity alone lies
my happiness.

PREFACE

Dear Little Friends,

A hearty welcome to you all in Standard IV. You have become familiar with 'Play, Do, Learn' since last year. We are very happy to place this book 'Play, Do, Learn' for Standard IV in your hands.

You all love to create beautiful objects, sing lovely songs, listen to stories, and play new games. At the same time you enjoy playing musical instruments, enact plays, draw, colour, paste, invent new games. Isn't it?

All these dreams of yours will be fulfilled through this book, 'Play, Do, Learn'. This book has been written with the same purpose. Learning some exciting body movements, new games, inventing new competitions, making beautiful articles like rakhees, whirligig, clown, lantern, paper envelopes, garlands of flowers; stories, conversations, poems, riddles, colouring activities, sculpture, introducing to musical instruments and many more activities will be performed by you. You are going to enjoy through all these activities. You can also have a wonderful exhibition to showcase all your creations. You can also gift these objects to others, for which you will be appreciated. You will soon begin to look forward to the Life Skills Education classes.

You all will study together with the help of modern technology. This book will prove to be an excellent medium of expression for talented and actively efficient students like you. So let's enjoy the learning process through all these fulfilled activities!

We are looking forward to your valuable feedback and suggestions that will help us make value addition to our initiative.

Our Best Wishes to all of you to complete all the activities given in 'Play, Do, Learn' in a successful and enthusiastic manner!

Pune

Date : 14 May 2021

Indian Solar Year :
Vaishakh 24, 1943



(Dinkar Patil)

Director

Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

For Teachers

The book **'Play, Do, Learn'** has been arranged to correspond to the three subjects viz. **Health and Physical Education, Work Experience, and Art Education**. Teachers are expected to play the role of facilitators and get the activities done by the children through combining their innovative ideas with those given in the book. You will be able to achieve an excellent combination of all the three subjects with each other as well as with Language, Mathematics and Environmental Studies. You can relate these subjects to our day-to-day lives and make the learning process an enjoyable experience. These experiences will be useful to the children throughout their lives. This book is filled with excellent activities which can be executed with the help of expert parents, teachers, sports persons, skilled workers from various industries and artists. You may also use the assistance of modern devices of information technology.

The book **'Play, Do, Learn'** does not consist only of activities related to **Health and Physical Education, Work Experience and Art Education** but also has a large number of colourful pictures along with clear instructions for teachers, in order to give children various educational experiences. The book gently takes the children towards the reading and writing skills and will make the learning process more interesting.

'Play, Do, Learn' aims to include topics that would complement each other. It includes activities of drawing lines, shapes, pictures, alphabetical curves, clay work, creating attractive articles from available items, water literacy/awareness, introduction to nature and its phenomena through disaster management, occupational production-based projects, road safety, introduction to Information Technology, different kinds of physical movements and simple exercises, cleanliness and personal hygiene, games, competitions or races and many other activities that will help the children to maintain their association with education throughout their lives. As this book is made for young children, it does not include syllabus, learning objectives, areas, and all the projects. The teachers should refer to the syllabus and the **Teacher's Handbooks** prepared by the Textbook Bureau to better understanding and all these matters.

All the activities given in the book have been consistently framed so as to draw all children with special needs into and continue in the main stream through Inclusive education. The special highlights or features of this book are the attractive titles, pictorial presentation, guidelines for parents and teachers, the space given to students for their personal expressions through 'My Activity'. Every child will get sufficient opportunity according to their preference to master the given skills through independent practice and to participate. For this, we should accept every activity of the children regarding projects.

Although three subjects are included in a single textbook, 'Play, Do, Learn' the actual teaching projects and evaluation are expected to be organised according to the allotted periods. It is expected that a correlation of the three subjects establish with the academic subjects like Language, English, Mathematics and Environmental Studies is also established. There should be flexibility to make changes in the classroom arrangement, organisation of field visits, and to make innovative use of Information Technology etc while conducting these classes. In order to make the teaching-learning process effective, objectives and criteria should spelt out and the **Continuous Comprehensive Evaluation** method should be used for evaluation. Take proper care while evaluating the children with special needs. Perfection is not expected from the child while performing the activities. It is expected only that every child will be given opportunities for free expression and active participation.

If teachers have developed some creative activities or teaching aids, for inculcating educational values the same can be shared with the Textbook Bureau through videos. Such innovation is always welcomed by us. We wish you all the best for conducting all the activities mentioned in the text, in a successful manner.

Play, Do, Learn Subject Committee and Study Group

Textbook Bureau, Pune

Play

Learning by Playing

Do

Learning by Doing

Learn

Learning by Art

Play, Do , Learn - Standard Four - Learning Outcomes

| Subject | Units | Learning Outcomes | |
|-----------------|---|--|--|
| 1 | Play | 1. Health | <ul style="list-style-type: none"> Children learn and understand some health related good habits and follow them. Get information related to playgrounds. |
| | | 2. Different kinds of movements and perfect postures | <ul style="list-style-type: none"> Are able to maintain proper postures and practise different kinds of movements. |
| | | 3. Games and Races | <ul style="list-style-type: none"> Take interest in different types of games. Participate in races. |
| | | 4. Skill-based Projects | <ul style="list-style-type: none"> Practise all the skill-based projects. |
| | | 5. Physical Exercises | <ul style="list-style-type: none"> Activate the joints and muscles by proper physical exercises. |
| 2 | Do | 1. Need-based Projects | <ul style="list-style-type: none"> Decorate the class. Speak about some important days. Speak about the different occupations and small industries in the surroundings. |
| | | <ul style="list-style-type: none"> Water Awareness Disaster Management | <ul style="list-style-type: none"> Are able to speak about the uses of water, sing different songs on water, tell stories related to water. Tell about the different methods of water storage and colour pictures. Identify pictures of natural calamities like earthquakes, floods, tsunami, forest fires, lightning strikes, etc. |
| | | 2. Interest-based Projects | <ul style="list-style-type: none"> Make use of material available in the surroundings to make articles by creatively using some modern ideas. |
| | | 3. Skill-based Projects | <ul style="list-style-type: none"> Create some things that are related with the needs and the requirements of the society by using their personal skills. |
| | | 4. Voluntary Projects Production-based Projects • Food, Clothing and Shelter | <ul style="list-style-type: none"> Learn basic production-related skills and take part in projects that help in earning some money. Participate in the activities based on food, shelter and clothing. |
| | | 5. Field of Technology, Road Safety | <ul style="list-style-type: none"> Identify different parts of the computer and handle the external parts of the computer with confidence. Understand the rules of road safety. |
| 6. Other Fields | <ul style="list-style-type: none"> Identify different domestic birds and animals and explain their uses. | | |
| 3 | Learn | 1. Pictures | <ul style="list-style-type: none"> Draw shapes like squares, triangles and circles and colour them in colours of their liking. Make simple designs/patterns with the help of various kinds of lines. Make patterns using the method of stamping. Recognizing colours and can colour pictures. Practises different lines for copy writing. |
| | | 2. Sculpture | <ul style="list-style-type: none"> Make different articles with the help of clay work. |
| | | 3. Singing | <ul style="list-style-type: none"> Sing the rhymes and group songs, in the right tune and rhythm. |
| | | 4. Play Instruments | <ul style="list-style-type: none"> Are introduced to different musical instruments and learn the art of rhythmic clapping. |
| | | 5. Dance | <ul style="list-style-type: none"> Make rhythmic arm and leg movements. Perform actions according to the rhymes and group songs. |
| | | 6. Drama | <ul style="list-style-type: none"> Learn about acting and drama with the help of various activities. <p>Perform certain physical actions and voice modulations in the form of a presentation.</p> |

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India-

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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1. Health

1.1 My Daily Routine

Picture Reading



- ◆ Getting up early in the morning
- ◆ Morning ablutions
- ◆ Brushing teeth
- ◆ Practising *yogasanas*, *suryanamaskaras*
- ◆ Bathing
- ◆ Dressing up
- ◆ Having breakfast
- ◆ Going to school



- ◆ Studying
- ◆ Keeping the house clean
- ◆ Playing outdoors
- ◆ Helping mother
- ◆ Obeying elders
- ◆ Completing school homework
- ◆ Having dinner
- ◆ Going early to bed

- ◆ Tell the importance of daily routine. Initiate discussion about the importance of going early to bed, personal hygiene, balanced diet, sports and exercise in one's life. Ask the students to prepare an area-wise chart of their daily routine.



My Activity : Prepare a time table: My daily routine

My Daily Routine

| Serial No. | Time | Activities |
|------------|------------|---------------------------|
| 1. | 6.00 a.m. | Getting up in the morning |
| | | |
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| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | 10.00 p.m. | Going to bed |

1.2 Personal / Physical Hygiene



Write ✓ Proper or ✗ Improper.



- ◆ Brush your teeth after a meal.
- ◆ Wash your hands and feet after defecation.
- ◆ Don't wash your hands before a meal.
- ◆ Early to bed and early to rise.
- ◆ Clean all body parts while bathing.
- ◆ Clip your nails and remove any dirt with the help of elders.
- ◆ Don't oil and comb your hair.
- ◆ No need to clean eyes, nose and tongue.

Cleanliness of the surroundings



Write ✓ Proper or ✗ Improper.

- ◆ Keep the surrounding of your home clean.
- ◆ Spit anywhere.
- ◆ Throw garbage in public places.
- ◆ Put wet garbage in a blue dustbin and dry garbage in a green dustbin.

1.3 Diet



Avoid excess use of salt.



Eat fresh food.



Drink a lot of water.



Diet

Include all types of fruits, vegetables, leafy vegetables, pulses, millets and oilseeds in your diet.



Avoid eating uncovered food.

1.4 Rest and Sleep



A tired body needs rest after heavy physical work. Sleeping for 7-8 hours daily keeps our body fresh.



- ◆ Give advise/instructions about finishing home-made food and all the vegetables served, so as to inculcate it as a habit. Initiate discussion about the importance of diet, rest and sleep.

1.5 Using Toilets



At home, there are bathrooms for bathing and toilets for urination and defecation. Toilets and bathrooms are also available in public places.

Never hold back the urge to urinate or defecate. Do not urinate or defecate along roadsides, on grounds or in open spaces. Doing so in the open can spread various contagious diseases. After defecation, use enough water to clean body parts and wash hands and feet with soap and water. It is our responsibility to keep the toilets clean. We should clean the toilet with enough water after we use it.



1.6 Avoiding Bad Habits



Habits that are harmful for our health are called bad habits. We should identify our bad habits and correct them.

- My Activity :**
1. Make a note of your good habits.
 2. Listed below are some habits. Discuss and decide which of them are good habits.

| | | |
|---|------------------------------------|--|
| I eat all sorts of vegetables, sprouts and salads. | I eat home-made food items. | |
| I always eat packed food. | I like eating a variety of fruits. | |
| I often drink cold drinks available in the market. | I use the computer for studying. | |
| I do <i>suryanamaskar</i> every day. | I like exercising. | |
| I eat <i>vada pav</i> , burger, <i>bhel</i> and noodles frequently. | I play mobile games the whole day. | |
| I play outdoor games. | I spend much time watching TV. | |

- ◆ Tell the students about good and bad habits and that they should imbibe all the good habits.

1.7 Common Ailments



Common fever : A fever is a temporary increase in our body temperature which makes the body feel warm to the touch. Sponging the forehead and the body with cold water is a commonly recommended remedy for common fever. It's good to take doctor's advice.



Bodyache : A painful feeling at any part of the body is an ache. When you have headache, toothache, backache or stomach ache you should report it to your parents or your teachers immediately.

It's good to take doctor's advice.



Cold and cough : When you have a runny nose or cough, you should take utmost care. You should avoid contact with others and wear a mask. See a doctor for advice.



Muscle pain : Injury on impact due to a fall while playing causes muscle pain. Although the injury may not be visible, the pain affects the body. In such a case, you should make minimum movements of the injured body part and consult a doctor immediately.

1.8 First Aid



First aid is the first and immediate assistance given to a person who has met with an accident or suffering either from an accident or is injured, even before a doctor's help can be obtained.



Bruises : Wash the affected part with clean water, wipe it with a clean, dry cloth. Apply an antiseptic ointment. Inform an elder person.



Bleeding : Put direct pressure of your palm on the bleeding part until bleeding stops. When bleeding is stopped, then clean the wound or the cut with water and apply antiseptic. Put a gauze, tie a tight/firm bandage and take the patient immediately to the doctor.



Bone fracture : A fracture occurs when you break or crack your bone when your bone is hit.



Burns : Cool the burn gently with cold, running tap water. Apply ointment used for burns. Take doctor's advice.

Support the bone by tying with a splint. Take the patient immediately to the doctor. A doctor will use a cast to prevent any movement of the fractured bone.

My Activity : Take any empty box to make your own First Aid Box. Put in it, the things needed for first aid, available at your home. Get information about those things.

1.9 Clothing

There is different clothing suitable for different seasons. Cotton clothing in light colours especially with a *pancha* or a cap on the head is suitable for summers, whereas in winter, woollen clothes, a sweater, jerkin, muffler, monkey cap, hand gloves, socks are used. Long raincoats, caps and gum boots are used in the rainy season for protection from rain.

Clothes worn at different times or occasions are called costumes, like uniforms for school, special clothes for a wedding ceremony and clothing according to occupation.

A variety of clothing is available for sports and exercises. Sportspersons wear different types of clothing according to the games they play.



My Activity : Paste pictures of clothing used for different sports, in your scrapbook.

2. Different Movements

2.1 Different Movements



Identify the different movements in the picture and perform them accordingly.



Bending



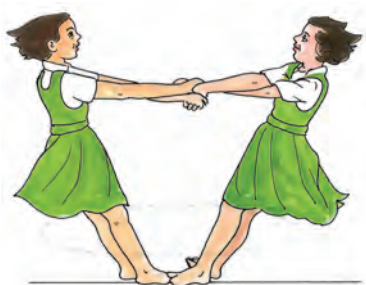
Walking



Jumping



Twisting



Fugadi



Wheelbarrow



Balancing while walking on bricks

My Activity :

- Identify the types of movements and number them. See if some of the movements can be given 2/3 numbers. Discuss.

1. Movements on the spot. 2. Change of place.

3. Movements with props. 4. Movements in pairs/groups.

Turning at the waist

Cartwheel

To carry on back

Hopscotch

Throwing/Catching a ball

Throwing the ring

Tug of war

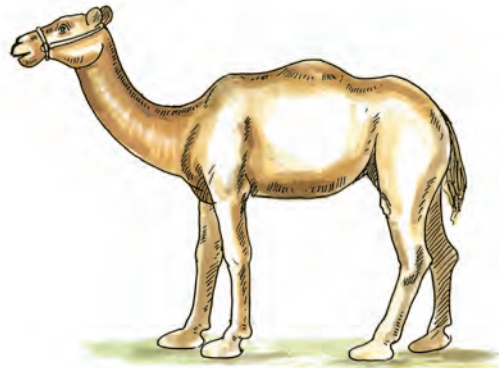
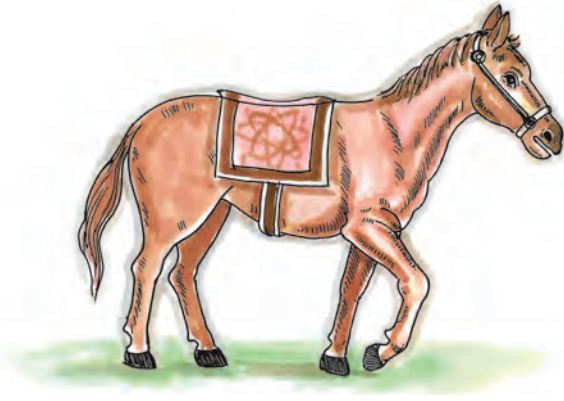
Walking on heels in a circle

- ◆ Make a list of various movements, organize games and competitions based on those movements. Tell the rules of the games and competitions and ask the students to follow them.

2.2 Imitative Movements



Observing the movements of different animals and birds and trying to do the same are called imitative movements.



My Activity : Walk like any of the animals and ask your friends to identify the animal who walks like that.

- ◆ Ask students to imitate the walks, leaps or other movements of different animals. Organize competitions of these movements.

2.3. Movements with friends using props



Colourful world of balls



Volleyball



Throwball



Football



Dodgeball



Netball



Basketball



Cricket ball



Tennis ball



Hockey ball



Softball

Some movements with balls

Dribbling

Hitting

Fielding

Shooting

Stopping

Kicking

Catching

Scooping

Heading

Throwing

Batting

Passing

- ◆ Teach different movements and basic skills using balls. Organize games, competitions of these skills.

2.4 Proper Body Postures



It is very important to maintain the right posture while performing different tasks. Work done in the right posture is done well and with less strain on the body.

Performing tasks in a wrong posture, affects muscles and joints adversely. If one works continuously in a wrong posture, that posture becomes a habit.

2.5 Drill Parade



In the Defence Forces, Drill Parades are always disciplined. There, every movement is done with different actions of drill parade. It develops virtues like discipline, unity and obedience.

- ◆ Discuss about body postures, tell about right postures and motivate the students to maintain the right posture always.
- ◆ Discuss about 'drill parade' in the defence forces.

Some types of drill commands

- 1. Marching :** In marching, we move forward starting with the left foot. The movement is rhythmic and uniform. The order ‘Squad Halt’ is given to stop the troop.
- 2. Right Turn :** This command is given to turn the troop to their right.
- 3. Left Turn :** This command is given to turn the troop to their left.
- 4. About Turn :** This command is given to turn the troop in the opposite direction.



Basic position

1 2 3
Marching



Basic position

1 2 3
Left Turn



Basic position

1 2 3
Right Turn



Basic position

1 2 3
About Turn

My Activity : Participate in a Drill Parade.

- ◆ Give practice of different drills and have the children learn prior to the March Past. Observe if the positions like ‘attention’ and ‘stand-at-ease’ are properly maintained.

3. Games and Competitions

3.1 Small Area Games



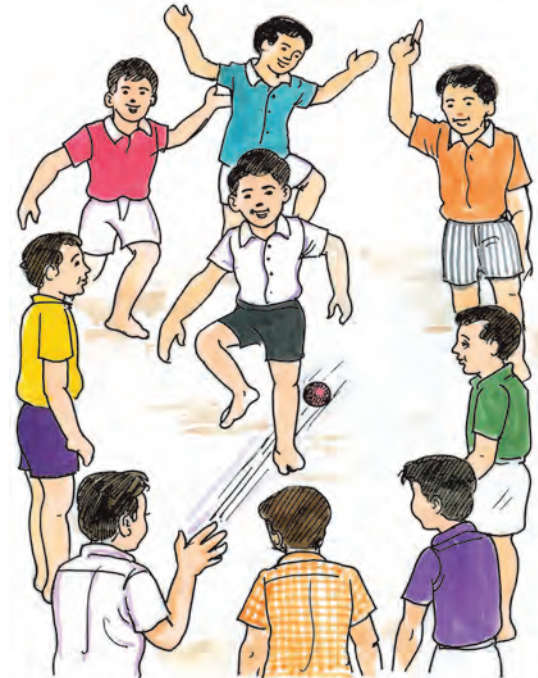
Jumping in and jumping out
(*Talyat-Malyat*)



Tug of War



Langdi / Hopping on one leg



Dodgeball

(Dismiss the player by hitting the ball.)



Dog and the bone

- ◆ Ensure and take care that the children will not fall while playing. (The ground should be clean.)
Observe the pictures depicting the games carefully. Demonstrate different games.

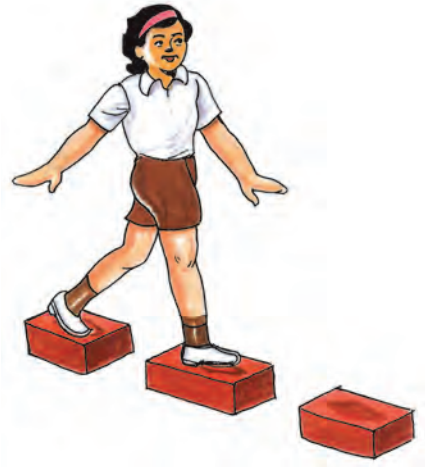
3.2 Competitions



Zigzag running



Skipping



Walking on bricks

My Activity :

- Describe the competition that you have participated in.
.....
.....
.....
.....
- What competition would you like to participate in? Why?
.....
.....
.....
.....
- Sort out the competitions according to their types given below.
 1. Competition between pairs
 2. Competitions with friends' help
 3. Competitions using props
 4. Competition in groups

◆ All safety precautions should be taken while organizing competitions. Explain all rules and give all instructions before the competition starts.

3.3 Local and Traditional Games



Tipcat



Marbles



Spinning a top



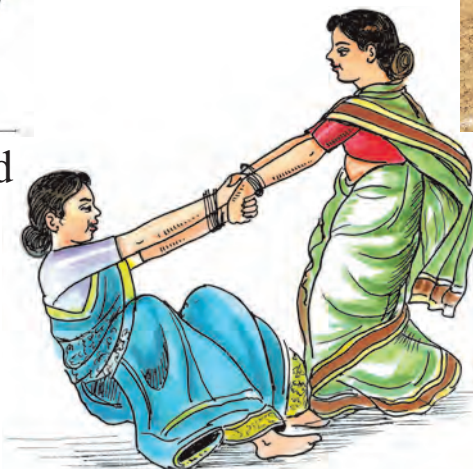
Rolling the tyre



Fugadi with one hand



Simple *fugadi*



Grinding Stone *fugadi*

- ◆ Make a list of local and traditional games. Explain how to play newly introduced games.

3.4 Entertaining Games and Actions



Games entertain us and make us happy. Our body and mind become cheerful through different enjoyable actions. That helps to get rid of fatigue and generates enthusiasm to study and concentrate well.

Some enjoyable actions

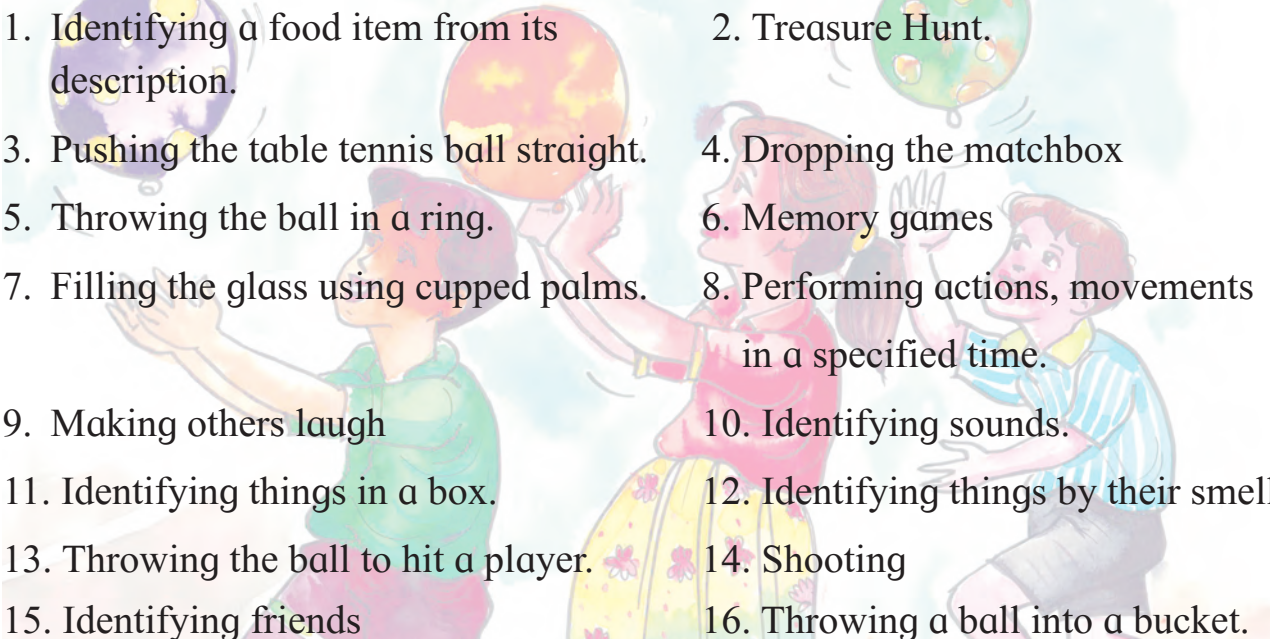
Clapping in various rhythms.

Imitating the gestures, actions of others.

Sitting calmly with eyes closed for a minute.

Imitating the sounds of various animals and birds.

Some enjoyable games

- 
1. Identifying a food item from its description.
 2. Treasure Hunt.
 3. Pushing the table tennis ball straight.
 4. Dropping the matchbox
 5. Throwing the ball in a ring.
 6. Memory games
 7. Filling the glass using cupped palms.
 8. Performing actions, movements in a specified time.
 9. Making others laugh
 10. Identifying sounds.
 11. Identifying things in a box.
 12. Identifying things by their smell.
 13. Throwing the ball to hit a player.
 14. Shooting
 15. Identifying friends
 16. Throwing a ball into a bucket.

My Activity :

- Tell your favourite game.
- Which of the games in the list did you like?
- Tell the class about a new game that you know.

- ◆ Make a list of various enjoyable games and organize them after ensuring availability of the required equipment. Ask information about different sedentary games. Initiate a discussion about the rules and skills needed for these games.

3.5 Sedentary Games



The games that are played sitting indoors are called indoor or sedentary games, for example, Dumb Charades, Passing the Parcel, Snakes and Ladders, Ludo, Carrom. These games entertain us. These games increase concentration, decision making ability and build confidence. They are also good pastimes.



Passing the Parcel



Dumb Charades



Ludo



Chess



Snakes and
Ladders

My Activity :

- Tell the name of your favourite sedentary game.
- Which of the above mentioned games do you like?
- Tell your friends about any new sedentary game that you know of.

- ◆ Ask information about various sedentary games. Explain the rules and other particulars of the games. Emphasise the need to follow the rules.
- ◆ Organize sedentary games if playground or outdoor facility is not available
- ◆ Ensure active participation of the students while they play sedentary games.

4. Skilful Activities

4.1 Gymnastics



Gymnastics consists of exercises that develop or display physical agility and coordination. They are physical movements which require flexibility of body.

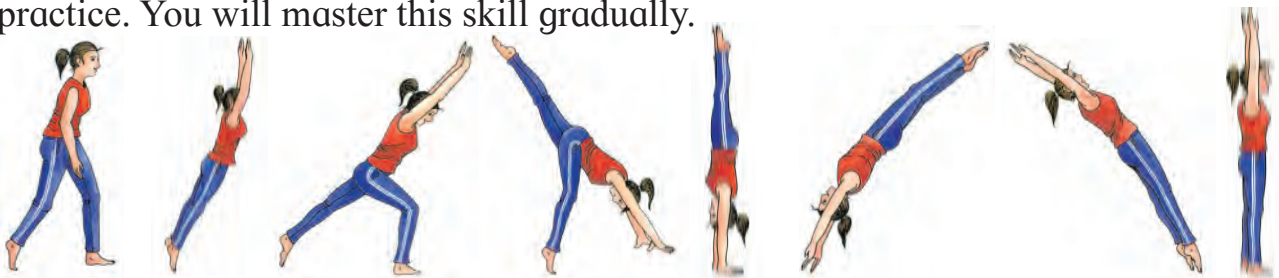
Warm up exercises are required to be done before doing the following activities.



‘Handstand with support’ is balancing the weight of the whole body on the palms, while using the wall with your feet/toes for support.



Handspring is a gymnastic feat in which you are to start from a standing position and leap forward or backward into a handstand and then onto your feet. A handspring should be performed on a mat or a cushion. When you perform this feat, your instructor would support your back to help you initially. Ensure that there are no pointed or sharp-edged things around you which could cause injury when you practice. You will master this skill gradually.



- ◆ If possible, show a video clip. Use a gymnastic mat or a cushion for the handspring.
- ◆ Initially, give support to the waist, back and feet for proper posture while doing a handstand and a handspring.

4.2 Athletics



Various sporting events conducted on the running tracks and on the field are together called athletics. They include competitive running, jumping, throwing events.

The 100m and 200m sprint/dash.



My Activity :

- Observe the photographs given below.
- What is the boy in the photograph doing?
- Does his activity fall in the category of athletics?



- ◆ Organize competitions of running fast for short distances, throwing various big and small balls, high and long jump on the spot and with a running start etc. Ensure all safety measures. Invite people to see the competitions. ◆ Show videos clips of different athletics competitions.

4.3 Basic Sports Skills



It is necessary to acquire basic sports skills needed to play different games. Each sport has its own basic skills. It is important to practice them all.

Sports and sport skills

Kabaddi

- ◆ Holding one's breath.
- ◆ Running hand touch.
- ◆ Running toe touch.
- ◆ Thigh hold.
- ◆ Ankle hold.



Kho-Kho

- ◆ Stand in a straight line when you get kho.
- ◆ Give kho in speed.
- ◆ Chase the player to dismiss him.
- ◆ Run zigzag.
- ◆ To dodge by feinting.

Handball

Dribbling : Dribbling the ball, running while dribbling.

Throwing/Passing : To throw the ball to the playmate.

Catching : To catch the ball with both hands.

Shooting : Jump and throw the ball into the goal.

Goalkeeping : To prevent or stop the ball from going into the goal.



- ◆ Explain to the students the meaning of sports skills. Discuss the different sport skills, if possible show video clips.

4.4 Human Pyramids



A human pyramid is a multi-tiered formation made by some people climbing and supporting themselves on the backs, shoulders, etc. of others in the lower tiers. Human pyramids help to develop bodily balance and coordination. Practice of human pyramids should be done at a place covered with a mat or a cushion. **This activity should be performed under the guidance and supervision of teachers or elders.**



My Activity : Perform pyramids to the rhythm of music on the occasion of a cultural programme.

- ◆ Consider students' age, ability and willingness before deciding the structure of the pyramids. Show the students photographs or pictures of the pyramids to inform them about the number of tiers in them well in advance. Explain the actual situation. Ensure that all the safety measures are taken.
- ◆ Organize the performance of the pyramids on special occasions. Ensure adequate practice for it. Demonstrate them to the rhythm of music to make it more attractive.

4.5 Playgrounds – Sports Equipment



We should know what equipment is needed to play certain game/sports. Let's prepare a list of the required equipment.

Can you tell what games are played on the fields or courts shown below? Let's learn something about them and the equipment needed for those sports/games.



Tennikoits



Hockey



Tennis



Ball Badminton



Basketball



Atya Patya

Name of the game and the equipment needed



Softball



Hockey
stick



Football



Spikes



Boxing
gloves

My Activity : Play a game of matching the sport to its equipment.

- ◆ Tell the students about playgrounds and the equipment needed to play certain games/sports. Innovate to make alternative equipment available if the school does not have the equipment needed for above mentioned games. Tell the students about the sporting skills necessary to play them.
- ◆ Organize a game played between two groups where one group tells the name of a sport/game and the other group tells the equipment required for that and vice versa.

5. Exercises

5.1 Warming up Exercises



A warm up is any activity that helps to prepare the body for the demands of the chosen sport. It helps to move our muscles and joints more freely so that our body is prepared to exercise play and move faster. It enables us to avoid injuries while playing.

The method of warming up : The traditional method of warming up consists of physical movements of the various body parts carried out sequentially from the head to the toes like stretching, bending, turning, squeezing, twisting, etc. Lastly one can run on the spot in various ways. Warming up activities can also be done through speedy movements like climbing up and down the stairs fast, jumping rapidly and games involving quick body movements. Have you realized that our breathing and heart rate increase as we perform warming up activities?



Turning your trunk at the waist right and left, without moving the feet



Rotating the neck



Bending forward and backward keeping hands on waist



Rotating elbows with fingers on the shoulders



- ◆ Speak about warming up exercises and their benefits. Motivate the students to do warming up activities every day. Tell them to learn and add some more new exercises also.

5.2 Suryanamaskar



Suryanamaskar is a type of exercise that can be performed in a limited space and needs no equipment. It gives exercise to our whole body. It is beneficial when *suryanamaskar* is done at the break of dawn when the sun rises or in the evening at sunset. The place where you perform *suryanamaskar* should be clean and safe.



- ◆ Ensure that the posture at every step is right. Motivate the students to perform *suryanamaskars* every day. Organize group programmes of *suryanamaskars* on the occasion of *Suryanamaskar* Day.

5.3 Aerobics

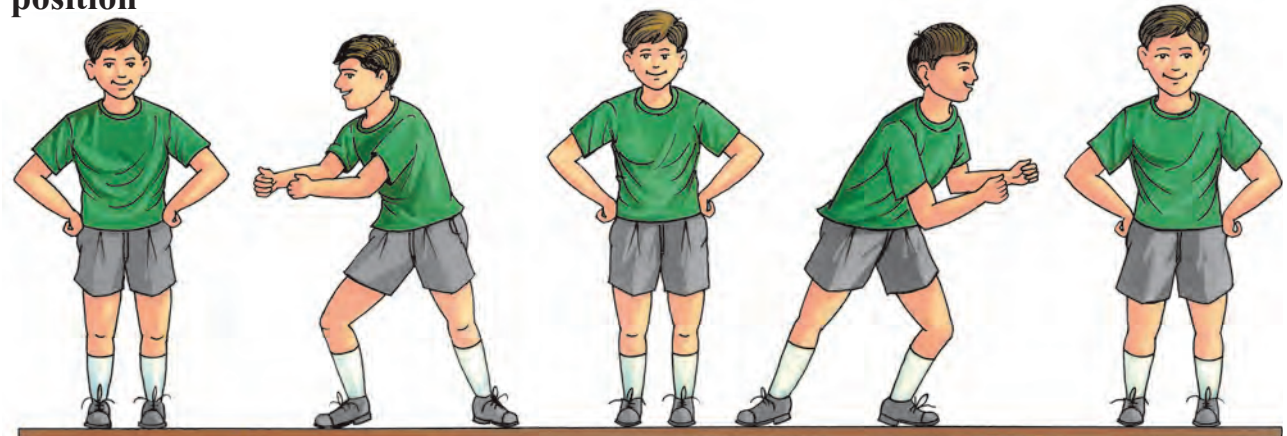
Fast physical movements performed to the rhythm of music is called aerobics. Some common moves in aerobics.



Basic position 1 2



Basic position 1 2



Basic position 1 2 3 4



Basic position 1 2 3 4 5 6 7 8

◆ Explain what is meant by aerobic exercises. Explain the benefits of aerobics. If possible, show video clips.

5.4 Rhythmic Exercises



The physical exercises performed to the rhythm of music are called rhythmic exercises. They can be performed with or without any props or equipment.

Various exercises can be done using dumbbells, balls, clubs, handkerchiefs and balloons. Which rhythmic exercises can you do? Perform some new exercises with your friends.

Some rhythmic exercises



Basic position



1



2



3



4



Basic position



1



2



3



4



Basic position



1



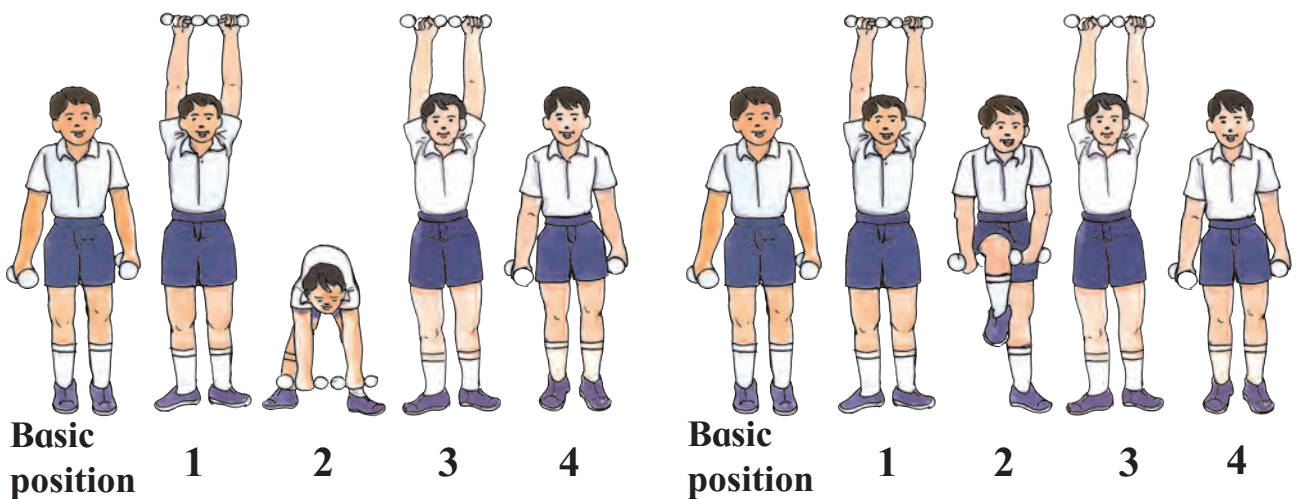
2



3



4

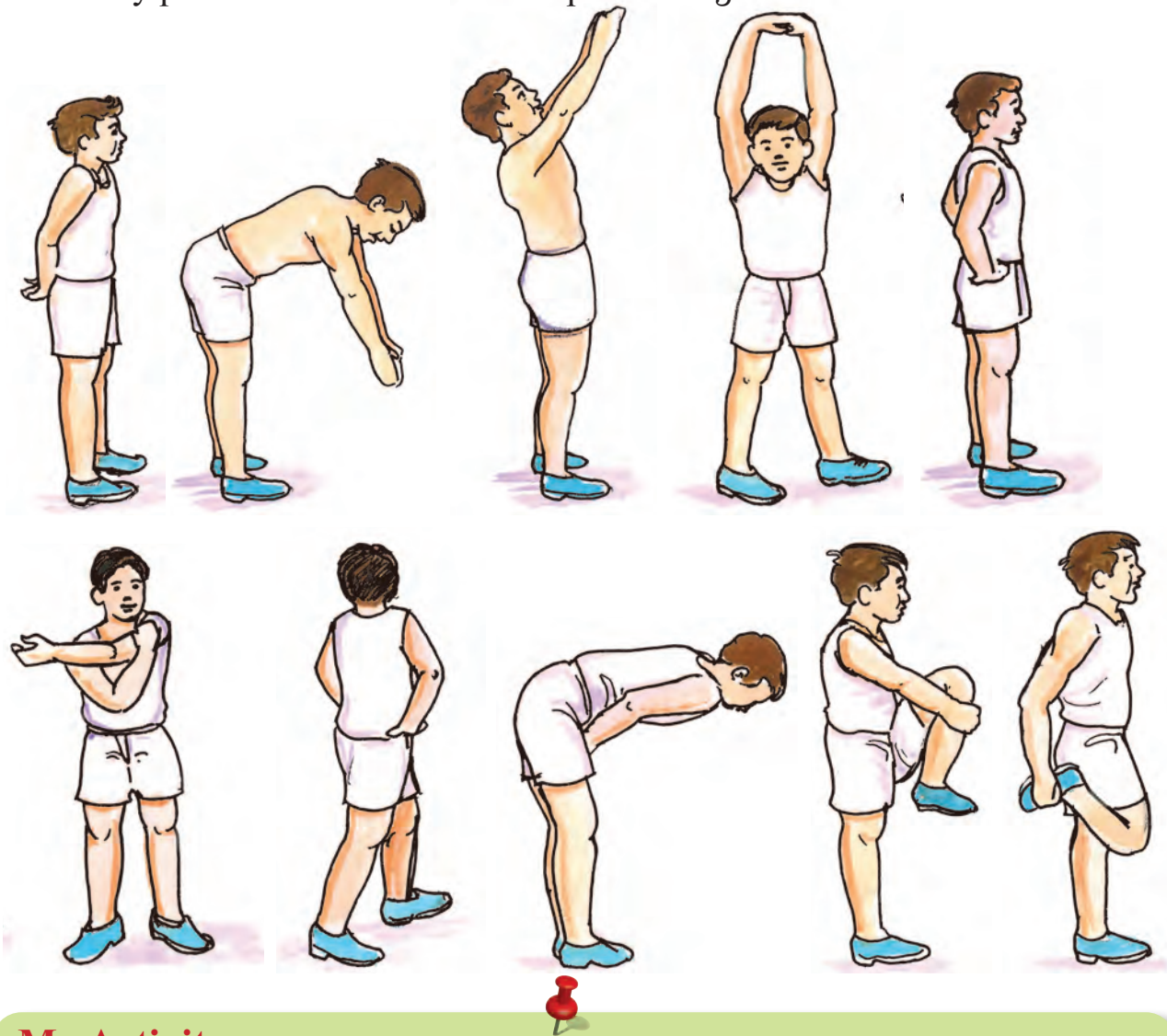


◆ Pictures given above show some examples of different rhythmic exercises. Organize them as per your convenience. ◆ You can even innovate to teach your own variations. Organize a performance on the occasion of Republic Day.

5.5 Preparation for *Asanas*



A body posture is an *asana*. We are to prepare ourselves for performing these *asanas*. Different body postures can be held while standing, sitting, lying on the back or on the stomach. They help to increase flexibility in the back, waist, muscles and joints. You will soon realize that regular practice will help your balance, strength and other capacities. It is necessary to warm up before performing the *yogasanas*. Warming up activities should not be done in haste or too fast. You should do *asanas* only after making limb movements, moving your joints, bending, turning, twisting and stretching so that your joints, muscles and other body parts can bear the strain of performing the *asanas*.



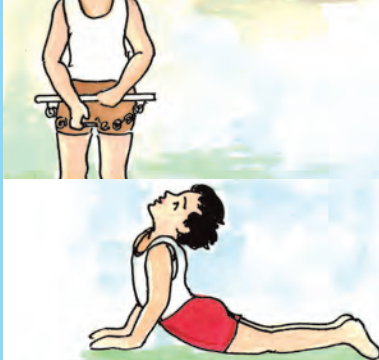
My Activity :

- Which of the body postures did you learn? Which of the body postures could you not perform?



- ◆ Some body postures are shown in the pictures given above. Get students to perform taking into consideration the facilities available and the liking and abilities of the students.
- ◆ Give practice of breathing exercises and different *mudras*. Choose the body postures suitable to the students' physical abilities.

5.6 Varieties of exercises



Let's exercise, Come, let's exercise

Take a morning walk or run on the ground
Do Yogasana, Pranayama or Suryanamaskar
For a healthy life let's exercise daily
Let's exercise, Come, let's exercise

Use a skipping rope or cycle daily
Do swimming, dancing or hill climbing
For a fit body do whatever you can
Let's exercise, Come let's exercise

In a gym let's do some aerobics
Climb stairs and enjoy some fun races
On the ground let's play some team sports
Having fun, Come, let's exercise

Using props like leziium, dumbbell, lathi and sticks

Get training and learn a variety of games

Improve speed, coordination, flexibility and agility

Let's exercise, Come, let's exercise

All for a healthy body dear friend

Let's exercise, Come, let's exercise

1. Need-based Activities

1. Introduction to the World of Work and Culture



Sources of Information : (Newspapers, Radio, Television, Internet)



- (1) Making a collection of news items from newspapers.
- (2) Listening to news on the radio, and sharing it with friends.
- (3) Watching the news on television and writing a report of the news on ones favourite subject.

• Types of news

Cultural, informative, environment-friendly, educational, science-related and news that motivates and inspires.



My Activity :

1. Telling or reading selected news items to friends using correct pitch, pronunciation and pace.
2. Have I read the information given on the school noticeboard?
3. Write down any one item of news or information in your notebook.

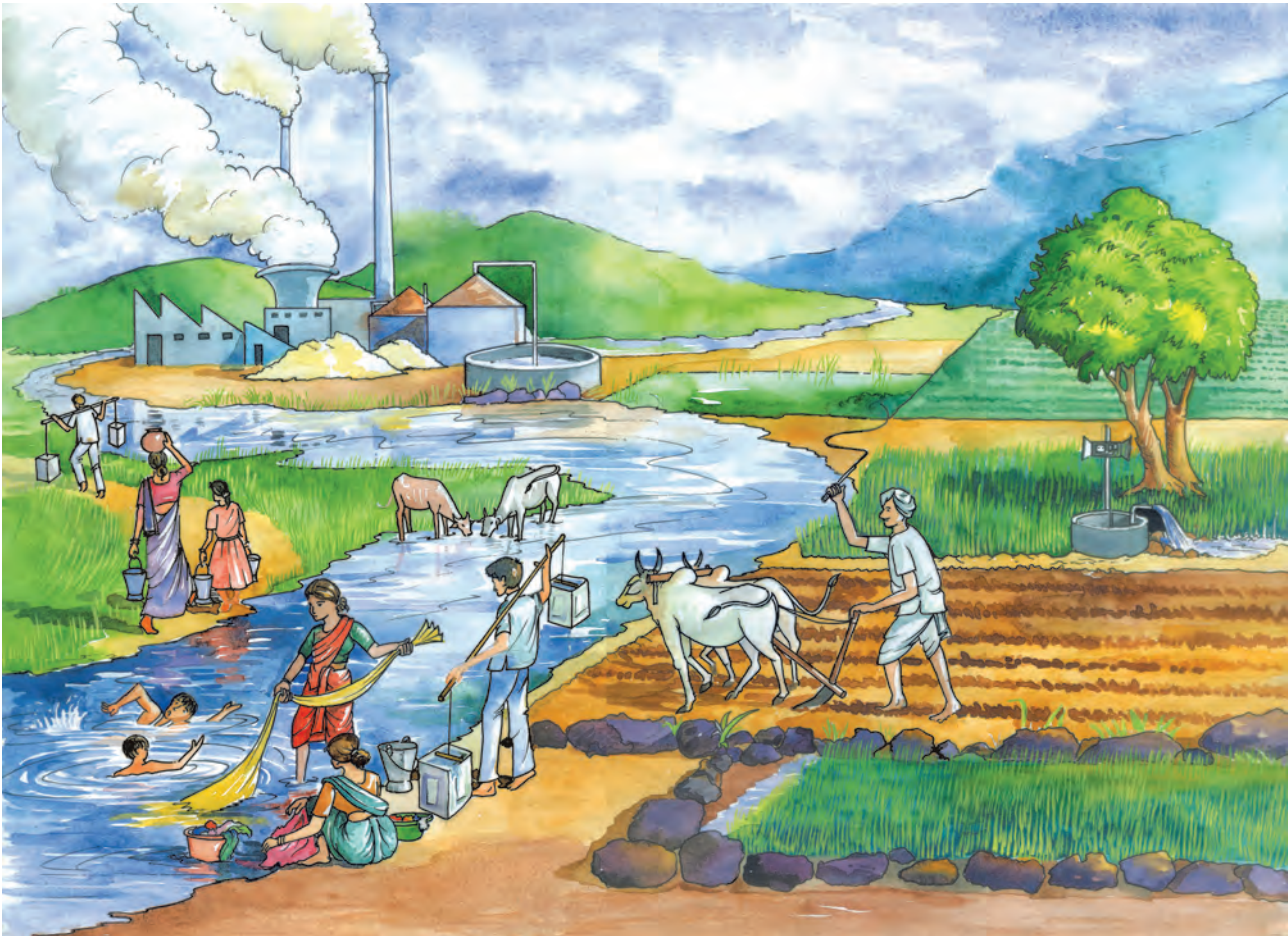
- ◆ Explain what is meant by a source of information? Give each student a chance to present some news or information. Explain the difference between news and rumour.

2. Water Literacy



2.1 Uses of water

Water is life. Living things need water. Water is used for various purposes. We get all the water we need in the whole year, during the four months of the rainy season. For this water to last for the whole year, it must be used in a proper and planned way.



My Activity :

Create slogans and sayings related to water and display them in proper places.

**Obtain more information about
World Water Day.**



- ◆ Conduct a picture-reading and discussion session about 'uses of water'. What are the **errors** shown in the picture? Ask about the remedies for such errors. Discuss what steps can be taken in order to ensure that water is used according to a plan. Undertake the project 'My water savings bank' to teach how water can be used economically/ sparingly.

2.2 Methods of purifying water

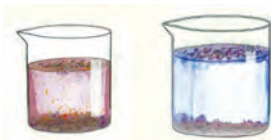
Pure water is necessary for good health. Water may appear to be clean but may not be good for drinking. Pure water does not have any smell or taste. Water that contains germs, chemicals, salts or bits of other rubbish is said to be impure.

Do you know?

Impure water can cause several serious diseases such as infectious diseases, jaundice and other stomach disorders.

• Some methods for purifying water at home

- (1) **Settling** : Swirl a piece of alum in muddy water and allow it to stand still. The impurities will settle to the bottom.
- (2) **Filtration** : Filter i.e. strain the water through four layers of clean cotton cloth.
- (3) **Boiling** : Boil the filtered water and allow it to cool.



Settling



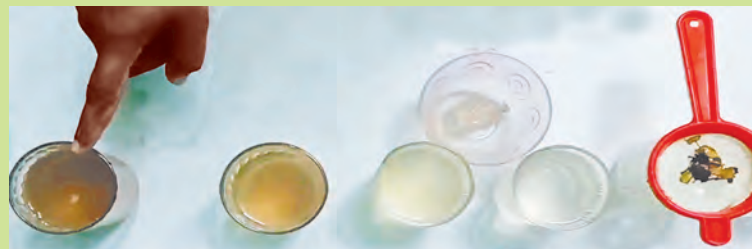
Filtration



Boiling

My Activity :

- (1) Obtain information about diseases caused by drinking impure water.
- (2) Which method would you use to purify water at home?
- (3) Try to carry out the following methods.



Muddy water Settling Swirling alum Filtration

- ◆ Organize a visit to a water purifying centre in the neighbourhood.

3. Disaster Management



‘A disaster means a crisis situation and management means the proper way of handling it.’

- **Types of Disasters :**

(1) Natural disasters (2) Man-made disasters

(1) Natural Disasters

Earthquakes, storms, floods, forest fires, droughts are natural disasters. By proper disaster management the effects of a disaster can be reduced or mitigated and human life can be made easier.

(2) Man-made Disasters

Man-made disasters are caused by our careless and irresponsible behaviour. That is why these disasters are said to be man-made. For example, not observing traffic rules, driving too fast, wasting water, not turning off lights and fans and water taps.



Picture-reading



My Activity : Explain what precautions you would take in a crowded place.

- ◆ Discuss disaster management through a picture-reading session. Ask what is expected to be done in the events shown in the pictures. Explain what needs to be done to prevent man-made disasters.

2. Activities of Interest

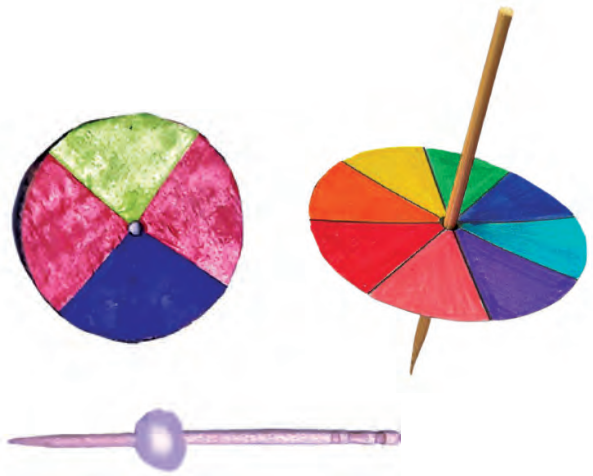
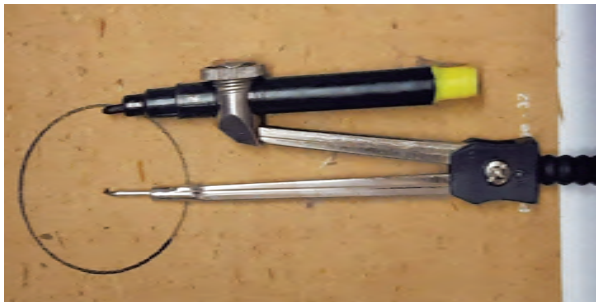
2.1 Whirligig



Tools and materials : Cardboard, toothpick or a long nail, beads, pieces of coloured paper, scissors, glue, etc.

Procedure :

1. On the cardboard, draw a circle of radius 2cm and cut it out. Using the nail, make a hole at the centre of the circle.
2. Pass a toothpick or nail through a bead and stick this bead near its top.
3. Now pass the cardboard disc through the toothpick/nail so that it is under the bead and stick it in place.
4. Now take another bead and stick it to the other side of the disc. (You can use little balls of paper instead of beads.)
5. Now hold the top of the toothpick between your finger and thumb and place its pointed end on a smooth floor or other surface. Give the top a twist and let it go. See how it spins!



My Activity : Use the lid of a bottle to make a whirligig at home.

- ◆ Conduct the required group work for the activity of making a whirligig and give the guidance needed. ◆ Show how to spin the whirligig.

2.2 A Clown



Tools and materials : Empty matchbox, drawing paper, pieces of coloured paper, pencil, sketch pens, scissors or paper cutter, ice-cream sticks, glue, etc.

Procedure :

1. Draw a picture of the head, neck, arms, hat of a clown and colour them.
2. Stick one end of the ice-cream stick to the middle of the back of the inside drawer of the matchbox.
3. Stick the picture of the clown to the other side of the drawer.
4. To the outer part of the matchbox stick the clothes and legs of the clown made from coloured paper.
5. Now pass the free end of the ice-cream stick through the matchbox carton so that the clown's picture on the drawer fits on the clothes on the carton. (See picture.)
6. Move the ice-cream stick up and down to see how the clown's arms move. Cut out the shape of a window in the inside drawer.
7. As shown in the picture, stick a strip of instructions, etc. on the inside of the matchbox carton using other strips of paper.



- ◆ Instruct the children about the precautions they must take while using scissors/ cutters. Give help and guidance as required.

2.3 Garlands of Flowers

Tools and materials: Different types of flowers (Marigolds, Chrysanthemums, Tuberoses, Lilies, Asters, etc. mango or ashoka leaves. Thick thread, a long needle, scissors, etc.

Procedure :

1. Thread the needle with 2 strands of the thread using a length that is some what longer than the length of the required garland.
2. First, thread 4 or 5 flowers of the same kind. Then thread groups of 2 to 3 flowers each group being of a different colour.
3. Fold 2 or 3 leaves and thread them between the groups of flowers.
4. Now repeat the same sequence of groups of 4-5 flowers till you have a garland of the length that you want. Knot both ends of the thread. Now you can use the garland for decoration.



My Activity :

- Observe the flowers shown in the picture below and understand the different types.



- Name some uses of flowers.

- ◆ Tell the children what precautions they must take to prevent anyone getting poked by the needle.
- ◆ If possible, arrange a visit to a flower market. Or, conduct an interview session with someone who uses flowers for decoration.

3. Skill-based Activities

3.1 Rakhi



Some samples of *rakhis* have been shown in the picture below. Make one *rakhi* of your choice.



My Activity : Make *rakhis* using shiny, coloured silken tassels.



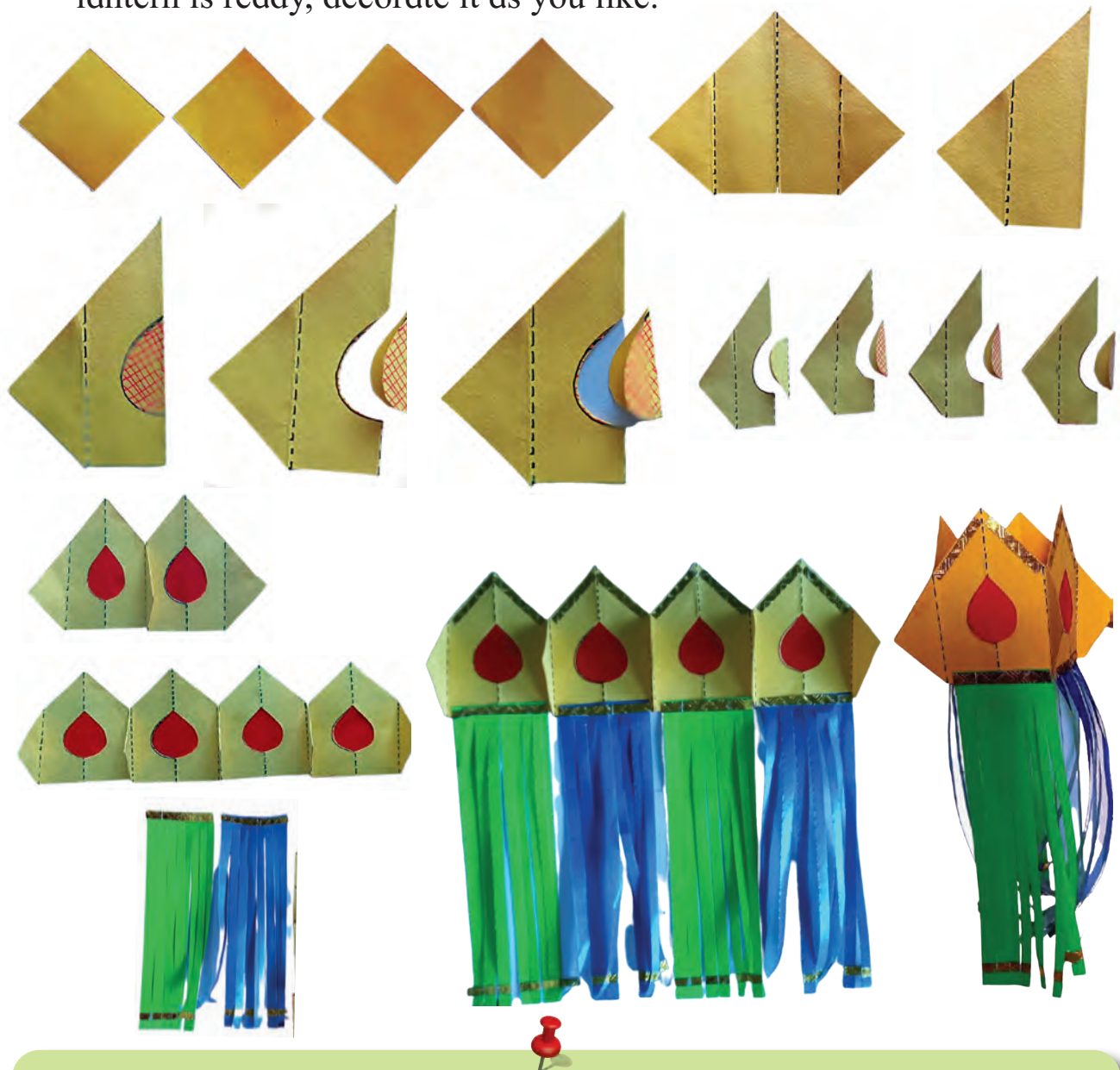
- ◆ Show various kinds of *rakhis* to the class. Let the children make different kinds of *rakhis* rather than all of the same type.

3.2 Paper Lantern

Tools and materials : Coloured cardsheet, kite paper, thread, scissors, glue, measuring tape, etc.

Procedure :

1. Cut out four 7 x 7cm squares from the cardsheet.
2. Follow the steps as shown in the pictures below. When your paper lantern is ready, decorate it as you like.



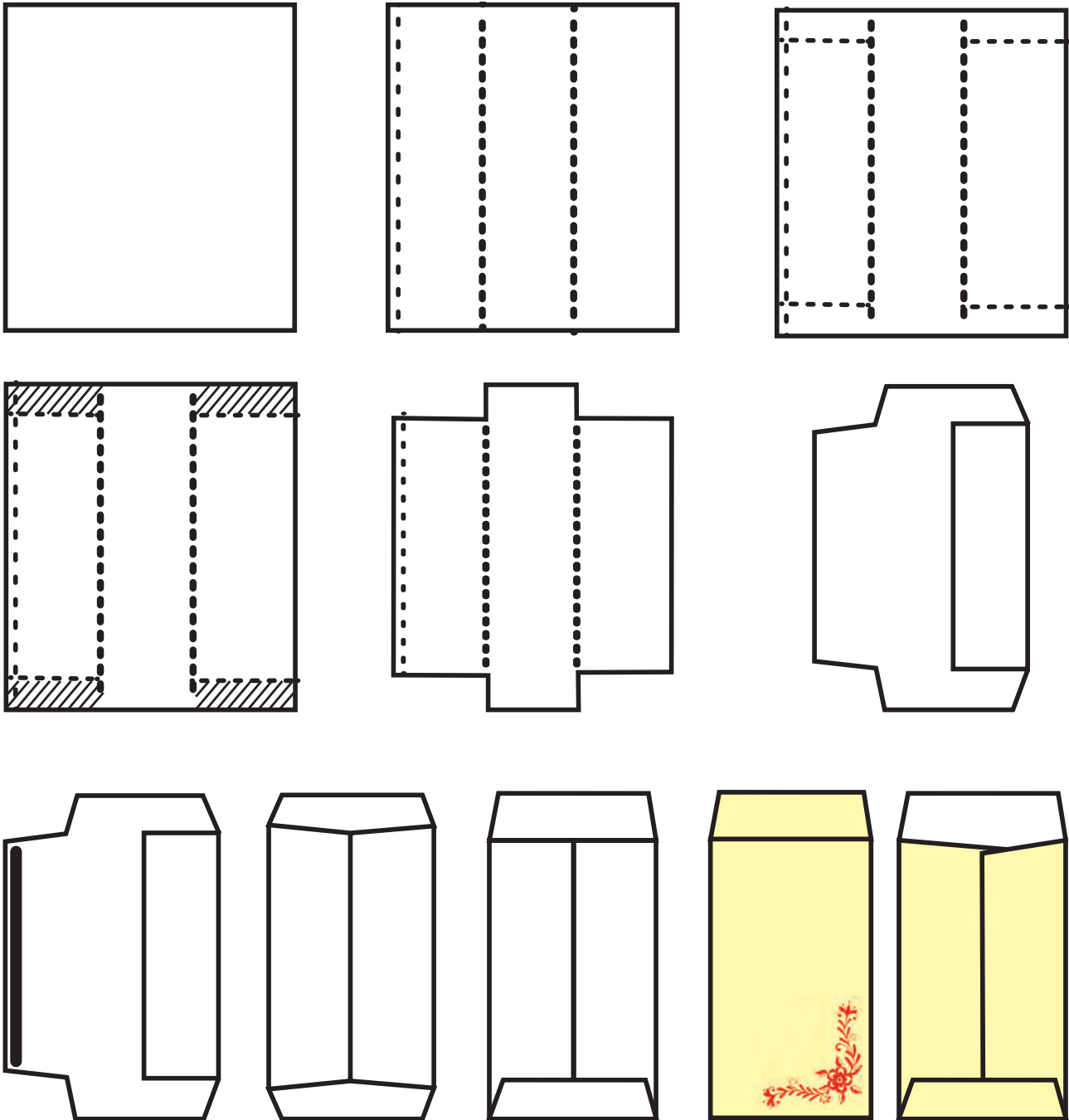
My activity : Draw a picture of a paper lantern.

- ◆ Show various samples of paper lantern.

3.3 A Paper Envelope

Tools and materials : A sheet of A4 size paper, scissors, glue , etc.

Uses : To send *rakhis*, greeting cards by post.



◆ Show different kinds of envelopes in the class.

4. Optional Activities

1. Area : Food

1.1 Kitchen Gardening

Planting the seedlings

- **When are seedlings ready for planting?**

When we plant seeds of vegetables, we will see them grow to a height of about 10 to 15 cm in 4 to 5 weeks and grow three or four leaves too. Such seedlings are said to be ready for planting.

Planting the seedlings

Seedlings of vegetables are planted in different kinds of beds depending upon what they need for their growth. Generally, a bed is 2 to 3 metres long and 1m wide. Some cow dung manure or compost fertilizer is also added to the soil while preparing the bed. The seedlings are uprooted gently, taking great care not to damage their roots, and are planted in the prepared bed.



Types of beds

- (1) **Flat bed** - This bed is flat and is used for planting vegetables like fenugreek, spinach, varieties of Amaranthus greens (*Maath*), cowpea greens (*Chawali*), coriander.
- (2) **Ridged bed** - This bed is raised and has a height of about 15 to 20 cm above ground level. It is used for growing seedlings of cabbage, green chillies, brinjals, cauliflower, knol khol, onion, garlic, etc.
- (3) **Raised bed** - Tomato, as also brinjals, chillies, potato and cabbage are grown in this kind of bed.
- (4) **Circular bed for climbers** - Vegetables like pumpkin, cucumber, bitter gourd, bottle gourd, snake gourd etc. that grow on climbers are planted in this kind of bed.



My activity : Plant vegetables around your house, in the balcony or terrace.

- ◆ If there is place on the school premises, prepare beds there and plant vegetables suitable for local conditions. Arrange a visit to observe a plant nursery in the neighbourhood.

1.2 Pot Culture

• Filling the pot

Plants in pots beautify a garden or the surroundings. A pot must be filled in the right way to ensure that a plant grows healthy and strong.

Tools and materials :

Sickle, spade, watering can, a pot with one or two holes in the bottom, loam soil, sand, fertilizing mixture, small brickbats, coconut shavings, dry grass, leaves, etc.

Procedure :

1. Place some brickbats over the holes in the bottom of the pot without blocking the holes.
2. Cover the base with some dried garden waste, coconut shavings etc. then half fill the pot with the soil mixture. Press this mixture down a little. Now place the seedling with a ball of soil around its roots on the soil in the pot.
3. Now fill more soil around the seedling up to 3 to 5 cm from the brim of the pot.



My activity : (1) Draw pictures of pots and a watering can.

(2) Why are holes made in the bottom of the pot?

- ◆ Show how to decorate one's surroundings by planting ornamental plants in empty paint cans, water bottles, and other containers.



4. After planting the seedling, water it gently. Take care to see that the seedlings get some sun but are not exposed to harsh sunlight.



◆ Colour the letters.

Plants in pots make a beautiful garden.






- ◆ Explain the care to be taken before and after planting a seed or seedling. Discuss the different shapes of pots.
- ◆ Arrange a visit to a plant nursery in the surroundings for the children to make their observations.







1.3 Fruit Processing



• Importance of fruits in our diet :

Fruits have an important place in our diet. We get nutrients like vitamins, carbohydrates, water, fibre, iron, calcium from fruits. The fibre in fruits helps in the digestion of food.

| | Fruits | Product of fruit processing | Nutrients obtained from the fruit |
|---|----------------------------|---|-----------------------------------|
|  | <i>Amla</i> (Myrobalan) | <i>Amla</i> candy, <i>amlasupari</i> , juice, jam, pickle, etc. | Vitamin C |
|  | Lemon | Lemon oil, lemon juice, pickle and <i>sherbet</i> | Vitamin C |
|  | <i>Bor</i> | Bor meal, pickle, chutney, syrup, candy | Vitamin C |
|  | Orange | <i>Sherbet</i> , <i>barfi</i> juice, jelly | Vitamin C |
|  | Pineapple | Tinned slices, jam, <i>sherbet</i> | Fibre |

| | | | |
|---|-------------------|---|---------------|
|  | Jackfruit | <i>Phanaspoli</i> , wafers | Vitamin A |
|  | Banana | <i>Sukeli</i> , wafers, milkshake | Carbohydrates |
|  | Watermelon | Candy, juice, <i>sherbet</i> , syrup, jelly, toffee | Water |
|  | Grapes | Juice, <i>halwa</i> , raisins | Water |
|  | Papaya | Pulp, milkshake | Vitamin A |
|  | Mango | Juice, pickle, jam | Vitamin A |

- ◆ Ask the children what they know about the locally available fruits. If possible, arrange a visit to a fruit market. Tell them about the processing of available fruits.

1.4 Pisciculture



- **Living things in the seas, rivers and lakes**
- **Types of water**

(1) **Saline water** - Sea (2) **Fresh water** – rivers, wells, lakes, dams, canals (3) **Partially saline water** – bay water, etc.

We find a variety of living things in the various water bodies mentioned above. They can be divided into two types.

(1) **Those found in saline waters** (2) **Those found in fresh waters**

Living things in the sea

Conches, shells, crabs, lobster, fish, starfish, pomfret, etc.

Living things in fresh waters

Tortoise, frogs, shrimps, *katla*, etc.



My Activity : Tell whether each of the living things in the picture is found in sea water or fresh water.



- ◆ Explain the meaning of the terms saline water, fresh water and partially saline water. If possible, visit an aquarium nearby.

2. Area : Clothing

2.1 Cloth Production



• Using a spindle to draw yarn from a sliver of cotton

Tools and materials : a sliver of cotton, spindle, a small piece of cardboard, some fine *rangoli*, a mat to sit on, etc.

Procedure :

1. Place your mat on the floor in a well-lit place but where the light will not fall into your eyes and where there will be no draught from the side you are facing. Sit in *sukhasan* on the mat i.e. sit comfortably.
2. Hold the spindle in one hand and place it on the cardboard. Now turn the spindle slowly and steadily. Smear your fingers with the *rangoli* before you start so that the spindle does not slip out of your fingers.
3. Once you have enough practice in holding the spindle upright and turning it on the cardboard, try the next step. Do not hurry. Put the spindle down on the cardboard and taking the sliver in one hand, from its lower end pull out a little cotton and gently draw it out into a long thread. Give it a little twist.
4. Hold the thread with both hands and wrap it around the stick above the spindle's disc leaving 20 to 25 cm of the thread free. Now wrap this free thread around the spindle till its tip and fix it in the hook.
5. Holding the attached sliver in one hand, turn the spindle gently with the other. As you do so, steadily raise the hand holding the sliver allowing the thread to get drawn from it.
6. When you have drawn out a long enough thread, wrap it around near the disc.
7. Practice the above actions till you can keep control of the sliver and pull the yarn out evenly. You can knot the thread together where it breaks. This sequence of actions carried out smoothly and repeatedly is called 'spinning yarn'.



- ◆ Demonstrate how to spin yarn and give some information about it. Arrange a visit to a spinning mill or centre nearby.

2.2 Elementary Needlework



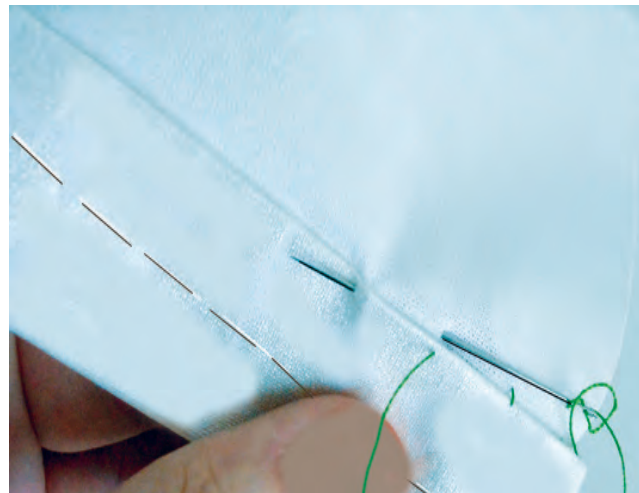
- **Cutting out a square handkerchief, folding its four sides and hemming/ stitching them.**

Tools and materials :

One 25 × 25cm piece of cloth, needle, thread, etc.

Procedure :

1. Make a 0.5 cm fold on one side of the cloth. Fold this over once again. Keep this fold in place using the running stitch. Repeat this for the other three sides.
2. Now thread the needle with a thread of the colour of the cloth.
3. Use 0.5cm long hem stitches to finish the fold.
4. When all sides are finished pull out the thread of the running stitch.



My Activity :

1. Observe the different kinds of cloth in your house. Observe all the places where the hem stitch has been used.
2. Practice the running stitch.
3. What precaution will you take to ensure the needle does not prick you?

- ◆ Get the children to practice the hem stitch. Explain where it is used.

2.3 Doll Making



(A) Using socks to make a doll

Tools and materials :

One black sock, thick paper, scissors, sketch pen, colours, coloured *tiklis*, coloured paper, pictures from magazines/ newspapers.

Procedure :

1. Cut out a disc from the thick paper. Draw any face you like on the disc or paste a picture of a face of the size of the disc on it.
2. Insert your hand into the sock and mark the positions of the base of your thumb and little finger. Cut out small holes in the sock on these marks. You can stick your thumb and finger out of the sock through these holes.
3. Stick the picture of the face on the outside of the sock where your other three fingers would be.
4. Make a pretty dress using coloured paper and stick it on the sock below the face.



My Activity : Use socks to make birds and other animals in the same way.

- ◆ Use these dolls to help with teaching.

(B) A doll's face using a matchbox

• Making the doll's face

Tools and materials : An empty matchbox, white paper, coloured paper, sketch pen, glue, ice-cream stick, scissors, etc.

Procedure :

1. Take an empty matchbox. On its broad side make the doll's dress.
2. Cut out a picture of a doll's face from a magazine or draw a doll's face on a cardsheet and cut it out. The size should be about half the size of the matchbox.
3. Paste this face on the flat surface of the matchbox tray.
4. Make a hole to fix the ice-cream stick to the tray. Thus, you can move the dolls face up and down. Decorate it as you like.



My Activity : Make dolls using a variety of pictures and cartons.

- ◆ Make a collection of cartons and get the children use them to make dolls. Show the children how the dolls can be used to play games or tell stories.

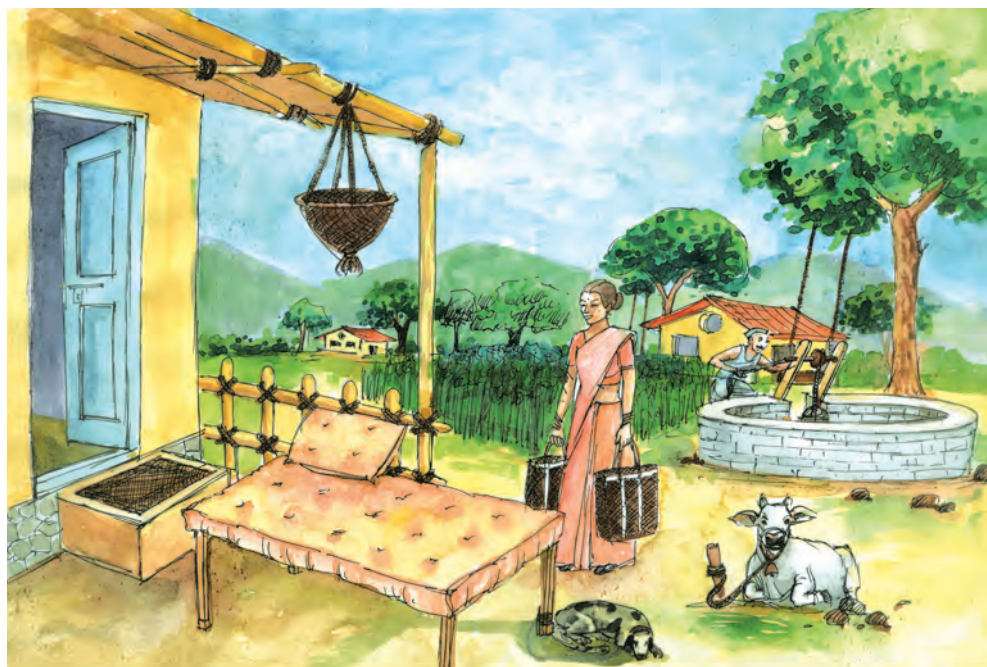
2.4 Coir Work



- **Articles of household use made from coir**

We see numerous articles made from coir in day-to-day use, for example, string, ropes, bags, cushions, mattresses, doormats, baskets, slings, etc.

Observe the picture below and identify the things in it that are made from coir. Also tell what purpose these things are being used for.



Pincushion

Tools and materials : Waste coir, small plastic box, coloured cloth and lace, glue, needle, thread, etc.

Procedure :

1. Press the coir into a tight ball. Press this ball into a piece of coloured cloth and stitch the cloth around it so that the coir ball is held tight.
2. Apply glue to the stitched edges of the cloth and fit the ball into the plastic box by pressing it hard into the box. Paste the coloured lace to the sides of the box to beautify the pincushion you have made.
3. Once the pincushion is ready, you can use it to hold your pins.



My Activity : Making a list of coir articles being used at home or in the surroundings.

- ◆ Arrange a visit to a coir works or an exhibition of coir articles nearby.

3. Area : Shelter

3.1 Clay Modelling



Skit : The Importance of Clay

(Place : Open play area. Ramesh, Santosh and Bharati are playing.)

Ramesh : I say, Santosh, we have learnt to draw letters in the soil. We could draw animals and flowers too, couldn't we?



Santosh : Good idea, come on, Ramesh, Bharati, let's all draw pictures!

Bharati : Ok, but what if the picture is all wrong?

Ramesh : No problem, it can easily be wiped out!

Bharati : Oh, yes, of course! And we can write names and spell other words in the soil too.

Santosh : But this year I'm going to make a clay statue.

Bharati : From where will you get the clay?

Santosh : From our own fields. It has great black soil. That's why we get good crops of vegetables and rice also.

Ramesh : Bharati, do you see that rock? Do you see anything growing on it?

Bharati : No, nothing.

Ramesh : Do you know the reason? Because there's no soil there.

(Enter Sachin Sir)

Sir : Hey, what are you doing in the soil?

Santosh : We're drawing pictures, Sir, just like you taught us to draw letters.

Bharati : Sir, we love to play in the soil.

Sir : You know, don't you, that we get the food we eat only because of soil. If there weren't any soil, we wouldn't have any food crops, isn't it!

Ramesh : Yes Sir, soil is a great boon for us. It is soil that gives us food grains, vegetables and even flowers.

Sir : That's right! And that's not all... Take a look at the houses around us. Their walls are made of soil. The bricks used to build them are made from clay. That is why we must take care of it. We must not allow it to flow away.

Ramesh : Truly Sir, we use soil for so many purposes! What can we do to safeguard it?

Sir : We can plant trees, we can build small bunds so that the soil does not get eroded. The smell of the soil after the first rain is very pleasant. I love that scent.

Santosh : Soil gives colour to flowers and fills them with fragrance.

Bharati : Sir, from this day on, we shall be friends of the soil because we now understand its importance.

Santosh : Sir, you have told us about the importance of soil. Now, we will give this message to all our friends.

Sir : Right away, then!

“Let us conserve soil. Like a mother, it fulfils all our needs”.



My Activity : Make models of things like kitchen utensils, animals, birds, from wet soil, that is, mud, and colour them.

- ◆ Have the children write and present a skit about the importance of soil.
- ◆ Arrange a visit to a potter or someone in the neighborhood who does clay modelling, in order to conduct an interview with him/her and to observe the articles they have made.

3.2 Bamboo and Cane Work



Tools and Materials required for bamboo and cane work

Scythe /Sickle - to break or cut bamboo and to obtain long strips from the bamboo stem.

Knife - to obtain thin strips and cut small pieces.

Scissors - to cut the ends of the strips of bamboo.

Hacksaw – to cut bamboo and the bamboo strips.

Measuring tape – to measure sizes of things.

Stick-pin – to make holes in the bamboo strips, fix and hold them down.

Bucket – to hold the water required while doing bamboo work.

Wooden hammer – to finish the edges of the articles made from bamboo.

Emery paper – to rub and smoothen/ polish the bamboo strips.

Container – to prepare the colour for colouring/ dyeing the bamboo strips.



Scythe / Sickle



Knife



Hacksaw



Wooden hammer



Stick-pin



Measuring tape



Container



My Activity : Organize a visit to an exhibition of handcrafted bamboo articles and observe how these tools are used.

- ◆ Arrange a visit to an exhibition organized by a bamboo centre.

3.3 Growing Flowering and other Ornamental Plants



Flower arrangements

Tools and materials : a variety of flowers and leaves, needle and thread, etc.

Procedure :

1. Collect a variety of flowers and leaves and spread them on a sheet of newspaper.
2. Make an attractive arrangement of your choice with them and use it for decoration.



My Activity : Make attractive flower arrangements on birthdays and other school functions.

- ◆ Get the children in groups to make flower decorations. If possible, show them video clips of attractive flower decorations and arrangements.

5. Other Area

Animal Husbandry

Domestically, people mostly keep cows and chickens. This is included in animal husbandry. Let us get to know about some varieties of cows and chickens.

Varieties of cows

(1) *Khillari cow*

Found in : Western Maharashtra

Colour : White

Body shape : Elongated

Horns : Pointed and curved forward

Milk : About 3 to 4 litres daily



(2) *Gir cow*

Found in : Saurashtra (Gujarat), Maharashtra

Colour : Red/ Brown

Body shape : Tall and big, long ears

Horns : Thick, short and curved outwards

Milk : About 7 litres daily



(3) *Gavla cow*

Found in : Vidarbha

Colour : White

Body shape : Medium sized

Horns : Short

Milk : About 3 to 5 litres daily



(4) Holstein cow

Found in : India and other countries

Colour : Black and white

Body shape : Large size

Horns : Very small

Milk : About 10 to 12 litres daily



(5) Jersey cow

Found in : India and England

Colour : Light brown

Body shape : Large

Horns : Thin and pointed

Milk : About 10 to 12 litres daily

Varieties of chickens

(1) White Leghorn

Found in : Italy

Colour : White

Produce : 200 to 250 eggs per year



(2) Brown Leghorn

Found in : Italy

Colour : A mixture of yellow, black, red and grey

Produce : 200 to 225 eggs per year



(3) Black Minorca

Found in : Spain

colour : Black

Produce : 120 eggs per year

(4) Rhode Island Red

Found : on Rhode Island in America

Colour : Red or brown

Produce : 200 to 300 eggs per year
(brown colour)



(5) Broiler chicken

Colour : White

Produce : Yields a large quantity of meat in a very short time. This is used for eating. Their meat is tender and juicy.



(6) Pure White American chicken

Found in : America

Colour : White

Produce : About 180 eggs per year



- ◆ Explain how income can be enhanced by raising animals and birds. Give information about the varieties of cows and chickens seen in the surroundings.

Information Technology

- Know your desktop computer
- (a) Icon (b) Wallpaper (c) Task-bar
- Desktop computer

We cannot give a command to a computer the moment the power is switched on. First the computer needs time to retrieve the operating system from its memory. This process is called 'booting'. The screen we see once booting is completed is called 'starting desktop'.



Now we can start doing any tasks we want using the computer. The tasks are represented by little pictures called icons. We can see these icons on the monitor. That is why it is called a desktop. Shortcuts to the programs which we use to do various tasks are already there on the screen in the form of pictures or, they can be created. The pictures in the form of shortcuts, are called 'icons'. In order to start any programme or application we must use the mouse to double click on the corresponding icon.

Wallpaper :

The picture that we see in the background once the computer has booted, is called the **wallpaper**. You can even use a photograph or a picture that you have made as the wallpaper.

Taskbar :

Icons of the windows of the tasks that the computer is doing can be seen on a strip called the taskbar. The **taskbar** appears at the bottom when the computer is booted.

Introducing the Calculator :

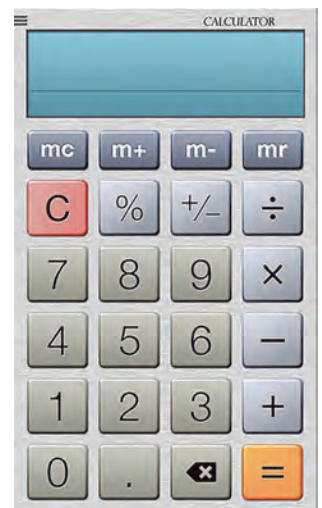
A **calculator** is used to do calculations accurately and quickly. To carry out mathematical operations while using the computer we need a calculator.

Types of Calculators

- (1) Standard Calculator (2) Scientific Calculator

Calculator :

Start – Programs—Accessories—Calculator



My Activity : Start the computer and observe the details on its desktop.

Road Safety



Stop



Slope ahead



School ahead



Railway crossing



Ascent ahead



No parking. Do not park your vehicle here.



Left turn
Turn left.



Blow horn.



Go straight ahead.



Right turn
Turn right.



Towards hospital



Parking
Park your vehicle here.



My Activity : Describe your experience of the information technology that you have used for online studies.

1. Picture

Sketching

1. Types of Lines



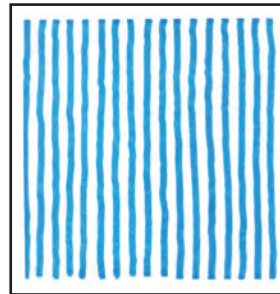
Sketching means drawing lines.

Shapes are made by connecting the lines to one another. As you see, |, —, /, \ these are different types of lines. By connecting them to each other □, ⬡, △, ▭ these shapes are made. A picture is made from such shapes.

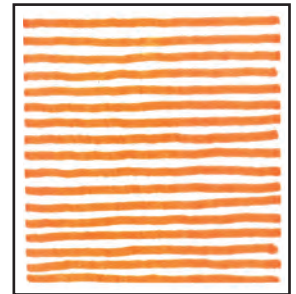
A fine shape will make a beautiful picture. Look at the different kinds of lines in the picture.

My Activity :

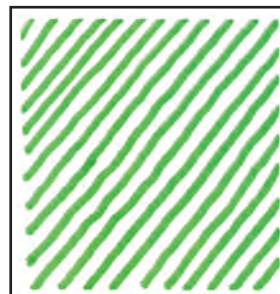
1. Draw various types of lines on a paper and stick wool on it.
2. Make a flat square of wet soil and carve different types of lines on it with a stick or used refill.
3. Draw a big shape on the paper and trace it with a black sketch pen. Draw a variety of lines on the inside with a pencil or colour sketch pen.



Vertical line



Horizontal line



Slanting line



Circular line



Zigzag line



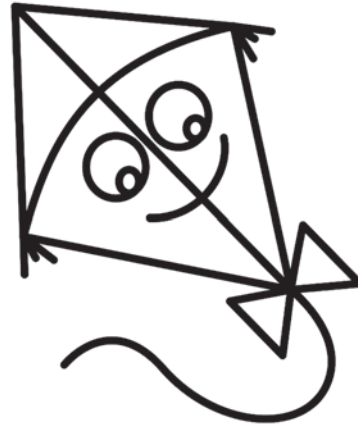
Scribbling line

- ◆ Guidance should be provided wherever required. Discuss if designs can be made by drawing the lines.

2. Fun with Lines



- Draw outer shapes of various things with the help of lines, such as, home kite, rocket, boat, flower vase, fish, cloud, leaves, fruits, etc.
- Trace these shapes with a black sketch pen. Colour the inner portions by drawing criss-cross lines using colour pens, sketch pens or pencils.



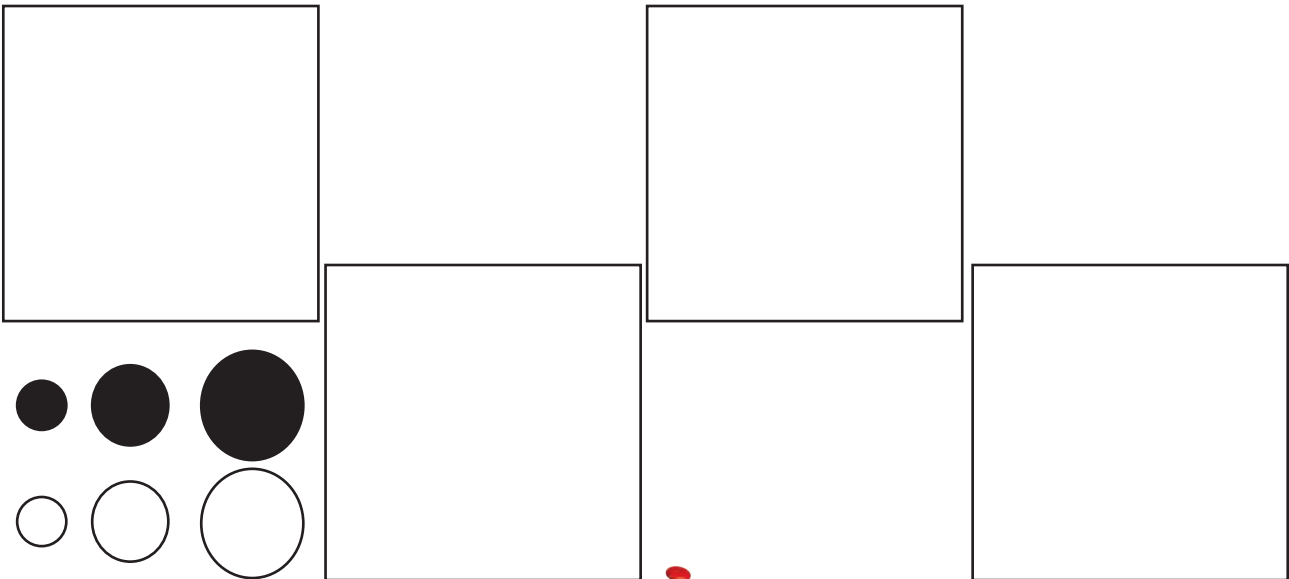
My Activity :

- Draw a big circle. In that circle draw two-three small circles and place tiny seeds, beads, *bindis* on them. Take care that the shapes of the circles do not change while you do so.

3. Fun with Dots



Draw small, big or medium, hollow or solid dots at equal distances from each other in each of the squares below.



My Activity : Practise drawing the dots with colour pencils, sketch pens or marker pens.

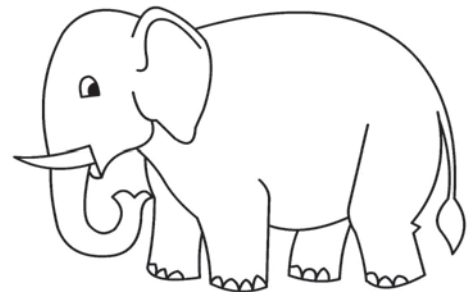
Memory Drawing

Sketching

A memory drawing is a picture drawn by recalling something previously seen/ from memory. Memory drawing is very important in the art of drawing. Let's try to remember the things, landscapes and incidents around us and draw them.

- For example.**
- My house
 - The flowers in the yard
 - The pussy cat
 - The cloud that I have seen
 - The elephant that I have seen
 - My favourite fruit
 - My favourite bird

My Pictures



My Activity :

- Try to understand Warali drawings and draw some Warali pictures.



- ◆ Take care that the children do not copy the pictures. Avoid looking for mistakes in their drawings. Try to understand ideas in the picture. The pictures drawn by the students are their original creations. Show these pictures to other students and appreciate them.

Imaginary Drawing

We see the moon almost every day. Sometimes it is a complete round, sometimes it is only a crescent. It grows gradually i.e. it waxes and wanes becomes lean. And it is not seen on the New Moon Day. Let's imagine such a moon and draw some pictures. A picture that is drawn by imagining it, is known as imaginary drawing.

For example :

- Imagining clouds as water and drawing moon as a boat
- If the moon becomes a swing...
- The moon gets legs
- The moon hides amongst the bushes
- The town where the moon lives
- The moon has a great laugh
- The crescent of the moon
- A journey to the moon
- The moon on the Full Moon Day
- The sleeping moon
- The moon's hat
- The moon's house



My Activity :

- Draw imaginary pictures of the following.

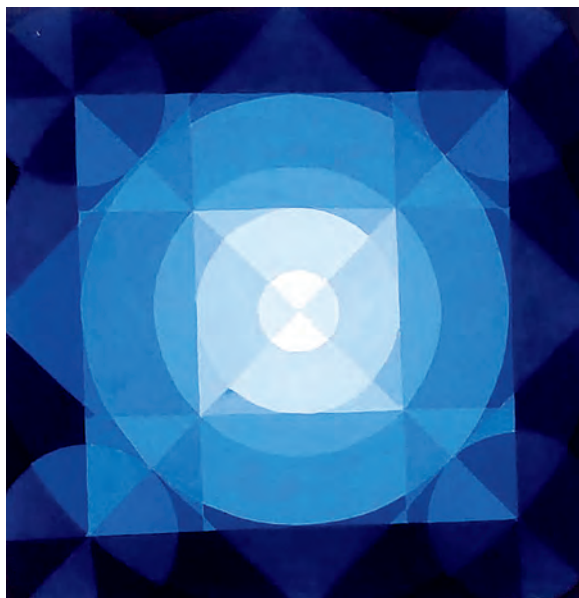
For example : The sun, a sparrow, a doll, The fairy queen, My favourite cartoon, etc.

- ◆ Have a discussion about the topic 'The moon'. Children will tell what they imagine about the moon and will draw a picture of the moon. If expressive eyes, a round nose, smiling mouth are added to the picture, it would instantly become an imaginary picture. A useful project, assignment or activity should be given to enable the children to draw an imaginary picture from their experience.

Abstract Drawing

To make patterns with the help of geometrical shapes

Making patterns : Patterns are ornamental / decorative drawings made by drawing curved lines attractively. A pattern can be made in many ways. A pattern is also called 'Abstract Drawings'. Abstract drawings can be made in many ways. One of them is by using geometrical shapes. In this type, an arrangement can be made of geometrical shapes like triangles, squares, circles, etc.



My Activity :

- Draw a square and in that square draw two, three or many lines and colour a specific part with a black sketch pen or any other coloured pen.



- ◆ Discuss which articles are seen to have patterns on them and make a list of those articles.

Printing (Block Printing)

(1) Imprint of the palm

You wash your hands, don't you? That is why they are clean. Look closely at your palms. What do you see? There are many lines on your palm. Some short, some long, some faint, some dark, some straight..... Can this be used for drawing a picture? Let's see.

Material : A paper, various water colours, sketch pens and water, etc.

Apply various colours to your palm. Do not apply too thick or too thin layer of any colour. Take the colours in proper proportions and apply evenly on the palm. Take imprints of the palm on paper. Nice! How beautiful these imprints are! Let's practice a little.

Join the imprints of two palms. A pretty butterfly can be seen. Let's draw eyes and other parts with a sketch pen. Isn't it fun? Let us see which other patterns can be made.



My Activity : Make different artistic patterns using the imprints of your palms.

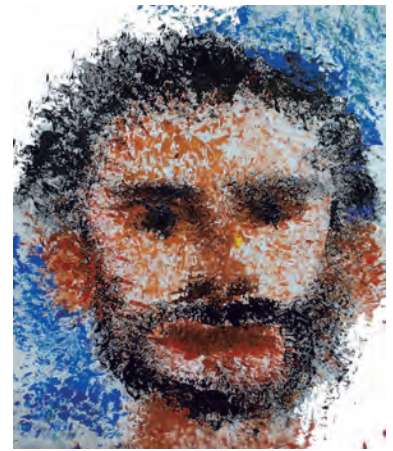
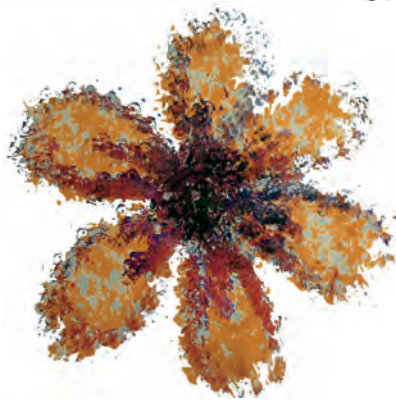
- ◆ Stick a large paper on the wall outside the class. Tell them to observe and choose any prints and draw pictures / patterns on them from their own imagination.

(2) Imprint- work with crushed paper

Everyone likes paper. Some like to fold papers, some like to tear and some like to crush them. Come on, let's have some fun with papers. We throw away crushed paper. But we could make picture using that. We require water colours, poster colours, papers and a drawing notebook.

What to do ?

- (1) Take a paper and crush it with your hands.
- (2) Observe the crushed paper.
- (3) Dip the crushed paper in the colour.
- (4) Take its print in the notebook.
- (5) Make a picture with the help of the imprints.
- (6) Observe the imprints.



My Activity : Make various pictures from the imprints of the crushed papers.

- ◆ Divide children into groups and encourage them to make pictures from the imprints of the crushed papers.
- ◆ Give them the project of collecting different types of papers and tell them to observe the differences in the imprints of the various papers. Discuss the differences.

Paper Collage

• Symmetrical Collage

We learnt to make a collage in Std III. Let's learn a different type of pasting. We require the following materials for that :

Material : Papers of different colours, scissors, glue, etc.

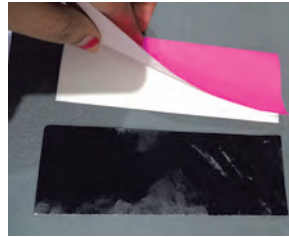
- Cut papers of three or four colours into different shapes such as a triangle, a square and a circle.
- Draw a square on a white drawing paper.
- Paste the shapes in the square as you like. A pretty collage is ready. In the same way we will make more collages. A beautiful collage can be made like this by using coloured scraps of paper or cloth, coloured beads and seeds instead of colouring with pencils, chalks or water colours.



Papers of different colours



Rectangular paper



A half-folded paper



Keep another paper of half the size inside.



Shapes cut with scissors



A collage completed after sticking the paper pieces of similar size symmetrically.



My Activity :

- Make a collage using scraps of left over coloured cloth instead of coloured papers.



◆ Give the guidance required for making a collage using scraps of paper, cloth, etc. and other things.

Painting

(1) Different mediums of colours

Saksham : My picture is ready. But which colours should I use?

Anu : Which colours do you have?

Saksham : I have coloured oil crayons.

Anu : Wonderful! You can paint very well with oil colours. I have colour pencils. Should I use them?

Tai : We use the colours we have. But there are many different kinds of colours. They are called the mediums of colour.

Saksham : What are they? Tai, tell us also.

Tai : Yes. Wax crayons or pastels, oil pastels means the oil colour sticks, plastic crayons, colour pencils, sketch pen, marker, water colours and poster colours. Like these there are many types of colours.

Anu : Are there so many types of colours ? Wow! We will also use different colours.

Tai : The method of using every type of colour is different.

Anu : We will try using as we will get them.

Saksham : Yes. It will be a great fun to use all these colours.








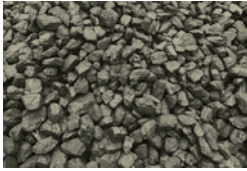










My Activity : Try painting a picture by using the mediums of colour you have.

- ◆ Introduce the variety of the mediums of colours to the students and give information about them.

(2) Natural colours

There are flowers, leaves and fruits are around us. Colours are made from these natural sources. They are natural sources of colour. They are called 'natural colours.' These natural colours are made by mixing water with the flowers, leaves and fruits of different colours or by pounding or squeezing juices from them.

| | Colour | Natural elements | |
|---|------------------------|--|---|
|  | Yellow | Marigold, turmeric, yellow flowers |  |
|  | Red | Kumkum, Palash flowers, Rose and Mulberry fruits |  |
|  | Deep pink | Pomegranate juice, beetroot |  |
|  | Purple | Jamun (Indian Blackberry) |  |
|  | Orange | Flowers of orange colour |  |
|  | Chocolate | Bricks, pieces of bricks | |
|  | Grey | Ash | |
|  | Black | Charcoal, burnt wood | |
|  | White | Lime, Pencil powder, Rice powder | |
|  | Green/ Parrot green | Leaves of various trees | |
|  | Blue | Indigo, blue colour flowers | |

My Activity :

- Make natural colours. Paint a picture with those colours.
- Make natural colours for Holi and use them.



- ◆ Encourage the students to make natural colours as explained above and also by other methods. Natural colours should be made with whatever material is available.

2. Sculpture

Paper Work

The art of shaping, carving out or joining hard or soft material into a three dimensional structure is known as 'sculpture'. A sculpture can also be made from paper.

Let's learn how to make the paper masks in paper work.

Take one rectangular piece of paper and fold it in the middle as shown in the picture.

- (1) Draw a picture of the face on the folded part as it is shown in the diagram. Cut along the outline of the mask and the outline of the eyes.
- (2) Decorate it as you like with the help of the coloured sketch pens and the pieces of colour paper.
- (3) Tie a thread to the sides of the mask from behind the mask.



My Activity :

- Make different masks and use them in a skit/play.
- Make a mask for Holi with your own hands.

- ◆ Let children make masks according to their own preferences.

Clay Work

We have learnt to sieve the soil, to soak it and to knead it. Now you can knead the soil very well. There are many varieties of the soil that can be used for the clay work. For example,

- (1) Plasticine clay (2) Shadu clay (3) Common clay (4) Poyta soil (5) Black soil in the farms.

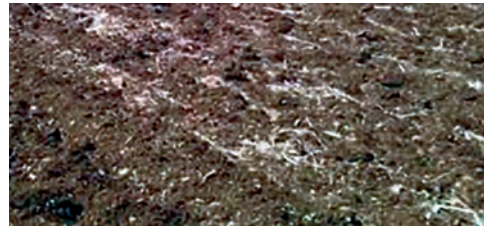
(1) **Plasticine clay** : This artificial clay can be used many times. It is available in various colours.



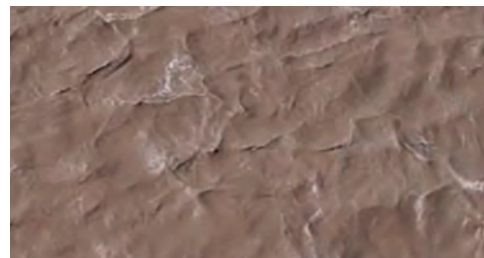
(2) **Shadu clay** : This soil is sticky, but easily dissolves in water. This soil can be used again and again. It is eco – friendly. It is grey in colour.



(3) **Common clay** : This clay is available on the banks of brooks or channels or even in the yards. Various articles can be made from this clay. But it can crack. Cow dung, cotton and sawdust can be mixed with this soil before making a sculpture, to prevent cracks to some extent.



(4) **Loam soil** : This soil is used for gardening. It is of reddish colour and sticky. It becomes soft to touch, if sieved through a cloth. It is easily available.



(5) **Black soil in the farms** : The soil in the farm is black and sticky.



- ◆ Show the types of soil available in the surroundings and tell children to collect samples.

Use of other Mediums

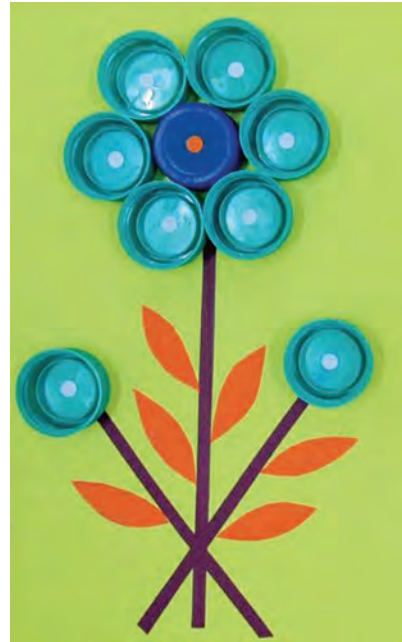
There are many things around us which we use and those which, after some days, go out of use. But some part of such things may be durable or their the shape is beautiful, and so, such things are not thrown away. Let's make an artistic piece by using such things.

An artistic piece by using empty lids/corks

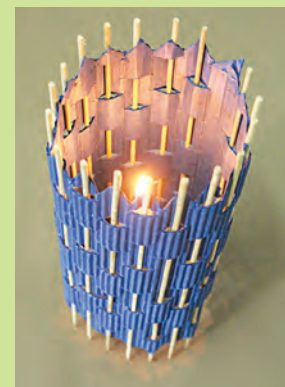
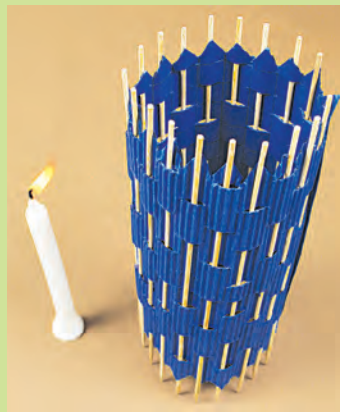
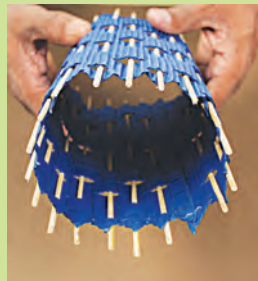
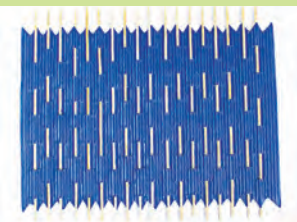
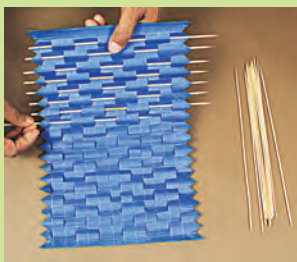
Material : Lids/corks of various sizes, cardboard, a strip of green colour paper, glue, etc.

Procedure : Arrange the corks/lids on the cardboard in the shape of a flower, as you like. Cut a stem and a leaf from a green colour paper strip and paste properly.

See if you can think of some other innovative ideas.



My Activity : • Try this.



- ◆ Let the children use their own imagination to make the ornamental article. Provide guidance wherever necessary.

3. Singing

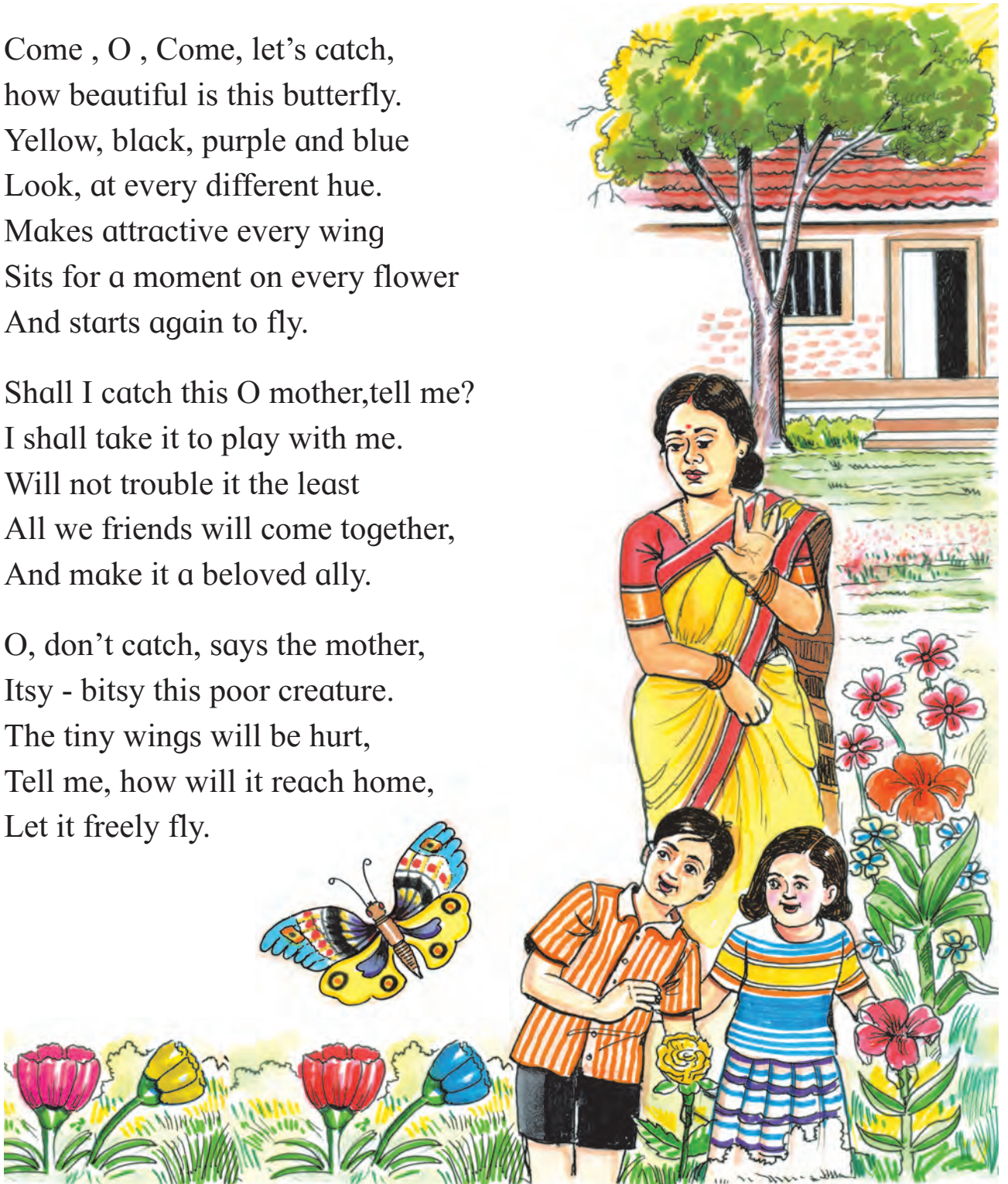
Children's Song

How beautiful is this butterfly!

Come , O , Come, let's catch,
how beautiful is this butterfly.
Yellow, black, purple and blue
Look, at every different hue.
Makes attractive every wing
Sits for a moment on every flower
And starts again to fly.

Shall I catch this O mother,tell me?
I shall take it to play with me.
Will not trouble it the least
All we friends will come together,
And make it a beloved ally.

O, don't catch, says the mother,
Itsy - bitsy this poor creature.
The tiny wings will be hurt,
Tell me, how will it reach home,
Let it freely fly.



Chorus Song / Nature Song

Kites

A violet kite, like the flower
One indigo, full of power
A blue kite, like the sky
Another green, I wonder why
A yellow kite like the sun
Just like an orange, an orange one
Like the rose, one red kite
See what happens when they unite
On their strings - flying high
They make a rainbow in the sky

(Translated from the Marathi poem by Shri. Vasant Bapat which appeared in Kishor magazine in 1972.)

Sweet Treat

Oh what fun, what a feast.
Of laddoos sweet and jalebis.
But the naughty pair, if you please,
Had a secret up their sleeve.
Said Jalebi, 'I'm a wheel'
Laddoo said 'I'm a ball.'
Who can ever stop us then
Let's roll away fast and far !
Oh see how they roll
Catch them if you can !
But syrup's dripping
And people are sipping
The place is nothing if it's not a JAM !

(Translated from the Marathi poem by Smt. Kamala Pawar which appeared in Kishor magazine in July 1973.)

Folk Song

Folk Song

When feelings of joy, sorrow, despair in the minds of the people are told through a song, that song is known as a 'Folk Song'. Folk songs are of many different types. Read this folk song which is sung to ask for rain for the crops in fields.

धोंडी बाई धोंडी | धोंडी गेली हाटा

पाऊस आला मोठा

धोंडीच्या भाकरी भिजल्या

आमच्या कण्या शिजल्या

भिजू द्या ग भिजू द्या, चारा पाणी पिकू द्या

खंडीभर दाणा पिकू द्या |

(मराठी संस्कृती मराठी अस्मिता)

My Activity :

- Search and learn a folk song.

SWARALANKAAR

The group of seven *swara's* **sa, re, ga, ma, pa, dha, ni, sa'** is known as '*Saptak.*' In a *Saptak*, there are twelve *swara's* consisting of seven *Shuddh swara's*, four *komal* or flat *swara's* and one *tivra* (sharp) *swar.*

(1) **Ascending :** sa ga, re ma, ga pa, ma dha, pa ni, dha sa'

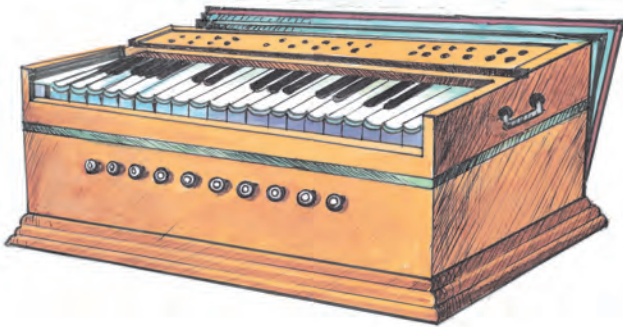
Descending : sa' dha, ni pa, dha ma, pa ga, ma re, ga sa

(2) **Ascending :** sa ga re sa, re ma ga re, ga pa ma ga, ma dh pa ma, pa ni dha pa, dha sa' ni dha, ni re' sa' ni, sa' ga' re' sa'

Descending : sa' ga' re' sa', ni re' sa' ni, dha sa' ni dha, pa ni dha pa, ma dha pa ma, ga pa ma ga, re ma ga re, sa ga re sa

(3) **Ascending :** sa re ga sa re ga ma, re ga ma re ga ma pa, ga ma pa ga ma pa dha, ma pa dha ma pa dha ni, pa dha ni pa dha ni sa'

Descending : sa' ni dha sa' ni dha pa, ni dh pa ni dha pa ma, dha pa ma dha pa ma ga, pa ma ga pa ma ga re, ma ga re, ma ga re, sa



My Activity : Write *Swaralankaar.*

- ◆ Conduct a practice of *swaralankaar* regularly. Provide guidance wherever necessary. Explain Ascending and Descending order of *swara's*.

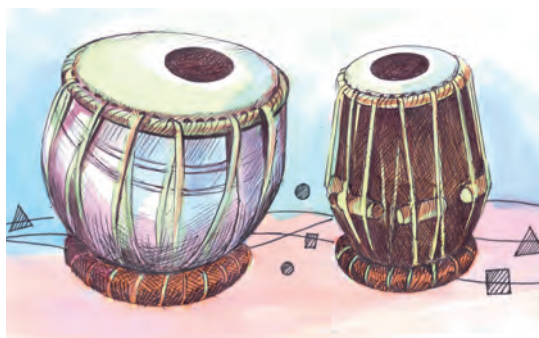
4. Instrumental Music

Songs are of many types, such as *abhang*, devotional songs, *powadas*, *aaratis*, *bhajans*, and bhavageetas (songs that express feelings and emotions.) All types of songs are sung in the particular tune to which they are set. Thus songs include *swara's*, poetry and words whereas playing an instrument involves *swara's*. The sounds that come from the instruments are 'swara's'.

The *swara's* sa, re, ga, ma, pa, dha, ni, sa' are played on the *swara* instruments whereas dhaa, dhin, dheen, dhaa or taa, tina, trak, tun sounds are played on the *tabla*. Instruments such as harmonium, *tabla*, *mrudanga*, *taal*, *ghungroo*, *tipri*, *zhanj*, etc. may be played as accompaniment for the singing. Instruments like *taanpura*, *ektaari*, *veena* etc. are also sometimes included.

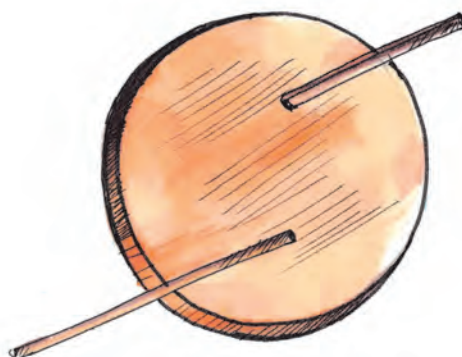
Tabla :

Tabla includes both *tabla* and *dagga*. *Tabla* is made from the wooden trunk and *dagga* is made from metal. *Tabla* is smaller than *dagga* in size. *Tabla* is played by one hand while the other is used for *dagga*.



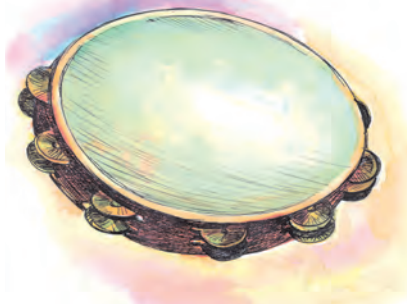
Duph :

This instrument is mainly used in folk music. A sheet of leather is stretched and fitted over a circular wooden or metal band to make a *duph*. A *duph* is held in one hand and played by the other.



Tambourine :

This is a rhythm instrument that looks like a *duph*. The round metal or wooden band is fitted with metal discs fixed at a particular distances from each other. These discs make a sound as they hit against each other. *Tambourine* is used for the rhythm while singing and to make the singing interesting. A *tambourine* is held in one hand and played with the other.

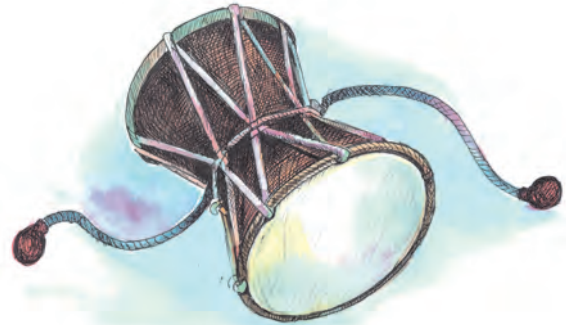


Mrudang :

Both sides of *mrudang* are covered with leather. *Mrudang* is predominantly used for *bhajan* and *kirtan*.

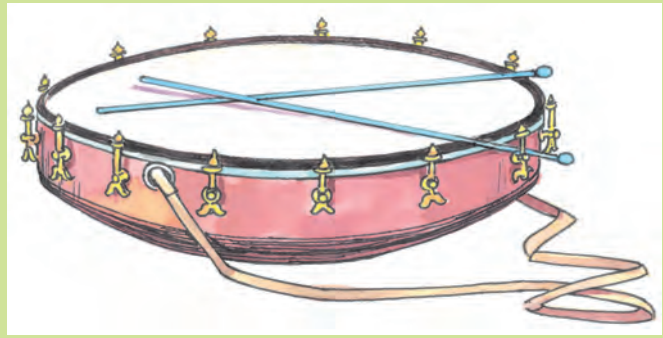
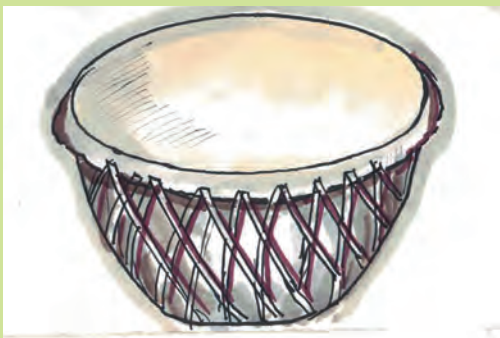
This instrument is played using both hands. Sometimes it is used instead of a *tabla*.

All instruments mentioned above are *Avanaddha* or percussion instruments. Apart from these *dhol*, *dafali*, *nagara*, *taasha*, *damroo*, *dholaki* are also *avanaddha* or percussion instruments. In all these instruments a taut leather membrane is played by striking with the fingers. The musician plays a *taal* which makes the song more interesting.



My Activity :

- Collect pictures of *taal* instruments that appear in the print media and paste them in a scrapbook. (For example, in magazines, newspapers, advertisements, etc.)
- Identify the instruments in the pictures.



- ◆ Introduce the children to locally used musical instruments. If possible take the children to attend a musical concert.

5. Dance

Hand Gestures (*Hastmudra*)

While dancing, fingers of the hands are used to form different shapes indicating the emotions of the heart. These are known as 'Hand Gestures.' They add beauty to the dance. Hand Gestures are classified into three kinds.



(1) **Asamyukta Hand Gestures** : A *mudra* performed using only one hand.

Flags : In the Flag *mudra* all fingers of the hand are held straight and the thumb bent slightly inwards.

For example, flag *mudra* is used when starting a dance, or to show the actions of applying sandal wood paste (*chandan*), touching, vowing, beckoning etc.

(2) **Samyukta Hand Gestures** : A single *mudra* which is performed using both hands is known as *samyukta mudra*.



Offering : Joining *pataka mudra* of both palms facing each other is an *Offering mudra*.

For example, if this *mudra* is performed taking both hands above the head, it indicates a *namaskara* to the god/goddess. If this *mudra* is performed keeping the hands in front of the face, it indicates a *namaskara* to the *Guru* and if it is performed keeping the hands at the chest, it indicates paying respect to the people.

(3) **Mishra Hand Gestures** : The *mudras* performed by both hands.

Shikhar: This is used for indicating a summit or peak or cupola of a temple carrying a weapon, questioning.

Flag : Flag *mudra* is used for applying sandal wood paste (*chandan*), touching, vowing, beckoning etc.

Offering : This is used to show respect.

- ◆ Explain what is Hand Gesture and give information about the types of dances in which they are used.



My Activity :

- Collect pictures of the various dances and paste them in a scrapbook. (For example, magazines, newspapers, advertisements, etc.)





Look at my friend's dance. Can you identify the type of dance ?



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My photograph

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Action Song



Grandpa: It's raining, it's raining,
Let's close all windows and
doors,
Water, water everywhere
Come on all move indoors.

Children: It's raining, it's raining,
Let's open all windows and
doors.
Come on all move outdoors.
Let's get wet and dance and
sing,
Because it's raining,
Oh, it's raining.

Grandpa: It's raining, it's raining,
Put on your cap and wear
your sweater.
Add ginger to the tea,
To protect you from cold
weather.
It's raining, it's raining.

Children: It's raining, it's raining,
The wind outside is cold,
"Come, see the hailstorm" It
says,
"Come together to collect
hailstones, all young and
old."
It's raining, it's raining.



6. Drama

Soliloquy

Soliloquy

A solo speech in a play in which an actor express his/her own thoughts to the audience rather than to the other characters is called a soliloquy.

A soliloquy of a tree

“I am a tree. A boy like you had planted me in the school yard. He looked after me well and helped me grow. He had protected me by fixing a tree guard around me. (Smiles.)

I am grown up today. I give shade to all of you. I give fruits. Besides, you take shelter under me when it rains. Once someone chopped me with an axe. (Cries.) I was in great pain.

How much trouble you have given us, but we never take revenge. Instead, we give flowers, fruits, wood, gum, honey, wax, lac and even shade, air and medicines.

Therefore, keep me alive. Save me. If I live, the environment will sustain. Otherwise it will all be over forever.



- ◆ Topics such as a stone speaking its mind, I am a tree speaking, a soliloquy of a loaf of bread, a soliloquy of a leader, sorrow of a banana tree, a flower in the forest, a magician, a demon, a fairy should be given as a practice of preparing soliloquy.

Monodrama

Monodrama

When one character on the stage has a conversation with other characters who are not to be seen the performance is called a monodrama.

‘Grandma’

(A character standing on the stage.) (Looking at the audience) Oh, you have all come! I am Grandma, I was waiting for you. Because I want to tell you many things. (Looks towards the wings) Why? Why shouldn't I tell ? You keep quiet. (To the audience) Just look at this! (Towards the wings) Oh, be quiet please. You say I should not speak ? To the audience : I studied a lot in my childhood. So I could learn many new things. (Looking towards the other wings) I gained a lot of knowledge, I came to know a lot about the environment which you may not have heard of.

(Looking towards a corner lost in thought.) You see whatever we study, it enriches us. We come to know facts about our modern age, about our ancient and present culture, health and science.

It teaches us what we should do, how we should behave. We develop our powers of concentration, and thinking and reflection. We develop our mental capacity for a good purpose.

(To the audience) So, you will study now, won't you ?



My Activity :

- Write down the monodrama that you would like to present.

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- ◆ Prepare and give the passages for monodramas. Guide the children about the intonation, that is, rising and falling tone of the voice and about gestures.

Make-up and Costumes

Make – up and Costumes

Actors are chosen to perform a play. The age of the character, costume, scars or marks on the face, appearance of teeth, hair are all of great importance in making the performance impressive. That is why the make-up and costumes of the characters are suitably planned.

For example, if the characters are an old grandma and grandpa then wrinkles on the face, grey hair or the bald head of grandpa and suitable clothes have to be thought of.



My Activity :

- Study and discuss a few varieties of make-up and costumes.

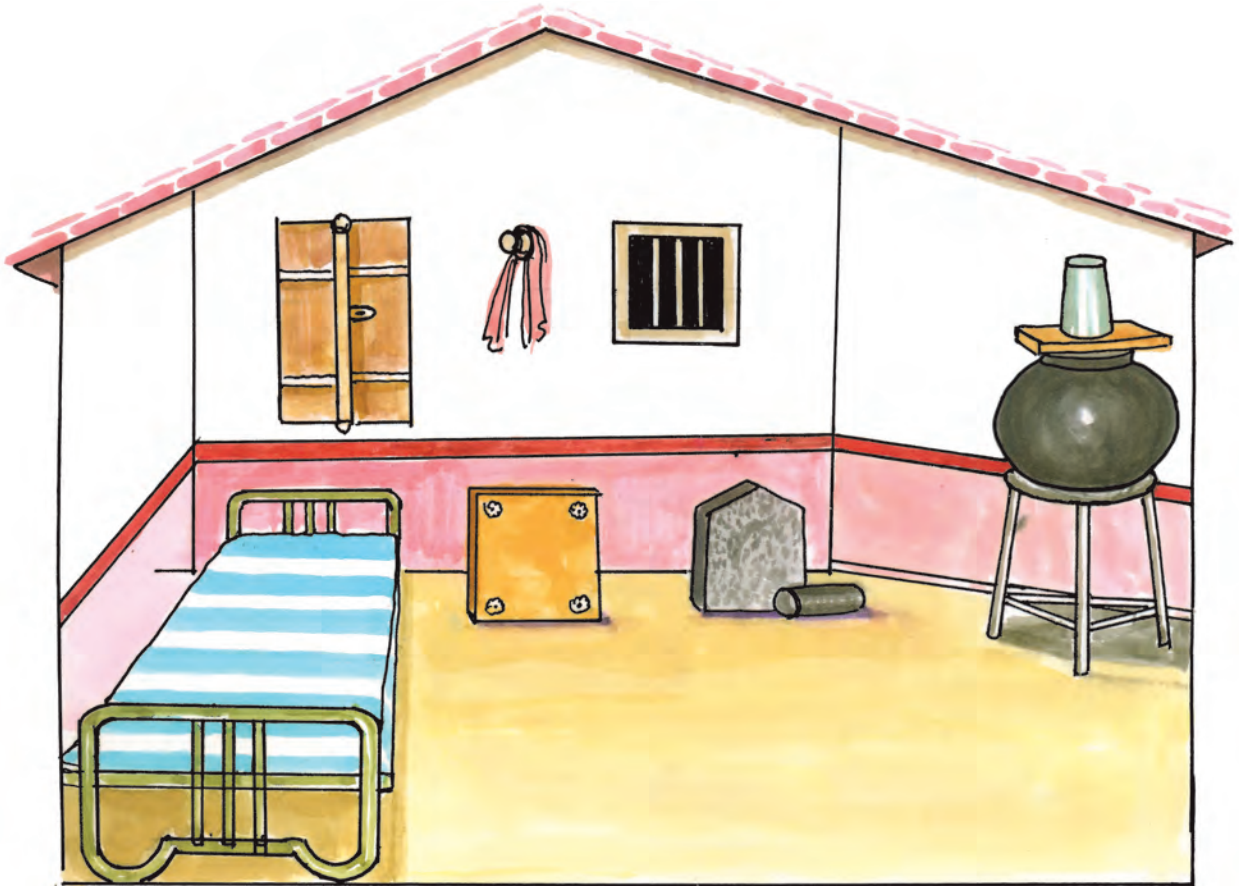


- ◆ Various costumes and make-up should be rehearsed. For example, those of a British officer, a soldier, a clown, a fisherman, a woodcutter, a peon etc.

Stage Set

Stage set (Creation of a scene)

A stage set has to be planned to show the locations / settings in the drama such as a garden, a house, a forest, a house in a village, a stable etc., and the properties are arranged accordingly on the stage. For the big plays huge sets are put up. For example, a set of a bungalow in a village.



My Activity :

- Write down the properties that can be seen in the set. Think of what can be added to this set and list those things below.

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- ◆ Perform a drama using the sets of a school, a house, a garden, a hotel, a bungalow, a forest etc. Try to put up the set which can be prepared with material that is free or cheaply available on the school premises or in the neighbourhood and is environment-friendly.

Mime

'Miming' is an act done by means of gestures, signals, signs, facial expressions but without speech.



My Activity :

- Perform the actions of the acts of drinking hot tea, walking through water, threading a needle, pricking of a thorn, getting an injection from a doctor, etc. in mime without any conversation.

◆ Get the children to give some performances in mime. Show a video clip, if possible.



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