CHAPTER: FROM THE WINDOW

Grade: **4**
Board: **CBSE**
Book: **NCERT**

1.

Chapter Summary and Placement

Read through the following to understand the gist of the lesson.

This chapter introduces train as a means of transportation connecting many places together. The experiences of travelling is discussed in detail. The student will connect to their experiences if they have traveled in a train before or will explore more about the train journey from their elders..

2.

LEARNING OUTCOMES

<On completion of the chapter, students will be able to:>

1. Discover the various types of bridges and tunnels en route to Kerala.
2. Understanding the route and different locations from Goa to Kerala
3. List the languages spoken in various southern states.

3. PREVIOUS KNOWLEDGE REQUIREMENT

<The below points should be refreshed before introducing the chapter:>

1) Recognise a tunnel and bridge

4. TEACHING PLAN

Follow this section for getting ideas on teaching the content covered in the chapter. The subtopic given in the first column with the matching learning outcome can be explained using instructions and resources listed subsequently

Subtopic and Learning Objective #1

LO: List the languages spoken in various southern states.

Teacher Activity

1. The teacher can introduce the chapter by performing Activity 1. Carry a political map of India to the class.
2. Explain a few features about Goa. It is known for many beaches.Goa is state in the Western India. It is a famous tourist place in India with neat and clean beaches.
3. Refer Resource 1.
4. The teacher may explain the states to which the places belong to and the languages spoken in that place. Like:
    - Ahmedabad: Gujarat: Gujarati
    - Goa: Goa: Konkani and Marati
    - Udupi: Karnataka: Tulu, Kannada, Konkini
    - Kottayam: Kerala: Malayalam
    - Kozhikode: Kerala: malayalam
5. Perform Activity 2.

Check for understanding:

a) The train reached which station in the morning?
b) Explain the natural beauty that Omana saw through her window.
c) Which language is used in Valsad?

Resources Suggested

Textbook, chalkboard, Resource 1

Activity 1

Name of the activity – Locating Goa and explain how far Goa is from Kerala and Gujarat
Type of activity – Individual
Learning Objective: Understand the time taken to cover places.
Use it for – Enhancing recording skills.
Materials –Paper, pencil, India map

Teacher instructions:

1. The teacher may display the Political map of India and ask them to locate Gujarat, Kerala and Goa.
2. Ask them to connect
3. Refer to Resource 1.
4. The teacher can conclude the activity by explaining the journey of Omana from Goa to Kerala.

Activity 2

Name of the activity – Understanding different language
Type of activity – Group
Learning Objective: Understand the different names they call their family members and relatives
Use it for – Enhancing recording skills.
Materials –Paper, pencil
Teacher instructions:

1. The teacher may the students to write the names of their relatives or what do they address them as mentioned in the below list:
    - Mother
    - Father
    - Grandmother
    - Grand father
    - Mother's sister
    - Father Brother
2. Ask them to form a group and discuss the names and make a note of the names that are different from what they have written.
3. The teacher can conclude the activity by explaining that people talk different languages at different places.

Resource 1:

Goa









Goa to mangalore



Udupi: Known for the temple and beach





Subtopic and Learning Objective #2

LO: Discovering the various types of bridges and tunnels en route to Kerala

Teacher Activity

1. Display the images in Resource 2 and explain what they are:
    - Tunnel: An artificial underground passage, especially one built through a hill or under a building, road, or river.
    - Bridge: A structure carrying a road, path, railway, etc. across a river, road, or other obstacle.
    - Level Cross: A place where a railway and a road, or two railway lines, cross at the same level.
2. The teacher can explain what happens when a train moves through the bridge and the noises come from the rail as there is no stones under the rail.
3. Explain that level crosses have traffic as the vehicles are stopped and are waiting for the train to pass the area.

Check for understanding:

a) Why are level crosses noisy and polluted?
b) Explain what Omana swa from her window when the train entered Kerala.

Resources Suggested

NCERT textbook, Resource 2

Resource 2:



Tunnel



Bridge



Level Cross

5. WORKSHEETS

Print or copy the worksheet questions on the blackboard and ask the students to attempt them. They can be given as homework or a class test as well.

Worksheet 1

Use it like: Class test, Home assignment, Revision

Fill in the blanks:

1. **Madgaon is the place in _____.**
2. **The route from Kerala to Goa has _____ bridges and 92 tunnels**
3. **When a train passes through a _____ everything becomes dark**
4. **Udupi is in ____.**
5. **People will wait on both the sides of _____ while the train the train passes through the track.**

Worksheet 2

Use it like: A class test, home assignment, revision

1. How was the route from Goa to kerala different from that of Ahmedabad to Goa?
2. Explain the scene of a level crossing.
3. Why was there a different sound when the train moved over a bridge?
4. What happens when the train entered the tunnel?
5. Which language does Omana speaks at home?.

6. SOLUTIONS

This section gives you sample answers for activities and questions listed above.

Worksheet 1

1. Goa.
2. 2000
3. tunnel
4. Karnataka
5. Level cross

Worksheet 2

1. It is green everywhere – fields with red soil and green crops, hills covered with trees
2. People were waiting on both the sides of the crossing for the train to pass. There were buses full of people, cars, trucks, auto rickshaws, cycles, motorcycles, scooters and even tongas and bullock carts with people and goods in them. Some people did not switch off the engines of their vehicle even while waiting at the level crossing. There was a lot of smoke and noise. Some people were going under the bars of the level crossing.
3. The wheels rattled as there was no ground. Only the tracks were there below.
4. It will become dark inside the rain and a bit colder. We need the help of lights to see anything.
5. Malayalam

7. EXTRA RESOURCES

Carry out the following suggested activities/ tasks if you have the time and resources to do them

1. **Extension activity 1:**

   Carry out the following suggested activities/ tasks if you have the time and resources to do them

   Purpose: Recall the experience of the travel you have done recently

   The teacher may ask the student to write a travel experience like what Omana has done in the chapter, about the recent travel the students have done.They should include even small details like viewing a waterfall on the way, or a hilly area etc.
   Else they may recreate their walk or route from home to school and note finer details of what kind of houses or roads or building come on the way.