

Class 3	Learning indicators
Observation and reporting	
	<p>Observes and explores environmental objects/plants/animals/local transport in immediate surroundings</p> <p>eg. Identifies names of local plants, names of some part of plants, some local uses.</p>
	<p>Shares and reports her observations on collected information/objects/visited place through various ways</p> <p>E.g. Shares brief details of plants seen nearby park, garden/field, market in their own language orally</p>
	<p>Draws simple designs/drawings/patterns that have been seen on different objects home/school with the support of elders</p> <p>e.g. draw pattern of leaves, color them, draws how a tree looks</p>
	<p>Appreciates and reflects on her observations, work done by self and others</p> <p>e.g. shares what she feels on the drawings of other students- compare it</p>
Discussion	
	<p>Involves in group discussion related to the problems seen in immediate surroundings.</p> <p>E.g. Discussion on leaves- she shares her observations, Adds when discussing different uses of plants</p>
	<p>Listens to others experiences/ideas in group discussion on the problems/themes related to immediate surroundings</p> <p>e.g. Pays attention to the discussion on leaves, uses of plants etc</p>
	<p>Shares experiences verbally and accepts feedback given by peers group on her work</p> <p>e.g. Shares about what she knows on uses of plants, plants seen around them, how plants looks etc. Accepts what other shares also about these themes.</p>
	<p>Reflects on other work/views in a group</p>
Expression	
	<p>Uses appropriate language/gestures to show care, respect and accept the people as they are</p>
	<p>Creates designs by using variety of materials by using fallen leaves, flowers, clay, pebbles etc</p> <p>e.g. Creates tree album differently</p>
Explanation	
	<p>Makes her own guesses and gives her own reasoning on any event/situation in day-to-day life</p> <p>e.g. While discussing the uses of a plant- why is banana leaf used as plate for eating and not any other leaf, why does rose plants have thorns- she has her guesses based on a reason</p>

	<p>Explains the relationship of self with other members of the family and depicts through drawings and written language</p> <p>e.g. Able to find similarities in the leaves of plants- guess if they are all from a similar group e.g. coconut and palm</p> <p>Find out relationship between a tree and her- depicts it through drawing- mango tree gives mango for her, she waters the tree etc</p>
Classification	
	<p>Identifies objects, plants, animals, food items based on their observable features in the surroundings</p> <p>e.g. Plants with long leaves, round leaves- name them etc</p>
	<p>Engages actively in sorting the objects by one/two observable features at a time</p> <p>e.g. sorting pictures of leaves or real leaves on size, colour, shape, texture classify leaves on the basis of their smell, colour, shapes, texture)</p>
	<p>Groups objects/animals/plants according to similarities in relation to their appearance/habitat/food/movement.</p> <p>E.g. looking for similarities and differences in different leaves and grouping it together</p>
	<p>Classifies objects/animals/plants according to differences in relation to their appearance/habitat/food/movement.</p> <p>E.g. Sorting different plants based on their real life size- big trees, small plants etc</p>
Questioning	
	<p>Expresses curiosity on any phenomenon/event/celebration at home/in the immediate surroundings</p> <p>e.g. When discussing that neem trees has fruits, or badam trees shed leaves, or all flowers do not have smell- the child being curious</p>
	<p>a) Asks questions that demonstrate a range of thinking skills (what, why, where)</p> <p>e.g. Why do we eat leaves of spinach lot while not leaves of a coconut tree</p>
	<p>b) generates/frames questions on her own on familiar objects/animals/plants and events in the immediate surroundings</p> <p>e.g. from where do plants get water? how grass and small plants grow on their own, without being planted by anyone</p>
Analyzing	
	<p>Defines situation or events in her simple language</p>
	<p>Makes simple inferences (reasoning)</p> <p>e.g. between the shapes and size of leaf and its uses.</p>
Hands on activities	

	<p>Creates simple objects (clay/locally available materials) and engage in hands on activities through pictorial instructions or with support of elders</p> <p>e.g. creating pictures of different animals with dried leaves, creating a tree album after collecting leaves, flower, bark etc</p>
Concerns for justice and equality	
	<p>Develop sensitivity towards plants, animals, environment needs of differently abled children, learns to express feelings in different ways</p> <p>e.g. plants are also living beings, they also need care</p>
	<p>Express concern for equality and for justice for disadvantaged group of society, and give her own opinion</p>
	<p>Avoids wastage of materials and suggests ways for reuse of materials in day to day life</p>
	<p>Shows no biases in behaviour</p> <p>E.g sitting, eating, working, sharing with all irrespective of traditional and cultural biases</p>
Cooperation	
	<p>Engages in group work and share things with peers</p>
	<p>Accepts responsibility for age appropriate tasks</p> <p>e.g. turning off the lights when not in use; not wasting paper, throwing litter in the bin; organizing belongings</p>
	<p>Expresses empathy for other</p> <p>e.g. extend help/support to friends when required</p>
	<p>Follows rules made for games or other collective tasks undertaken in the school/home</p> <p>e.g. being focussed when on a field visit- follow rules of observation</p>
	<p>Works with others to solve problems</p> <p>e.g. Working together to complete the plant puzzle</p>
	<p>Shows some responsibility for her own health and health and well being of others</p> <p>e.g. practices good personal hygiene and cleanliness; discusses healthy habits, and practice self-control by abstaining from actions that harm one's self as well as others</p>
	<p>Creating and utilizing school environment for group learning</p> <p>e.g. Uses trees in the school compound for observation and tree investigation</p>