

Lesson Plan

Session 2025-2026

Class-2 EVS

April 2025

Number of teaching days 20

Topic: Lesson 1 MY FAMILY AND I

Lesson 2 INSIDE OUR BODY

Number of days required to complete the topic _____

Lesson 1 MY FAMILY AND I

Learning outcomes Knowledge

Objectives

Students will be able to learn about their full name address contact number and date of birth

Understanding Objectives

Student will be able to differentiate between their name and others name they will also understand what is written on their ID cards

Objective

Student will understand the importance of knowing their contact number and addresses

Skill objectives

Student will be able to understand the situation in which they can use their contact number and address. They can also calculate their age with the help of contact number.

Previous knowledge testing

Student will be asked the following questions

What is your name?

How many parts are there in your name? Where do you live?

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their own ID card.

Art integration

Draw an ID card Android your name, class section address and contact

number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents' contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

E-books, internet, PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

LESSON 2 : Inside Our Body

1. OBJECTIVES :

1. Our external and internal organs.
2. How all the body parts work in coordination.
3. Function of sense organs .

2 PREVIOUS KNOWLEDGE TESTING:

1. Name some body organs.
2. How they work?
3. Name your sense organs.

3 VOCABULARY:

1. External body parts – parts of the body that can be seen from outside
2. Internal body parts – parts of body that are present inside cannot be seen

3. Organs – parts of the body that perform specific function

4. IMPORTANT SPELLING:

- | | |
|-----------------|---------------|
| 1. External | 6. shoulder |
| 2. internal | 7. calf |
| 3. sense organs | 8. tongue |
| 4. different | 9. stomach |
| 5. functions | 10. digestion |

EXPLANATION WITH INNOVATING METHODS, LINKS USED :

Smart class modules ,charts showing internal and external body organs.

<https://youtu.be/Z5B1U7bH-ZM>

1 PROCEDURE :

Reading and explanation method will be followed to teach the student. Reading of the lesson will be done by the students .Teacher will explain the functions of different organs and how our body parts works in coordination for e.g – How our brain gives order to other organs. Teacher will explain internal organs on smart class module and explainof our body work well when we take proper care of them.

2 STUDENTS PARTICIPAION :

Students will use different items to explain different functions of sense organs.

3 RECAPITULATION/ASSIGNMENT :

Reading of the above topics will be done with help of students. Students will answer of such fill up.

- 1 Internal body parts are present inside the body.
- 2 The stomach churns food.

4 INTEGRATION WITH OTHER DOMAIN:

Related with science.

5 LEARNING OUTCOME:

Students will able to learn about –

1. Our external and internal organs.
2. How all the body parts work in co ordination.
3. Function of sense organs.

6 ASSESSMENT:

Periodic test 1 will held from this chapter.

May 2025

Number of teaching is _____

Lesson 3 FOOD AND HEALTH

Lesson 4 HOUSES WE LIVE IN

Number of days required to complete the topic _____

Number of teaching is _____

Lesson 3 FOOD AND HEALTH

1. OBJECTIVES :

Students will be able to learn-

- 1 types of food
- 2 sources of food
- 3 balance diet

2. PREVIOUS KNOWLEDGE TESTING:

- 1 Which is your favourite food item?
- 2 Why do we eat food?
- 3 From where do we get food?

3. VOCABULARY:

- 4 Body building food – foods that help to build strong muscles and bones
- 5 Energy giving food – foods that provide the body with energy to work, play and study
- 6 protective food – foods that protect the body against diseases and keep it healthy

4. IMPORTANT SPELLING:

- | | |
|---------------|---------------|
| 7 comfortable | 6. building |
| 8 activities | 7. provide |
| 9 potatoes | 8. protective |
| 10 Vegetarian | 9. enough |
| 11 situated | 10. products |

5. EXPLANATION WITH INNOVATING METHODS , LINKS USED :

https://youtu.be/fHeUC1_1s

Smart class modules, book, personal experiences of children.

6. PROCEDURE :

Reading and explanation method will be followed by the teacher. Reading of the lesson will be done by the students. Teacher will explain different types of food like energy giving foods gives us energy to work and play. Body building foods build up

our bones and muscles. Teacher will explain that water is necessary for all of us to digest our food. Everybody should drink lots of water everyday.

7. STUDENTS PARTICIPATION :

Students will use pictures of food items to build up a healthy food pyramid.

8. RECAPITULATION/ASSIGNMENTS:

Reading of the lesson will be done by the students. The teacher will ask to do the back exercise of the book. Question / answers will be discussed with the students.

9. INTEGRATION WITH OTHER DOMAIN:

The teacher will explain the helpers in our neighbourhood

10. LEARNING OUTCOME:

Students have learn Body building foods Energy giving foods Protective foods

11. ASSESSMENT:

Project will be done from this chapter.

LESSON NO 4 – HOUSES WE LIVE IN

1. OBJECTIVES :

Students will be able to -

- 1 Explain the need of a house
- 2 Different kinds of houses
- 3 Describe the special houses

2. PREVIOUS KNOWLEDGE TESTING:

- 4 Are all the houses of the same kind?
- 5 Why do we have different kinds of houses?
- 6 Where are special houses located?

3. VOCABULARY:

- 7 Caravan – a house on wheels.
- 8 House boat – a house that moves or flow on water.
- 9 Igloo – a house made of blocks of ice.

4. IMPORTANT SPELLING:

- | | |
|----------------|--------------|
| 10 comfortable | 6 bungalow |
| 11 thatched | 7 apartments |
| 12 straw | 8 mountain |
| 13 cement | 9 desserts |
| 14 situated | 10 stilt |

5. EXPLANATION WITH INNOVATING METHODS , LINKS USED :

<https://youtu.be/gmNQb8Yx6CU>

Smart class modules, book, personal experiences of children.

6. PROCEDURE :

Reading and explanation method will be followed by the teacher. Reading of the lesson will be done by the students. Teacher will explain how house protects us from heat ,cold, rain and bad weather. It keeps us safe from animals and thieves. Teacher will show different types of temporary house such as houseboat, caravan, tent house etc. some special types of houses are made according to the requirement of a place like igloos, slit houses.

7. STUDENTS PARTICIPATION :

Students will make different types of houses by using twigs, ice-cream sticks , dried leaf, clay, cotton, canvas, cloth etc.

8. RECAPITULATION/ASSIGNMENTS:

Reading of the lesson will be done by the students. The teacher will ask to do the back exercise of the book. Question / answers will be discussed with the students.

9. INTEGRATION WITH OTHER DOMAIN:

It will enhance the students vocabulary and art skills.

10. LEARNING OUTCOME:

Students will able to explain- The need of house. Different type of house. Describe the special houses.

11. ASSESSMENT:

MCQ will be held from this chapter.

July 2025

Number of teaching is ____

L-5 BEING HEALTHY AND STRONG

L 7- SAFE RULES

L 8 THINGS AROUND US

Number of days required to complete the topic _____

L-5 BEING HEALTHY AND STRONG

Learning Outcomes Knowledge

objectives

Students will be able to know about healthy food and junk food. They will

also be able to know about the importance of different kinds of food that we eat.

Understanding objectives

Students will be able to understand the kind of foods they should eat and which kind of they should avoid. They will also be able to differentiate between breakfast lunch and dinner.

Application objectives

Students will be Able to name the mail that they eat at different times of the day breakfast lunch and dinner.

Skill objective

Students will be able to understand the which kind of food is required by our body and how it is effects our body.

Previous knowledge testing

Student will be asked the following question

- Name any two food items you eat?
- What does a baby eat ?
- What you eat in the morning?
- Name any two healthy food items.

Teaching Aids

Chalk duster book board chart videos books.

Pedagogical strategies

The teacher will explain about the value of healthy food and how different kinds of food have different effects on our body. The teacher will also explain about the different names and kinds of male we have in a male.

Hand on activity (Experiential Learning)

Children will be able to differentiate among all the meals they take in a day. They will also be able to know the value of food that they eat during the

day.

Art integration

Draw a chart with a picture and name of the various food items you eat everyday. Also collect the pictures.

Interdisciplinary linkage and infusion of life skill

After understanding the chapter, students will they try to eat all the healthy food and tell their parents also about the value of good that they eat.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT

Ebooks, workbooks, internet, plants

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

Feedback and remedial teaching

Students slow learner will be asked it was more videos and do more reading practice.

Inclusive practices and full participation without discrimination

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

Lesson 7 THINGS AROUND US

Learning outcomes Knowledge objectives

Student will be able to know about the various thing leaving and non- living things around them.

1. Understanding objectives

Students will be to understand the characteristics of living and non- living things.

2. Application objectives

Student will be able to categorise the things around them as living and non-living and they will be able to differentiate among them.

3. Skill objectives

Students will be able to understand how natural and man made things play their role in our life.

4. Previous knowledge testing

Students will be asked the following questions

Name a think we used to write name a thing that lesson water name a thing that can grow

Teaching aids: Chalk dust about charts videos book models

5. Pedagogical strategies

The teacher will explain about the various living and non-living things around us by giving real life examples that difference between living and non-living things will be explained by discussing the characteristics of each kind. The teacher will be also tell about natural and man made things.

6. Hands on learning experiential learning

The students will be asked to identify the various things around them and categorise them as living, non-living, natural or man- made.

7. Art integration

Cutting paste five living things and five non living things on a chart and write their names.

8. Interdisciplinary linkage and infusion of skill life skill

The student will be able to understand the kinds of things around them. They will be able to know which things can breathe for and response and why.

9. Recapitulation

Oral revision and reading practice will be done.

10. Resources using ICT information and communication technology

F-books workbook internet real life examples.

<https://youtube/hgjvrz2-dvo>

11. Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The reason assignment will be given.

12. Feedback and remedial teaching

Students slow learner will be asked it was more videos and discuss about your body parts with their others.

13. Inclusive practices and food participation without discretion

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

LESSON NO 8- SAFE RULES

1. OBJECTIVES:

Students will be able to -

- 1 Follow the safety rules while travelling in a bus
- 2 Identify name the road signs
- 3 list out the things to be kept in first aid box

2. PREVIOUS KNOWLEDGE TESTING:

- 1 What will happen if we do not follow any traffic rules?
- 2 Children will able to reach the school safely?
- 3 What is zebra- crossing?

3. VOCABULARY:

- 4 First –aid - the first help or aid given to an injured person.
- 5 Footpath – a path on which walkers can walk safely.
- 6 Safety rules – rules that keep us safe.

4. IMPORTANT SPELLING:

- | | |
|--------------|------------------|
| 1 playground | 6 footpath |
| 2 Ointment | 7 cotton |
| 3 bandage | 8 zebra-crossing |
| 4 helmet | 9 antiseptic |
| 5 scissors | 10 dettol |

5. EXPLANATION WITH INNOVATING METHODS , LINKS USED :

<https://youtu.be/rxW10w4NYIY>

Explanation with innovatory methods

Smart class modules, book, personal experiences of children.

6. PROCEDURE :

Reading and explanation method will be followed by the teacher. Reading of the lesson will be done by the students. Teacher will tell we must take care of ourselves and others to avoid accidents and must not touch sharp objects, electrical gadgets etc. Teacher will explain the traffic lights on smart class module.

7. STUDENTS PARTICIPATION :

Students will be discussed about how they

should deal with the dangerous situations around strangers.

Students will draw traffic lights

They will underline the difficult words and write in their notebooks. The questions will be discussed and written by the students in the notebooks.

8. RECAPITULATION/ASSIGNMENTS:

Reading of the lesson will be done by the students. List of dictation words will be given oral and written revision will be held and test will be conducted. The teacher will ask to do the back exercise of the book. Question / answers will be discussed with the students.

9. INTEGRATION WITH OTHER DOMAIN:

It will enhance students vocabulary

It will develop their art skills

10. LEARNING OUTCOME:

Students have learnt- Safety while walking.

Safety at school and at home. Safety while travelling in a bus.

11. ASSESSMENT:

Half yearly test will be conducted.

August 2025

Number of teachings is

Lesson 6 GAMES WE PLAY

Lesson 9 MORE ABOUT PLANTS

Number of days required to complete the topic

Lesson 6 GAMES WE PLAY

Learning outcomes-

Knowledge objective-students will be able to know about games and their types.

1. Understanding objective-students will be able to know the rules in different games.
2. Application objective-students will be able to know the uses of playing games.
3. skill objective-students will be able to know about collecting information on games.

Previous Knowledge Testing-

1. Which games do you like to play?
2. Which games do you play inside the house?
3. Which games do you play outside the house?
4. Do you know what games your grandparents played when they were children?

Teaching aids- chalk, duster, board, videos and books

pedagogical strategies-The teacher will tell the students about the indoor games and outer games and will also explain how all games have certain rules and that rules help us play better without any confusion. the teacher will also explain the benefits of playing games. the teacher will tell them the rules of different games regarding where it can be played, number of players time required, assigning scores and so on.

Experiential learning-the teacher will take the students to the ground and will make them play kho kho in teams. the students will also play Ludo in the class. the teacher will explain them about the teamwork.

Art integration-The students will paste five pictures of indoor games and 5 pictures of outdoor games.

Indisciplinary linkages and infusion of life skills-

when students will play games together. they will know about the teamwork and cooperation. Recapitulation-It will be done in the class. oral revision will be done.

Resources including ICT-ebooks, workbooks, internet,

<https://YouTube/PwdelpQrA7A>

Assessment items-To check the clarity of the students various types of assessment will be done.

exercises in the textbook, workbook, revision assignments will be given. question

answers in the workbook will be discussed and done.

dictation test will be held. practice worksheets will be given.

Feedback and remedial teaching-students will be asked to watch more videos related to the topic. They will be encouraged to read the chapter carefully and practice of spellings. extra worksheet will be given to them.

Inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos, models, charts and collaborations .

ASSESSMENT:

Students will be given objective types of exercises to solve the lesson of this chapter.

Lesson 9 MORE ABOUT PLANTS

Learning outcomes Knowledge Objectives

Students will be able to learn about plants are green friends and their parts they will also learn about different kinds of plants.

1. Understanding objectives

The students will be able to understand how all the plants are different from each other and how they help us in everyday life.

2. Application objectives

The student will be able to find how can we use different parts of plants in our daily life

3. Skill objectives

Students will be able to recognize the all kinds of plants and that they can see around them.

4. Previous knowledge testing

Students will be asked the following question name any two trees which is taller a rose plant or a mango tree name a plant with a weak stem.

Teaching aids

Chalk duster boat charts videos books models.

5. Pedagogical strategies

The teacher will draw a plant on a board and explain its various parts. She will also explain the different kinds of plants with example. The different uses of plants will be discussed. Students participation will be appreciated.

6. Hands on Activity

Student feasible taken for a nature walk in the school garden. They will be shown the different kinds of trees. Students will see the and teach to find the difference among all the plants.

The student will be asked to draw the picture of a plant in the notebook and label its various parts stem roots leaves fruits flowers.

7. Interdisciplinary linked in fusion of life skill

Students will become more aware of the different kinds of plants and the things we get from them. They can compare the different kinds of plants wherever they see them.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

8. Resources using ICT

Ebooks, workbooks, internet, plants

<https://youtube/fhuvxzfdavu>

9. Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

10. Feedback and remedial teaching

Students slow learner will be asked to watch more videos and discuss about their body parts with their others.

11. Inclusive practices and food participation without discretion

- | | |
|------------------|---------------------|
| ▪ Group activity | ▪ Charts |
| ▪ Reading books | ▪ Hands on learning |
| ▪ Watch videos | ▪ Collaboration |
| ▪ Models | |

Class 2

EVS

Lesson Plan

2025-26

October 2025

Number of teaching days 20

Topic: Lesson 10 : Animals

Lesson 11 : Birds

Lesson 10 : Animals

1. Understanding Objectives:

These focus on ensuring students grasp the core concepts related to animals. For example, students might need to define key terms or explain the characteristics of different animal groups.

2. Application Objectives:

These require students to use their knowledge in practical ways. An example would be applying their understanding of animal habitats to solve a problem or identify examples in a real-world context.

3. Skill Objectives:

This area targets the development of specific skills related to the topic. This could involve identifying animals from images, classifying them based on characteristics, or even demonstrating basic animal care skills (if applicable to the lesson).

4. Previous Knowledge Testing:

This is crucial for gauging students' existing understanding of animals before the lesson begins. This helps tailor the lesson to their needs and identify areas where they might need extra support.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Inter disciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

E-books, internet, PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

Lesson 11 : Birds

1. Understanding Objectives:

This focuses on building a foundational understanding of birds. Students should be able to recall facts, explain concepts, and demonstrate comprehension of bird-related information.

2. Application Objectives:

This objective shifts the focus to using knowledge in practical situations. Students should be able to apply their understanding of birds to solve problems, analyze scenarios, or make predictions.

3. Skill Objectives:

This objective emphasizes the development of practical skills related to birds, such as identifying different species, observing their behavior, or understanding their habitats.

4. Previous Knowledge Testing:

This aims to assess what students already know about birds before the lesson begins. This helps the teacher tailor the lesson to their existing knowledge base and identify areas where they might need additional support.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

E-books, internet,PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

November 2025

Number of teaching days 20

Topic: Lesson 12 : Locating a place

Lesson 13 : Means of Communication

Lesson 12 : Locating a place

1. Understanding Objectives:

This focuses on building a foundational comprehension of concepts like maps, coordinates, directions, and landmarks, which are essential for locating places.

2. Application Objectives:

This level aims to move beyond simple knowledge and requires students to use their understanding in practical situations. For example, using a map to navigate to a specific location or understanding how to give directions to someone.

3. Skill Objectives:

This emphasizes the development of practical skills like reading maps accurately, interpreting symbols, estimating distances, and using navigation tools.

4. Previous Knowledge Testing:

This step ensures that the lesson starts at an appropriate level, building upon what students already know about spatial relationships and locations. This could involve asking questions about familiar places, testing map reading abilities, or assessing understanding of basic directional terms.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

E-books, internet, PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done.

Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- | | |
|------------------|---------------------|
| ▪ Group activity | ▪ Charts |
| ▪ Reading books | ▪ Hands on learning |
| ▪ Watch videos | ▪ Collaboration |
| ▪ Models | |

Lesson 13: Means of Communication

Understanding Objectives:

This focuses on students grasping the fundamental concepts related to different means of communication. For example, understanding the difference between verbal and non-verbal communication, or the various types of media used for communication.

Application Objectives:

This aims for students to be able to use their understanding in real-world situations. For instance, applying their knowledge to effectively communicate in a specific context, such as a presentation or a group discussion.

Skill Objectives:

This involves developing specific skills related to communication. This could include active listening, clear articulation, effective writing, or using various communication technologies.

Previous Knowledge Testing:

This helps gauge students' existing knowledge base about communication, allowing the teacher to tailor the lesson to their specific needs and build upon their prior learning.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

F-books, internet,PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- | | |
|------------------|---------------------|
| ▪ Group activity | ▪ Charts |
| ▪ Reading books | ▪ Hands on learning |
| ▪ Watch videos | ▪ Collaboration |
| ▪ Models | |

December 2025

Number of teaching days 20

Topic: Lesson 14 : Air and Water

Lesson 15 : Our Earth

Lesson 15: Air and Water

Understanding Objectives:

These focus on ensuring students grasp the fundamental concepts about air and water. This could include understanding their properties, composition (like the components of air), and how they interact with the environment.

Application Objectives:

These aim to make sure students can apply their knowledge to real-world situations. This might involve understanding how air and water are used, how they are essential for life, and how they can be managed sustainably.

Skill Objectives:

These focus on developing practical skills related to air and water. This could involve skills like measuring water quality, identifying different types of air pollution, or understanding the water cycle through observation.

Previous Knowledge Testing:

This element is crucial for gauging what students already know about air and water before the lesson begins. This helps tailor the lesson to their existing knowledge base and ensure a smooth learning progression. It could involve simple quizzes or class discussions to gauge prior understanding.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and

address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

G-books, internet,PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- | | |
|------------------|---------------------|
| ▪ Group activity | ▪ Charts |
| ▪ Reading books | ▪ Hands on learning |
| ▪ Watch videos | ▪ Collaboration |
| ▪ Models | |

Lesson 15 : Our Earth

1. Understanding Objectives:

These objectives aim to ensure students grasp core concepts and information about the Earth. For example, they might need to understand the Earth's structure, movements, or its relationship with the solar system.

2. Application Objectives:

These objectives focus on students' ability to use their knowledge in practical ways. This could involve applying concepts to real-world scenarios, analyzing geographical data, or understanding the impact of Earth's processes.

3. Skill Objectives:

These objectives emphasize the development of practical skills related to the topic. This might include map reading, interpreting geographical data, or using scientific tools to study the Earth.

4. Previous Knowledge Testing:

This involves assessing what students already know about the Earth before the lesson begins. This helps the teacher tailor the lesson to their existing knowledge base and identify areas where they might need extra support.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

H-books, internet,PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- | | |
|------------------|---------------------|
| ▪ Group activity | ▪ Charts |
| ▪ Reading books | ▪ Hands on learning |
| ▪ Watch videos | ▪ Collaboration |
| ▪ Models | |

January 2025

Number of teaching days 20

Topic: Lesson 16: The Sun , Moon and Stars

Lesson 16: The Sun , Moon and Stars

1. Understanding Objectives:

Definition:

Students will be able to define key terms related to the Sun, Moon, and stars, such as "star," "planet," "satellite," and "galaxy".

Description:

Students will be able to describe the characteristics of the Sun, Moon, and stars (size, brightness, composition, etc.).

Differentiation:

Students will be able to differentiate between the Sun, Moon, and stars, explaining their unique properties and roles in the solar system and the universe.

2. Application Objectives:

Real-world connections:

Students will be able to apply their knowledge of the Sun, Moon, and stars to explain natural phenomena like day and night, seasons, and eclipses.

Problem-solving:

Students will be able to use their understanding of the Sun, Moon, and stars to solve simple problems related to astronomy, such as identifying constellations or understanding timekeeping.

3. Skill Objectives:

Observation:

Students will develop the ability to observe the sky and identify celestial objects, noting their positions and movements.

Research and information gathering:

Students will learn to gather information about the Sun, Moon, and stars from various sources, including books, websites, and other media.

Communication:

Students will be able to communicate their understanding of the Sun, Moon, and stars through written and oral presentations.

4. Previous Knowledge Testing:

Concept check:

Students will be asked questions to assess their existing knowledge about the Sun, Moon, and stars, such as their basic properties or their roles in our daily lives.

Building upon prior knowledge:

This helps the teacher tailor the lesson to the students' current level of understanding and build upon their existing knowledge base.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

The teacher will explain about the different part of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card pan card, Aadhar card etc.

Hands on Activity

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their ID cards with their or ID card.

Art integration

Draw an ID card Android your name, class section address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

I-books, internet,PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- | | |
|------------------|---------------------|
| ▪ Group activity | ▪ Charts |
| ▪ Reading books | ▪ Hands on learning |
| ▪ Watch videos | ▪ Collaboration |
| ▪ Models | |

February 2025

Number of teaching days 20

Topic: Lesson 17 : India Our Country

Understanding Objectives:

Students will be able to identify and name the national symbols of India.

Students will understand the meaning and significance of each national symbol.

Application Objectives:

Students will be able to relate the national symbols to India's history, culture, and values.

Students will be able to explain how these symbols foster national pride and unity.

Skill Objectives:

Students will develop the ability to draw or represent the national symbols.

Students will enhance their ability to sing the national anthem with proper pronunciation and understanding.

Previous Knowledge Testing:

This section will involve assessing what students already know about India's national symbols. This could be done through simple questions, picture identification, or short quizzes. This helps the teacher tailor the lesson to the students' current level of understanding.

Teaching aids

Chalk, duster, board, chart, ID cards videos books

Pedagogical strategies

Encourage students to ask questions and explore the topic through their own investigations. Facilitate group activities and discussions to promote interaction and knowledge sharing.

Hands on Activity

This hands-on activity for a lesson on Indian national symbols aims to engage students in experiential learning by comparing personal ID cards with information on national symbols. The activity encourages students to analyze the similarities and differences between personal information and the information represented by national symbols. Art integration

Interdisciplinary linkages and infusion of life skill

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents' contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (information and communication technology)

J-books, internet,PAN Card, Aadhar Card etc.

Assessment items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and remedial teaching

Student (slow learner) will be asked to see more ID card at home and remember their contact number and address.

Inclusive practices and food participation without discretion

- Group activity
- Reading books
- Watch videos
- Models
- Charts
- Hands on learning
- Collaboration

March 2025

Final Examination