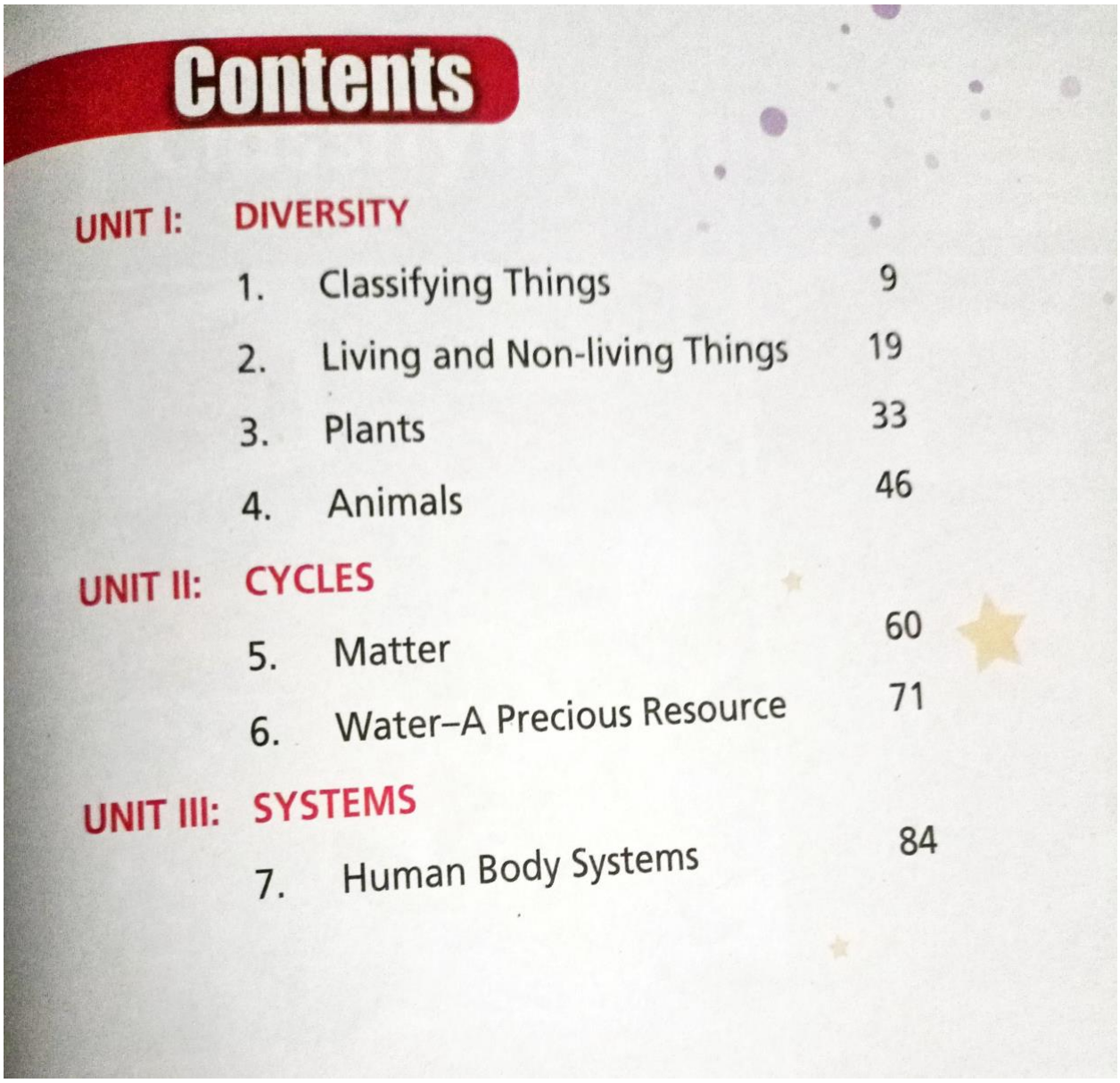
LESSON PLAN (TERM-1)

Class 3 Subject- EVS-1 Session:2025-26



Contents

Subject: EVS-1

Class: 3

APRIL

<u>Chapter -1 Classifying Things</u>

Number of days required to complete the topic -8

Learning Outcomes

Knowledge Objective: Recognize that things can be grouped based on common characteristics.

Understanding Objective: Understand what classification means and why it is important.

Application Objective: Group or classify objects based on one or more observable features.

Skill Objective: Develop observation, sorting, and reasoning skills.

Previous Knowledge Testing

Ask questions like:

What things do you see in your classroom?

Can you tell me how toys and books are different?

Teaching Aids

Flashcards of objects (natural/man-made, living/non-living

Actual classroom items (bottle, eraser, leaves, stone, etc.)

Smartboard or pictures for digital sorting activity

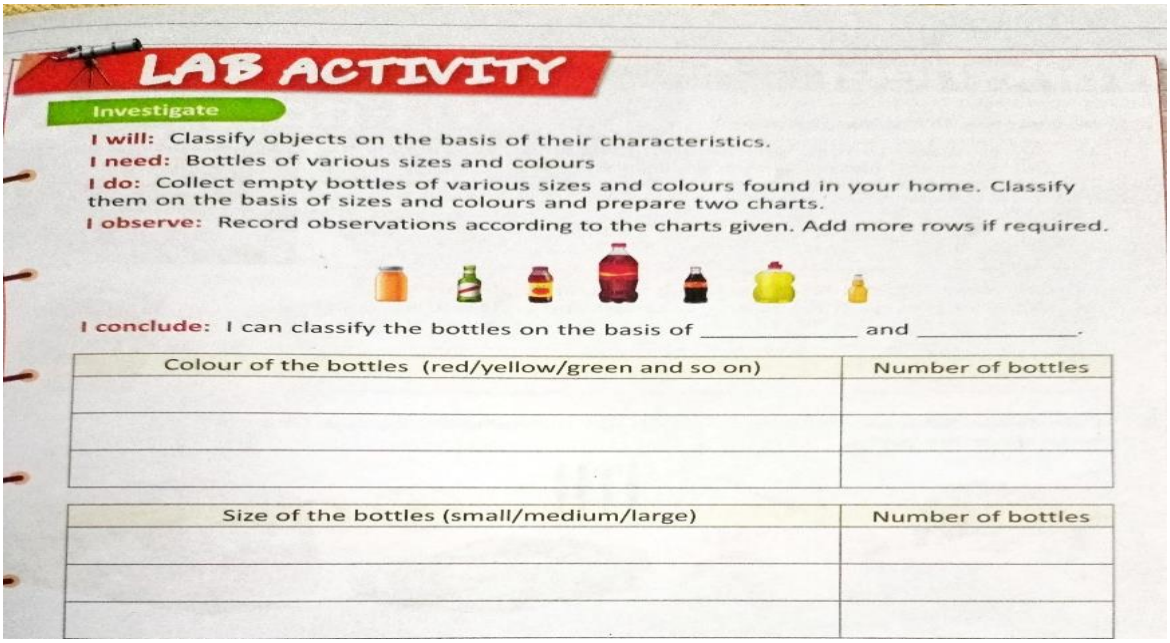
Pedagogical Strategies

Interactive Discussion: Ask students to describe and compare things.

Demonstration: Group items by color, size, or use.

Questioning: “What makes these things similar?” “How can we sort them?”

Pair-Work: Encourage peer sorting tasks to promote cooperation.Story-based Learning: A story of a child sorting



LAB ACTIVITY

Investigate

I will: Classify objects on the basis of their characteristics.
I need: Bottles of various sizes and colours
I do: Collect empty bottles of various sizes and colours found in your home. Classify them on the basis of sizes and colours and prepare two charts.
I observe: Record observations according to the charts given. Add more rows if required.

I conclude: I can classify the bottles on the basis of _____ and _____.

Colour of the bottles (red/yellow/green and so on)	Number of bottles

Size of the bottles (small/medium/large)	Number of bottles

toys at home.**Hands-on Activities**Sorting Game: Give mixed items for students to group (e.g., plastic/metal/natural). In lab activity

Art Integration

Use stickers or paper cut-outs to decorate classification tables.

Interdisciplinary Linkages

Math: Making tables and sets

Language: Describing grouped items using adjectives

Infusion of Life Skills

Encourages organization, teamwork, and logical thinking

Recapitulation Oral quiz: “Can you tell me a group of soft things?”

Rearranging activity: Mix and ask students to reclassify items.

Resources including ICT

Interactive drag-and-drop classification game

Video on how we classify things in real life

Assessment Items

Formative: Observation during group work and discussion

Verbal explanation of their grouping choices

Summative: Match items to groups

Fill in the blank: “We classify things to make them ____ to understand.”

Feedback and Remedial Teaching

Give simpler examples or real objects to touch and observe

Use visuals and verbal cues for ELL or slow learners

Inclusive Practices

Use diverse examples (toys, clothes, tools, etc.)

Encourage every child to participate in sorting and speaking

Full Participation without Discrimination

Pair students to support each other

All contributions are appreciated and respected.

Chapter-2 Living and Non-Living Things

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Identify living and non-living things in the environment.

Understanding Objective: Understand the basic characteristics that differentiate living from non-living things.

Application Objective: Classify objects based on whether they are living or non-living using observations.

Skill Objective: Develop observation, classification, and reasoning skills.

Previous Knowledge Testing

Ask:

Do you have pets at home?

Can a chair move or eat?

What do humans need to stay alive?

Teaching Aids

Pictures showing living and non-living things

Real items or models (plant, toy, stone, clock, etc.)

Smartboard for animations or videos

Pedagogical Strategies

Think-Pair-Share: Ask students to observe and list differences.

Interactive Q&A: Use real or visual objects.

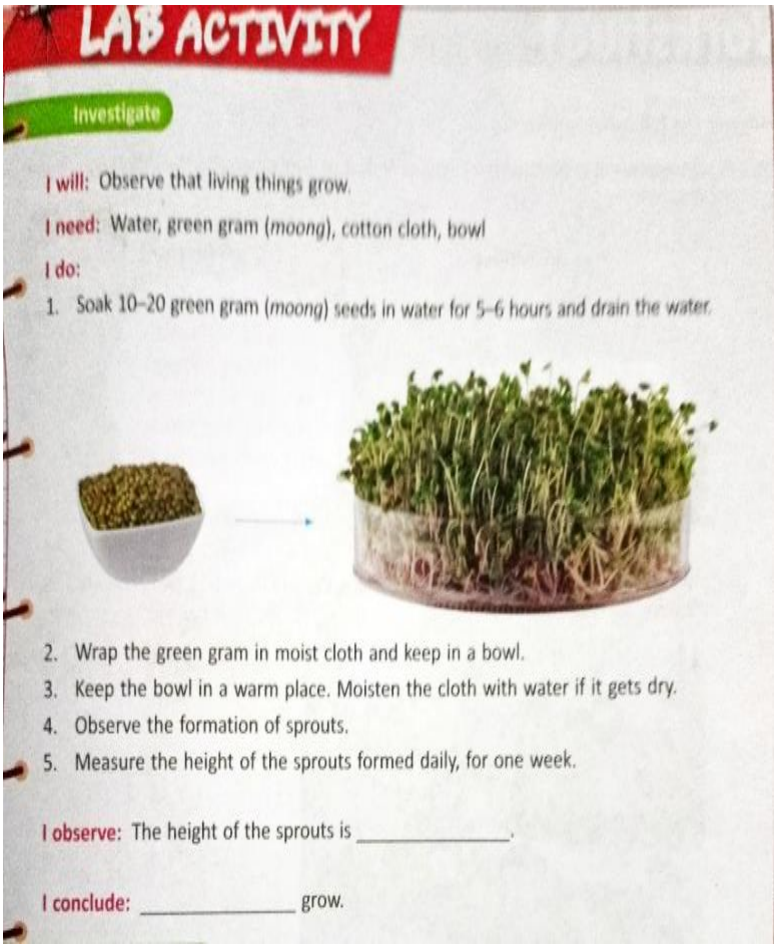
Storytelling: Use a story with both living and non-living characters.,Role-play: Students act like a living thing and a non-living thing.

Hands-on Activities

Object sorting: Give items to classify as living or non-living

Observation activity: Observe a plant over time to note growth

They will grow moong dal to observe living things grow.



LAB ACTIVITY

Investigate

I will: Observe that living things grow.

I need: Water, green gram (*moong*), cotton cloth, bowl

I do:

1. Soak 10–20 green gram (*moong*) seeds in water for 5–6 hours and drain the water.

2. Wrap the green gram in moist cloth and keep in a bowl.
3. Keep the bowl in a warm place. Moisten the cloth with water if it gets dry.
4. Observe the formation of sprouts.
5. Measure the height of the sprouts formed daily, for one week.

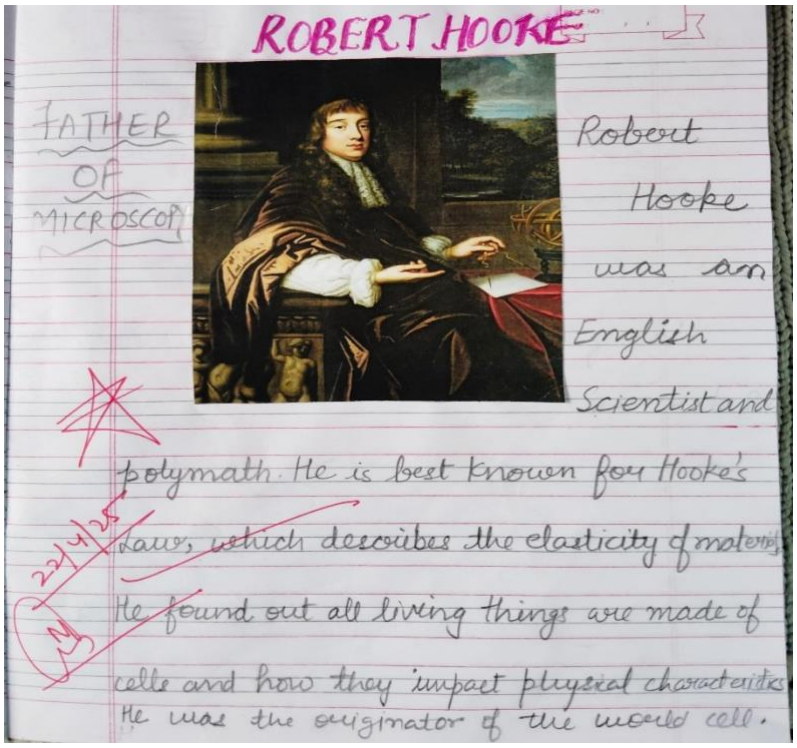
I observe: The height of the sprouts is _____.

I conclude: _____ grow.

Art Integration

Draw or paste pictures of living and non-living things

Draw paste picture of Robert hooke and write two to three lines on him.



Interdisciplinary Linkages

Language: Writing short sentences about living things

Art: Coloring and drawing of living and non-living thing

Infusion of Life Skills

Builds curiosity and observation

Promotes care and empathy for living beings

Encourages logical thinking and sorting

Recapitulation True/False quiz

“Who am I?” guessing game (I can grow and breathe, what am I?)

Rapid fire round on characteristics

Resources including ICT

Short animated video on living vs. non-living

Interactive classification activity on screen

Assessment Items

Formative:

Observation of participation and sorting accuracy

Oral explanation of features

Summative:

MCQs, fill in the blanks, true/false

Identify objects in a picture and label them as living/non-living

Short answer: “Give any two differences between living and non-living things.”

Feedback and Remedial Teaching

Use more real-life examples and pictures

Repeat and revise using actions and games

Use peer support for reinforcement

Inclusive Practices

Mixed group activities

Use visuals, actions, and simple language

Full Participation without Discrimination

Every child gets turns in group activity

Encouragement and support for all learning styles.

MAY

Chapter -3 Plants

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will recall the names and functions of root, stem, leaf, flower, and fruit.

Students will explain the importance of each plant part and how they work together.

Application Objective Students will observe plant parts in their surroundings and identify them in real specimens.

Skill Objective Students will enhance observation, comparison, drawing, and classification skills.

Previous Knowledge Testing Ask: “Have you ever seen a plant closely? What parts can you name?”

Show a picture of a plant and ask students to label what they know.

Teaching Aids

Flashcards or real samples of plant parts,Chart of a plant diagram, Whiteboard and markers,Videos on plant parts (ICT),Real plants/potted plants

Pedagogical Strategies

Inquiry-Based Learning

Discussion and Q&A

Demonstration with real plants

Group and pair work

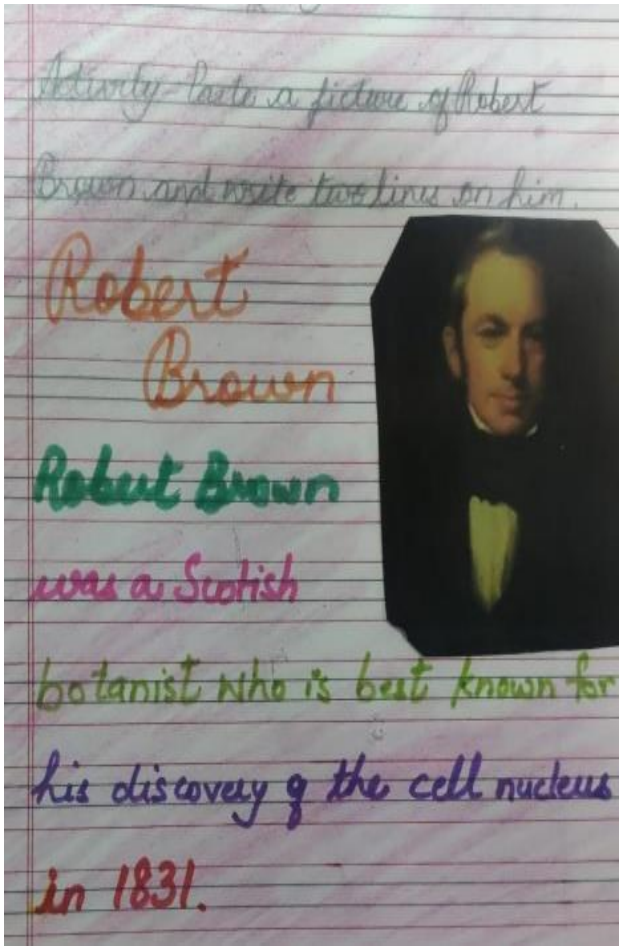
Observation-based learning

Experiential learning

Hands-on Activities

Students will be taken to the school garden and they will observe different stems leaves fruits flowers and roots of the plants ,Leaf rubbing activity to observe veins and structure

Art Integration



Create a leaf collage using real leaves.Draw and color the diagram of a plant. Draw or paste picture of Robert brown and right 2 to 3 lines on him

Interdisciplinary Linkages

Art: Drawing and craft of plant parts

Math: Counting petals, leaves, measuring lengths of par

Technology: Watching animated videos on plants

Infusion of Life Skills

Observation and Critical Thinking: Through real plant inspection

Teamwork: During group activities

Empathy & Responsibility: Caring for plants

Resources Including ICT

YouTube video: "Parts of a Plant and Their Functions"

Smartboard for showing diagrams

Assessment Items

Formative Assessment:

Oral Q&A,Observation of group work,Completion of worksheet

Summative Assessment:

Label the parts of the plant (diagram)

Match plant part with its function

Short answer questions

Feedback and Remedial Teaching

Feedback: Encourage positive reinforcement after each activity. Peer feedback during group task

Use tactile models for learners who need extra support.

Re-teach with simplified language and real-life examples.

Give extra time to complete drawing or labeling tasks.

Chapter-4 Animals

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Students will name and describe different types of animals and their features.

Understanding Objective: Students will understand how body coverings and food habits vary in animals.

Application Objective: Students will group animals based on what they eat and how they move.

Skill Objective: Students will develop observation, classification, and comparison skills.

Previous Knowledge Testing

Ask questions like:

“Do you have a pet at home?”

“Have you seen birds, fish, or snakes?”

“What do these animals eat?”

(Record answers on the board.)

Teaching Aids . Flashcards and pictures of animals

Real feathers, sample fur or shells (if available)

Smartboard or chart

Short videos showing animal movements and diets

Pedagogical Strategies

Interactive discussion

Picture observation

Sorting activity

Storytelling with animal examples

Questioning and class participation

Use of real-life visuals and short videos

Hands-on Activities

Guess the Animal: Show a body covering (like a feather or picture of fur), and ask students to guess the animal.

Animal Movement Imitation Game: Students imitate movements (e.g., hopping like a frog, slithering like a snake).

Art Integration

Draw and color 2 animals that have shells.

Animal mask making Or

Paste picture of a herbivore, carnivore and omnivore.

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Carnivore
Omnivore

Interdisciplinary Linkages

Science: Animal classification and body functions

Art: Drawing, collage making

Language: Naming and spelling of animal types

Physical Education: Movement imitation

Infusion of Life Skills

Empathy: Caring for animals and respecting all living beings

Observation and critical thinking: During sorting and comparison activities

Teamwork: Working in pairs/groups during games and activities

Resources Including ICT

Digital flashcards

Smart class modules in Animals life

Assessment Items

Formative Assessment

Oral Q&A during class

Completion of group sorting and sticking activity

Summative Assessment

Match animals to their body coverings

Categorize animals by what they eat

Label parts animals use to move (e.g., legs, fins, wings)

Full Participation Without Discrimination

Ensure every child is involved in at least one activity

Use inclusive language (e.g., "our friends", "let's work together")

Encourage equal turns and praise every effort

JULY

Chapter -5 Matter

Number of days required to complete topic -12

Learning Outcomes

Knowledge Objective Students will define matter, mass, and volume.

Understanding Objective Students will understand that matter is anything that has mass and takes up space.

Application Objective Students will classify examples from daily life into solid, liquid, or gas.

Skill Objective Students will improve observation and classification skills.

Previous Knowledge Testing

Ask simple questions like:

“What are things you can see or touch around you?”

“Can you see air?”

“Do you think water and air are different?”

Teaching Aids

Ball, water bottle, balloon (for hands-on demo)

Chart showing the three states of matter

Transparent container with water,Ice cubes in a bowl

Pedagogical Strategies

Demonstration method

Real-life examples

Think-pair-share activity

Question and answer session

Hands-on learning

Hands-on Activities Show a ball and a balloon—discuss weight (mass) and the space they take up (volume). Blow a balloon to show air takes up space and has mass.Show ice melting to explain the change of state

Art Integration Draw and label solid, liquid, gas examples.

Interdisciplinary Linkages

Math: Comparing volumes using containers.

Language: Vocabulary like “mass,” “volume,” “solid,” etc.

Art: Drawing and craft activity for states of matter

Infusion of Life Skills

Observation: Identifying matter around them.

Logical Thinking: Classifying objects by state.

Curiosity: Asking questions about what they see and feel.

Resources Including ICT

YouTube video: "What is Matter?" for kids

Animated slides on states of matter

Assessment Items

Formative Assessment

Ask students to name 2 solids, 2 liquids, and 2 gases

Observation during activities

Summative Assessment

Worksheet to match items to their state

Fill in the blanks:

“Air is a ___.”

“Water is a ___. It takes the shape of the ___.“

Simple definitions: matter, mass, volume

Feedback and Remedial Teaching

Re-teach using simpler examples for struggling learners

Give more hands-on experiences for better understanding

Pair fast learners with those who need help

Inclusive Practices

Use visuals and physical materials for all types of learners

Encourage peer support

Provide additional explanation if needed using real-life examples

Full Participation Without Discrimination

Ensure every child is involved in group tasks or demonstrations

Praise every effort regardless of learning level

Use kind and inclusive language

Chapter: 6 – Water: A Precious Resource

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will name the three states of water and forms of water in nature.

Understanding Objective Students will understand the water cycle and why water must be saved.

Application Objective Students will suggest ways to conserve water at home and school.

Skill Objective Students will develop observation and creative thinking through activities.

Previous Knowledge Testing

Ask:

“Where do you see water every day?”

“Can you name places where water is stored at home?”

“Have you seen rain, snow, or steam?”

Teaching Aids

Ice cubes, kettle or boiling water (for demo)

Globe or world map (showing oceans and rivers)

Chart of the water cycle

Water-saving posters

Short animated video on the water cycle

Pedagogical Strategies Demonstration with real objects

Discussion and questioning

Storytelling with water-saving heroes

Picture observation and drawing

Roleplay/skit on water conservation

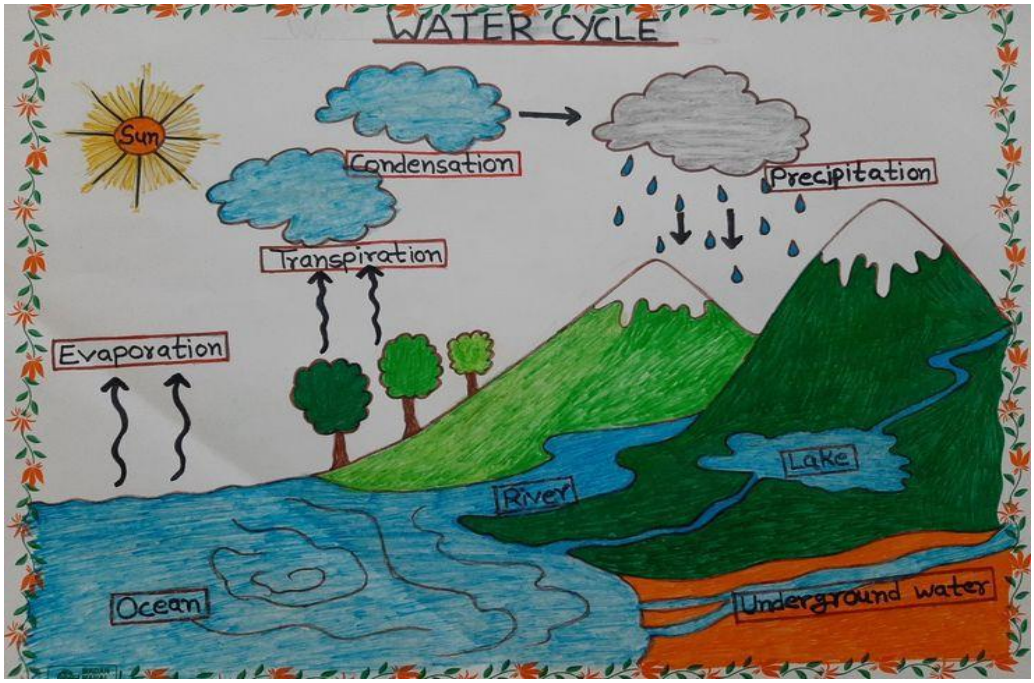
Hands-on Activities

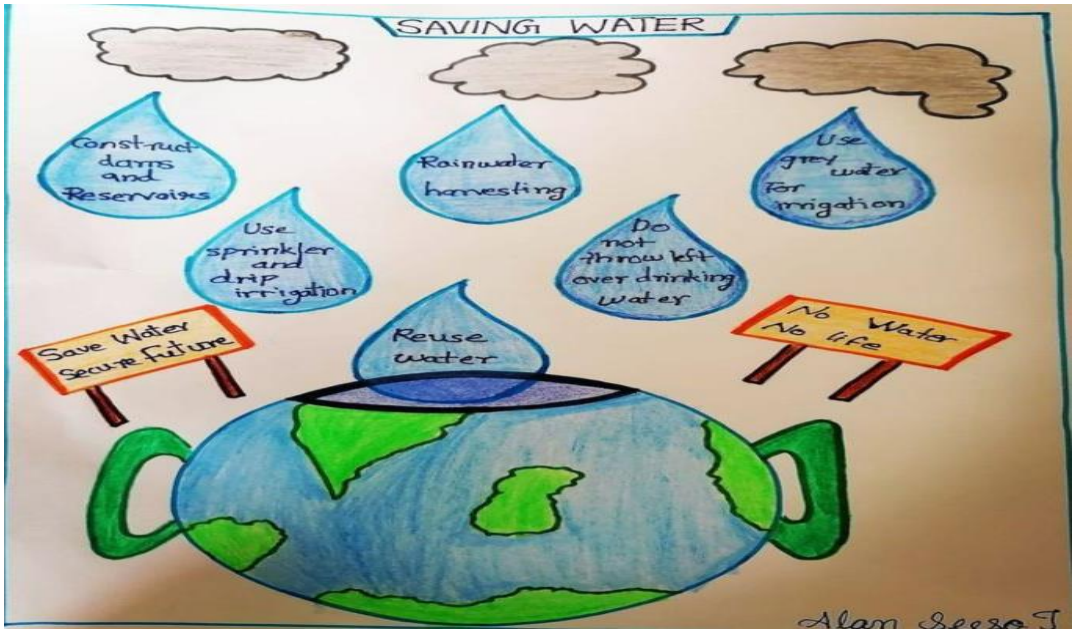
1. Three States of Water Demo: Show ice (solid), water (liquid), steam (gas).

2. Water Cycle Model: Use a bowl, plastic wrap, and heat source to show evaporation and condensation.

Art Integration Draw and color the water cycle.

Make a “Save Water” poster.





Interdisciplinary Linkages

Science: States of matter, natural resources.

Art: Drawing and poster making.

Language: Water-themed storytelling or writing slogans.

Geography: Oceans, rivers, rain, and clouds.

Infusion of Life Skills

Empathy: Understanding why saving water helps everyone.

Responsibility: Developing habits like turning off taps.

Teamwork: Group activities and discussion.

Resources Including ICT

Animated videos on the water cycle (YouTube)

Interactive slides

Assessment Items

Formative Assessment

Ask oral questions: “What are the three states of water?”

Group quiz using picture cards

Observe answers and participation in activities

Summative Assessment Match the water form (solid/liquid/gas) to examples

Fill in the blanks:

“Water changes into steam on ___.”

“Ice is water in ___ form.”

Write 2 ways to save water

Label the water cycle diagram

Feedback and Remedial Teaching

Give extra support to children needing help using simpler terms and real examples

Repeat concepts using visuals and demonstrations

Encourage peer help during drawing and activities

Inclusive Practices

Use large visuals, gestures, and real objects for different learners

Group activities to support all learning styles

Encourage expression in own language when needed

Full Participation Without Discrimination

Ensure everyone participates equally in group and activity work

Appreciate each child’s effort

Foster a positive, respectful environment.

AUGUST

<u>Chapter: 7 – Human Body Systems</u>

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will name the major body systems: Digestive, Circulatory, Respiratory, Skeletal, Muscular, Nervous, and Excretory.

Understanding Objective Students will describe what each system does in simple terms.

Application Objective Students will relate these systems to their own body (e.g., “I breathe using lungs”).

Skill Objective Students will improve observation, labeling, and comparison skills.

Previous Knowledge Testing

Ask:

“How do you breathe?”

“What happens when you eat food?”

“What helps you stand straight or walk?”

Teaching Aids

Chart/models of human body systems

Skeleton model

Short animated videos

Pedagogical Strategies

Use of diagrams and body gestures

Simplified storytelling about body functions

Interactive questioning

Pair activities for system matching

Learning through observation

Hands-on Activities

Name a system, and children act it out (e.g., breathing, jumping, eating).

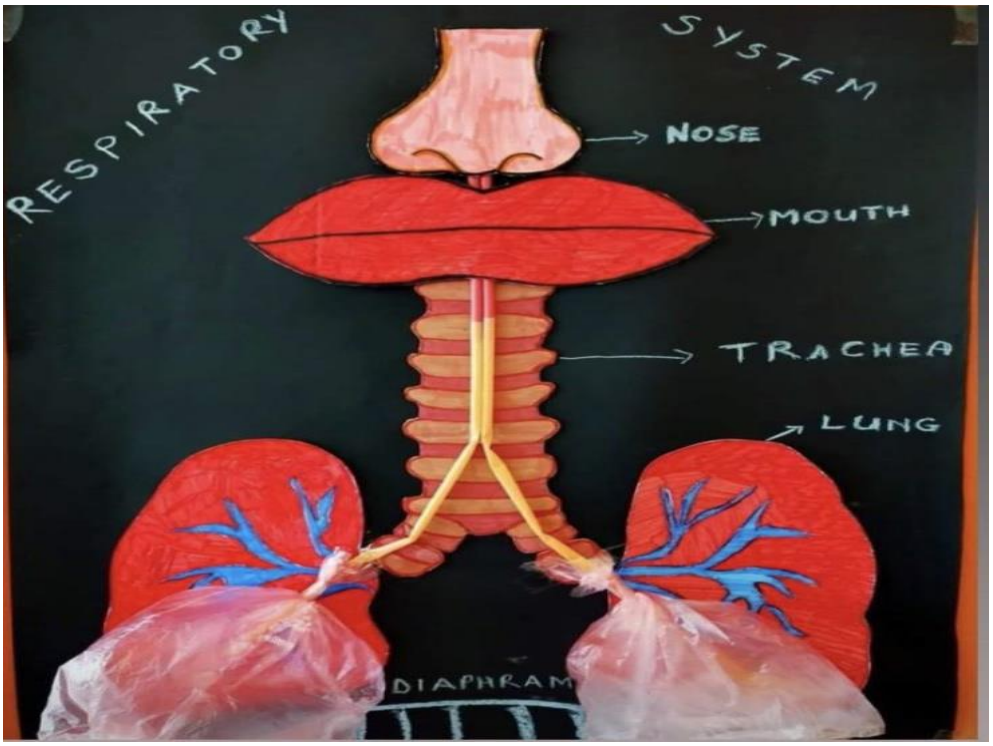
Children will place finger below their nose we will breathe in an out of your times and feel the air moving in an out

Children will put their farm on their chest breath in an out five times they will feel their chest moving in an out

They will practice Pranayama

Art Integration

Students will draw a diagram of excretory system they will also draw a diagram of respiratory system



Interdisciplinary Linkages

Art: Drawing organs

Language: Vocabulary building (e.g., stomach, lungs, brain)

Physical Education: Movement and posture (muscular-skeletal system)

Infusion of Life Skills

Health awareness: Knowing how to take care of each body system

Self-awareness: Understanding how the body works

Observation and empathy: Respecting others' health needs

Resources Including ICT

Animated videos from YouTube

Modules of different organ systems through smart class

Assessment Item Formative: Q&A during class

Group match-the-system activity

Role-play explanation of each system

Summative:

Label parts of the body on a diagram

Match body systems to their functions

Fill in the blanks:

"The ___ system helps us breathe."

"Our heart is part of the ___ system."

Feedback and Remedial Teaching

Use repetition and actions for slow learners

Offer more visuals and hands-on materials

Provide peer support and group learning

Inclusive Practices

Use large, colorful visuals

Let every child participate in acting or drawing

Use local language explanations if needed

Full Participation Without Discrimination

All students take part in group and art activities

Praise every child’s effort, not just correct answers

Encourage a supportive, joyful environment