

LESSON PLAN
EVS- 2
CLASS - 3
SESSION 2025-2026

Month April

Number of teaching days
required to complete the topic:

12

Lesson- 1 – Our Universe

Number of days required to complete the topic- 12

Lesson 1 - Our Universe

Learning Outcomes: -

Knowledge objective-

The students will come to know the meaning of Our Universe.

Understanding objective: -

The students will understand how the solar system fits into the universe and why the earth is a living planet .

Application objective: -

The students will read more about space exploration and relate to daily life.

Skill objective: -

The students will be able to solve riddles to identify heavenly bodies like The stars, The Sun, Planets, The Moon.

Previous Knowledge Testing: -

The students will be asked-

- What do you see in sky at night?
- Apart from Moon and stars what are the other things in space?
- What is universe?
- What is the difference between a star and a planet?

Teaching aids: -

Textbooks, work books, models of solar system, chart

Pedagogical strategies: -

The teacher will read the chapter and students will repeat after her. She will explain the meaning of Our Universe, planetary system, heavenly bodies. The students will be able to name the planets and will understand unique feature of each. The new words will be explained with examples – asteroids, Asteroid belt, comet, Galaxy, Milky Way explorers. The students will be able to tell the names of explorers.

Hands on activity: -

Experimental learning-

The students will do the enactment of walking on moon.

The students will dress up as explorers.

Art and integration: -

The students will paste picture of solar system and explorers. They will make a 3D model also of solar system.

Interdisciplinary linkages and infusion of life skill: -

The students will calculate the number of moons for each planet. They will be able to write the names of planets in sequence according to the distance from the sun. The students will write the English and Hindi names of planets.

Recapitulation: -

The chapter will be revised through oral and written revisions. The students will be encouraged to read the chapter thoroughly and learn the spellings.

Resources including ICT:-

<http://learnenglishkids.britishcouncil.org/en/short-stories/planet-earth>

Assessment items: -

Revision worksheets, assignments will be conducted. Subjective and objective tests will be conducted to

assess the understanding of the chapter. Reading test will also be conducted to assess the students pronunciation of words.

Feedback and remedial teaching :-

The students will be told to read the chapters thoroughly. The students will clear their doubts during questions/answers hour conducted in the class .The students will be encouraged to write the answers in their own words.

Inclusive practices and full participation:-

The students will work together to make models of solar system and Mangalyaan. They will be shown an inspiring movie Mission Mangal.

Topic – Lesson 2 The Planet Earth

Number of teaching days required to complete the topic: 10

Lesson 2 The Planet Earth

Learning Outcomes

1. knowledge objective -

Students will be able to learn about the shape of the Earth and movements of the Earth.

2. Understanding objective-

Students will be able to understand that why Earth is a unique planet.

3. **Application objective-**

Students will be able to learn about different oceans and continents.

4. **Skill objective-**

Students will be able to understand about the surface of the Earth.

Previous knowledge testing-

Students will be asked:-

1. What is the shape of the earth like?
2. Which is our home planet?
3. Name an ocean which is named after a country?

Teaching Aids :-

Chalkduster, board, chart, books, photographs, videos.

Pedagogical strategies:-

The teacher will explain the shape of the Earth with the help of globe, define a timeline. The students will be told about the different sources of history along with examples. The teacher will an enumerate the reasons why different people study about the planet Earth. She will explain about the movements of the Earth i,e rotation and revolution. She will also explain about different oceans and continents.

Hands on activity:-

Experimental learning:-

Students will asked that how they will feel if they are in a desert-hot or cold. They will draw pictures or paste photograph of the Earth.

Art integration:-

Students will take the help of their parents and make a model showing landforms of Earth.

Recapitulation:-

Oral revisions and practice of spellings will be done.

Resources including ICT:-

Text books , workbooks,

<http://neon.mems.cmu.edu/cramb/processing/history.html>

Assessment items:-

To check the conceptual clarity various assessments will be done. Revision assignments and practice worksheets will be given.

Subjective and objective type questions/answers will be done.

Feedback and remedial teaching:-

Students will be advised to read the chapter carefully and thoroughly they will be encouraged to relate the topic with their daily life.

Inclusive practices and full participation without discrimination:-

- Group activity
- Reading books
- Watching videos
- Hands on learning

Month May

**Number of teaching days required to
complete the topic: 6**

Topic- Lesson -3 Taking care of the
environment

Learning outcomes

1. **Knowledge objective-** Students will come to know the meaning of environment along with examples.
2. **Understanding objective-** Students will be able to differentiate between living and non – living things.
3. **Application objective-** Students will know what things damage environment and how to protect it.
4. **Skill objective-** Students will learn Reduce, Reuse and Recycle the waste.

Previous knowledge testing :-

1. Name the things that make our environment
2. What causes air, water, land and noise pollution.
3. Why should we keep our surroundings clean?

Teaching aids:-

Chalk ,duster, board ,charts of famous monuments, videos.

Pedagogical strategies:-

The students will read the chapter after the teacher as there are many new words .The teacher will explain the meaning of the word environment .She will also explain about air, water, land and noise pollution and what are their causes. She will also explain about three Rs- Reduce, Reuse and Recycle.

Experimental learning –

Students will be asked to plant trees on World Environment Day in their surroundings.

Art integration:-

Students will draw or paste logo of three Rs.

Interdisciplinary linkages and infusion of life skills :-

Students will be able to identify the different colors of the bin and the waste thrown in them.

Recapitulation:-

This will be done in the class. Oral and written revisions of all subject topics will be done .

Resources including ICT-

Text books and work books

https://www.youtube.com/watch?v=XQolmcUJdag&ab_channel=Study.com

Assessment items:-

For the better conceptual clarity and understanding various assessments will be conducted . Revisions assignments and practice worksheets will be given.

Subjective and objective type questions/ answers will be done.

Feedback and remedial teaching:-

After the completion of the chapter ,question hour will be there. Students having doubts can ask any questions .Quiz will be conducted for slow learners .They will be encouraged to read the chapter again.

Inclusive practices and full participation without discrimination

- Group activity - Students will discuss how they can keep the monuments and museums clean when they visit those places.
- Watching videos on the topics and then students can write a slogan related to the monument.
- Hands on learning- This chapter will tell them the importance of cleanliness around them.

Lesson -4 India Physical

Number of teaching days required to

complete the topic: 10

Learning outcomes-

1. Knowledge objective: -

Students will be able to know what a map is and what we can see on a map.

2. Understanding objective: -

Students will be able to understand about the different Physical divisions of India.

3. Application objective: -

Students will learn about the characteristics of the various Physical features and their importance.

4. Skill objective: -

Students will be able to make a map using key and according to the scale.

Previous knowledge testing: -

Students will be asked these questions

- 4.1) Name the Physical feature on which do you live.
- 4.2) Name the highest mountain peak in the world.
- 4.3) On which continent India is?

Teaching aids:-

Mobile phone, board, chalk ,duster wall map, videos, photographs.

Pedagogical strategies

The teacher will explain the meaning and concept of Physical feature of India. She will explain about Northern mountains, Northern plains, Great Indian desert, Peninsular plateau. The coastal plains and the islands with the help of Physical map of India.

Hands on activity -

Experimental learning students will make a model of different landforms with the help of clay.

Art integration

Students will collect pictures of the Northern plains and Thar desert paste them in the scrap book and will write paragraph about the life of people in the region.

Recapitulation:-

Oral and written revisions of the chapter will be done . Students

will learn spellings of new words.

Resources using ICT-

Text books, workbooks https://www.youtube.com/watch?v=QLhKCr_qTJU&ab_channel=PeekabooKidz

Assessment items:-

For better conceptual clarity and understanding, variety of assessments will be conducted .Revision assignments and practice worksheets will be given . Students will be told to find some landforms on the map .

Feedback and remedial teaching-

Students will be told to read the chapter thoroughly . They will try to solve the exercises in workbook and write answers in their own words.

Inclusive practices and full participation

- Hand on activity
- Group activity – Students will share their experience of different landforms where they have visited.

Month July

Number of teaching days required to

complete the topic: 10

Topic – Lesson- 5 India Political

Lesson- 5 India Political

Learning outcomes:-

1. Knowledge objective:-

The students will be able to differentiate between village, town ,city ,state and country .

2. Understanding objective:-

The students will understand the levels of government at village, town, city ,state and country .

3. Application objective:- The students will know about the functions of the government at different levels.

4. Skill objective:- The students will know the functions of people working in the government. They will know what are the duties of government employees.

Previous knowledge testing:-

The students will be asked

- If you have to post a card to your friend, what are the things you mention in the address?
- Do you live in a village, town or city?
- who looks after the hospitals ,schools of your area ?

- **Hands on activity-**

Experimental learning :-

- The students will enact as the President of India, Prime Minister of India and Chief Minister of India. They will speak about the duties/ functions of these people of these designations.

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- **Art integration-**

- The students will draw the flow chart of levels of government . They will also paste pictures of facilities provided by the government to the public .

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- Levels of government in India

Central Government

- State Government

Local government

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-	City	Town	Village
	Municipal corporation	Municipal Council	Gram Panchayat

- **Interdisciplinary linkages and infusion of life skills:-**

- The students make a poster and write a slogan on Swachh Bharat Abhiyan . They will be encouraged to maintain the

- cleanliness in house , school and other places near them . This will develop the team spirit brotherhood and love for their country among the students .They will come to know the importance of cleanliness.

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- **Recapitulation:**

- The chapter will be revised through oral and written revisions. The students will read the chapter between the lines .The teacher will frame some objective type questionnaire to give a quick recap to the important events and new words in the chapter.

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- **Resources including ICT:-**

- Text books ,videos, wall map of India, newspaper cuttings
<http://www.mocomi.com/zone/gram-panchayat/>

- <http://www.mocomi.com/zone/what-is-government/>

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- **Assessment items:-**

- The understanding of the topic by the students will be assessed on the basis of various assessment tools.
- Worksheets, map work, quiz, crossword puzzle ,jumbled words will be given to the students .Subjective and objective type of questions will also be given to students to solve.

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- **Feedback and remedial teaching :-**

- The students will be taken to various government offices to make them understand the working of government. The students will be told to read the chapter thoroughly .The students will clear their doubts through the questions/ answers hour conducted in

the class . The students will be encouraged to read and write the answers in their own words. The enactments will help in remedial teaching- learning process for the slow learners.

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- **Inclusive practices and full participation without discrimination** - The students be shown wall map of India. Each child will come and find the name of state asked by the other child. This way they will come to know the number of states and more information of each state. They will paste the map of India in their notebooks also.

- **Lesson - 6 Studying the past**

- **Number of teaching days**

required to complete the topic: 10

- **Learning Outcomes**

- **1.knowledge objective -**

-Students will be able to tell the importance of learning history define timeline, ways of learning about family history.

- **2.Understanding objective-**

- Students will be able understand the need to study History.

- **3.Application objective-**

- Students will be able to list different sources of history around them.

- **4.Skill objective-**

- Students will be able to make a timeline of their family.

Previous knowledge testing-

- Students will be asked:-

- 1.Tell me any event that you remember of your previous class?

- 2. In which year did you start going to school?

- 3.What are the different types of sources from which you come to know about your past?

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- **Teaching Aids :-**

-Chalk duster ,board ,chart, books ,photographs, videos.

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- **Pedagogical strategies:-**

-The teacher will explain the concept of history , define a

timeline. The students will be told about the different sources of history along with examples. The teacher will an enumerate the reasons why different people study history. The various ways of learning about family history will be discussed .The students will analyse the work of an archaeologist and a historian. New words like past , journalist past, excavate architect will be explained to the students.

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- Hands on activity:-

Experimental learning:-

- Students will ask their older family members to show a few old belongings. They will draw pictures or paste photographs of these things.

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- Art integration:-

- Students will paste pictures of different sources of history.

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- Inter disciplinary linkages and infusion of life skills:-

- Students will be able to make family time line .This will help them know their family history and develop bonding with all family members.

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- Recapitulation:-

-	Oral revisions
and practice of spellings will	be done.

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- Resources including ICT:-

Text books , workbooks,

- <http://neon.mems.cmu.edu/cramb/processing/history.html>

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- **Assessment items:-**

- To check the conceptual clarity various assessments will be done. Revision assignments and practice worksheets will be given.

- Subjective and objective type questions/answers will be done.

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- **Feedback and remedial teaching:-**

- Students will be advised to read the chapter carefully and thoroughly they will be encouraged to relate the topic with their daily life.

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- **Inclusive practices and full participation without discrimination:-**

- Group activity

- Reading books

- Watching videos

- Hands on learning

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- Month August
- Lesson – 7 The story of Early humans
- Number of teaching days

required to complete the topic: 9

- Learning outcomes:-
 1. Knowledge objective:-
 - Students will be able to tell how the early human looked and where did they live and what did they eat .
 2. Understanding objective:-
 - Students will be able to understand the changes in the looks and habits of humans with time.
 3. Application objective:-
 - The students will come to know how agriculture and tools changed the lives of early humans .
 4. Skill objective:-
 - The students will be able to compare the modern and ancient clothing.
- - Previous knowledge testing:-The students will be shown a picture labelled as early human being . students will be asked
 - Which animal does it resemble?
 - How did they change as we look today?

- **Teaching aids :**

- Charts, videos

- **Pedagogical strategies:-**

- The teacher will read the chapter and explain the life of the early human beings .The teacher will start with the appearance and resemblance to the early humans to apes. The students will come to know how did the early humans survived and where did they live . Different types of stones will be shown by the teacher to explain the different shapes of stones used as tools .The teacher will explain the changes in early human beings with the use of brain .They discovered fire ,the use of wheel , farming etc . They knew that all these activities made their life more comfortable and safe .The teacher will explain the clothing of early human beings and will be compared with today's life style.

- **Hands on activity:-**

Experimental learning-

- The students will paste the pictures of things used by early humans and how those things have been changed with time and used by us nowadays.

- **Art integration-**

- Students will draw the stones tools used by early humans.

- Interdisciplinary linkage and infusion of life skills:-Students will create exact a scene of hunting by early human beings. They will also show the village settlement by early humans . This develop Cooperation , team Spirit among the students.

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- **Recapitulation: -**

- Oral and written revisions of the chapter will be done .The students will be explained the meaning of new words and asked to learn their spellings.

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- **Resources using ICT:-**

- Textbooks, videos

- <http://www.kidspast.com/world-history/0015-neanderthals-and-tools-php>

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- **Assessment items-**

- Assessment will be done in various forms . objective and subjective type of questionnaire will be attempted by the students. Revision assignments practice worksheets will be given to the students.

- **Feedback and remedial teaching:-**
- Students will be advised to read the chapter thoroughly. The students will be encouraged to write the answers in their own language. Various easy ways like quiz , Jigsaw puzzles will be conducted in the class to make the chapter interesting and for better understanding.
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- Inclusive practices with full participation without discrimination-
 - Group activity- One group will enact and other group arrange the events in sequence.
 - Watching videos from Discovery channel or National Geographic
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- **Lesson – 8 Early Civilisations**
- **Number of teaching days**

required to complete the topic: 9

- **Learning outcomes:-**

1. **Knowledge objective –**

- The students will come to know the meaning of civilization and ancient civilization .They will learn the names of civilizations and rivers near them .

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2. **Understanding objective-**

- The students with the help of map will understand how
- ,why and where the ancient civilizations grew

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3 **Application objective –**

- The students will come to know how the climate is related to the settling of human beings.

4. **Skill objective-**

- The students will be able to tell the features of different civilizations and relate to the present day features of cities.

- **Previous knowledge testing:-**

- The students will be asked to test some features of their city.
- On the world map, show some famous rivers.
- Name the cities developed near these rivers.
- What are these settlements known as?

- **Teaching aids**

- Charts ,wall maps of India and world, textbook , videos

- **Pedagogical strategies:-**

- The teacher will read the chapter and students will repeat after her .The teacher will explain the chapter using various teaching aids .The teacher will explain the meaning of new terms like priest, resource, civilization
- .The teacher with the help of map will ask the students to name the Civilizations and mark on the map .The teacher will explain the settling of people in groups
- ,growing crops ,domesticating animals , trade etc. The teacher will explain the meaning of a tradition and modernity in reference to civilization.

- **Hands on activity:-**

Experimental learning-

- The students will make clay tablets using colourful clay and

remains same for a long period of time.

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- **Art integration:-**

- Students will make a collage showing the life of people in ancient civilizations .

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- Interdisciplinary linkage and infusion of life skills:-

- Students in groups of four will create their own picture alphabet .They will use letters in the alphabet to write each

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- other small notes such as “pass me the bottle” or “let us read a story” .This will develop team work , cooperation among children.

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- **Recapitulation:-**

- The chapter will be revised through oral and return revisions. Various crossword puzzles will be given to make the students learn the spellings.

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- **Resources using ICT-**

- Text books ,videos ,charts, models <http://youtube.com/watch?v=IAQAAJOIFIO&feature=share>

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- **Assessment items:-**

- The students will be assessed using different types of questionnaire i.e subjective and objective .The

civilizations and rivers near them .The students will solve the worksheets provided to them.

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- **Feedback and remedial teaching:-**

- The students will be asked to read the chapter thoroughly . The students will be given extra time to ask the questions ,if any doubts they have. The students will solve the puzzles

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- and quiz will be conducted for easy learning of the topic.

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- Inclusive practices and full participation without discrimination the teacher will divide the class into 4 groups . Each group will take up different Civilization and collect the information related to it .They will present their project work on the day assigned .This will develop teamwork , cooperation ,dedication and punctuality among students.

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- Lesson – 9 National Symbols

- **Number of teaching days**

required to complete the topic: 5

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5. **Learning Outcomes**

- **Knowledge objectives** – Students learn about the national symbols.
- **Understanding objectives** – Students will come to know about the National emblem of our country.

Application objective – Students will learn about the national

who wrote the national song of India.

- **Skills objective** – Students will be able to learn about our National anthem of our country and who wrote it.

- **Previous knowledge testing -**
Students will be asked about

1. What does our National symbol represent?
2. What are the three colours in our National flag?
3. Name some National symbols of our country.

- **Teaching aids** – Chalk, duster, board, maps, videos and books

- **Pedagogical strategies** –The Teacher will explain about the National symbols. The term Preamble will also be explained by the teacher. The Teacher will also explain National Emblem and National anthem and the rules regarding the National flag and National anthem. She will also explain about National animal, National flower and National bird.

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- **Hand on Activity** – The teacher will tell the students to sing National song Vande Mataram in the class.

- **Arts integration** – Draw or paste a picture of our National symbols and Preamble.

- **Interdisciplinary linkages and infusion of life skills -**

- Students will learn about teamwork, cooperation their duties and responsibilities as a good citizens'

- **Recapitulation**- will be done. Oral revision of the chapter will be done in the class.
- **Resources including ICT (Information and communication technology)**- eBook's , worksheets, Internet
- [Http://youtube/XvUdNgE7gh](http://youtube/XvUdNgE7gh)
<http://youtube/CvUdEohg8>
- **Assessment Items** – To check the conceptual clarity various types of assessments will be done.
- Exercise in the textbook, workbook will be done
 - Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.
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 - **Feedback and Remedial teaching** – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings
 - **Inclusive Practice and full participation without discrimination-**
 - *Group discussion *Watching videos
 - *Reading books *Collaboration
 - *Charts

