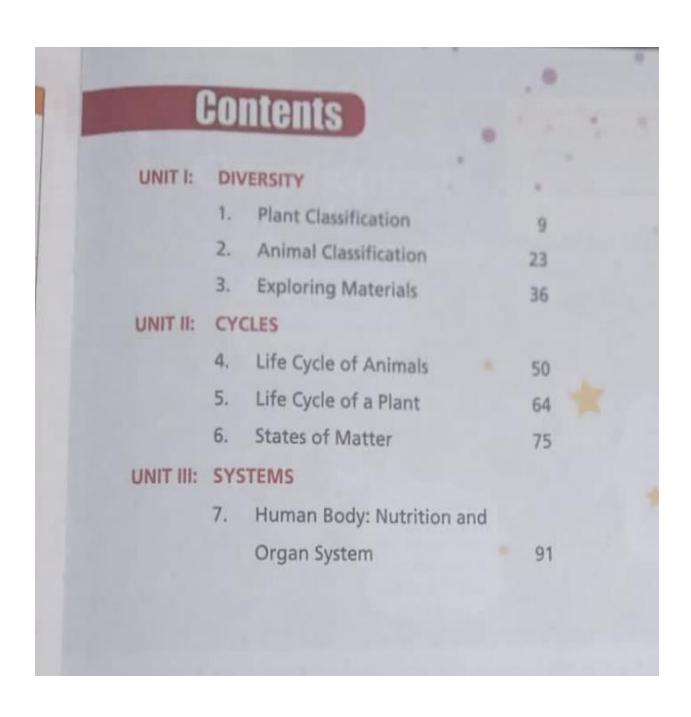
LESSON PLAN(Term-1 & Term-2)

EVS-1 CLASS 4. SESSION -2025-26



Subject: Environmental Studies (EVS-1)

Class: 4

APRIL

Chapter: 1 — Plant Classification

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Students will define and identify terrestrial, aquatic, and insectivorous plants.

Understanding Objective: Students will differentiate plants based on their habitat (land or water) and mode of nutrition.

Application Objective: Students will classify given plants into terrestrial, aquatic, and insectivorous categories with examples.

Skill Objective: Students will enhance observation, analytical thinking, categorization, and reasoning skills.

Previous Knowledge Testing Ask students:

Have you seen plants growing in water?

Are there plants that can eat insects?

Can you name plants that grow on land or in your garden?

Teaching Aids

Flashcards or pictures of various plants (lotus, cactus, pitcher plant, etc.)

Real small plants (if available)

Chart papers and colored markers

Short videos/animations explaining types of plants (ICT tool)

Pedagogical Strategies

Concept mapping to show plant classification.

Inquiry-based questioning.

Group discussions and collaborative learning.

Storytelling (e.g., story of a Pitcher Plant trapping insects!)

Demonstration using plant pictures and real-life examples.

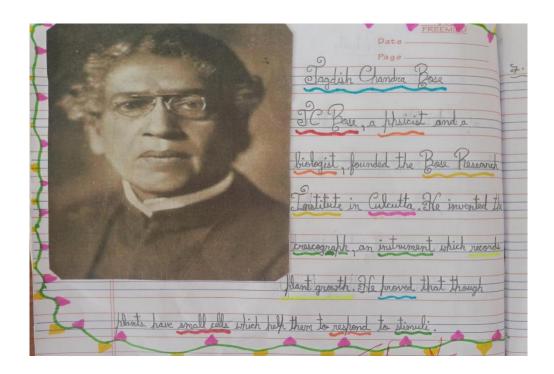
Hands-on Activities

Classification Game: Show images and let students sort plants into terrestrial, aquatic, or insectivorous groups. Drawing Activity: Draw a cactus (desert plant), a lotus (aquatic plant), and a pitcher plant (insectivorous plant).

Art Integration

Create a colorful poster showing examples of terrestrial, aquatic, and insectivorous plants.

Paste a picture of Jagdish Chandra Bose and write a few lines on him.



Interdisciplinary Linkages-Science: Adaptations in plants.

Geography: Plants found in different landforms and water bodies.

Art: Drawing different plants.

Infusion of Life Skills

Observation Skills: Identifying plant features.

Analytical Thinking: Categorizing based on environment and characteristics.

Environmental Awareness: Understanding different habitats and biodiversity.

Creativity: Artistic representation of plants.

Recapitulation

Quick quiz:

Name one aquatic plant.

What kind of plant is a cactus?

Why do insectivorous plants eat insects?

Rapid Fire Round: Terrestrial or Aquatic?

Resources including ICT

Smartboard / Projector

Short animated videos from YouTube on plant habitats and carnivorous plants

Assessment Items

Formative:

Class participation in discussions

Summative:

Written test: Define terrestrial, aquatic, and insectivorous plants.

Give 2 examples of each type of plant.

Draw and label any one aquatic plant.

Feedback and Remedial Teachings

Immediate verbal feedback during activities. For students needing support, use simplified charts and real-life examples.

Inclusive Practices

Use of varied media: pictures, models, real samples, and videos.

Allowing students to express answers through speaking, drawing, or writing.

Full Participation without Discrimination

Ensuring every child gets a turn during games and group activities.

Appreciating all efforts, regardless of skill level.

Encouraging a positive attitude towards learning about diversity in plants.

Chapter: 2 — Animal Classification

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective Students will define animal classification and identify terrestrial, aquatic animals, and types based on food habits.

Understanding Objective: Students will explain the basis for classification according to habitat (land and water) and food habits (herbivores, carnivores, omnivores).

Application Objective: Students will classify animals based on their habitat and eating habits.

Skill Objective: Students will enhance observation, categorization, critical thinking, and comparison skills.

Previous Knowledge Testing

Ask students:

Name some animals that live on land.

Which animals live in water?

What do cows and lions eat?

Do all animals eat the same food?

Teaching Aids

Flashcards or pictures of animals, Videos showing different habitats and food chains, chalk duster

Pedagogical Strategies

Concept mapping (Habitat and Food Habits)

Interactive discussions

Group sorting activities

Visual demonstration with animal pictures

Storytelling

Hands-on Activities

Food Habit Chart: Students prepare a chart showing animals and their food types.

Habitat Hunt: Create a treasure hunt game matching animals to their correct habitats.

Art Integration

Paste the picture of Steve Irwin and write 2 to 3 lines on him.



Interdisciplinary Linkages

Science: Animal adaptations, food chains.

Geography: Different landforms and water bodies where

animals live.

Language: Descriptive writing about an animal's habitat and

diet.

Infusion of Life Skills

Observation Skills: Noticing animal features and behaviors.

Analytical Thinking: Sorting based on given criteria.

Environmental Awareness: Respecting animal diversity and

habitats.

Creativity: Representing animals through drawing and craft.

Recapitulation

Quick oral quiz:

Name one aquatic animal.

Which animal eats only plants?

Is a bear a carnivore or an omnivore?

Resources including ICT

Smartboard / Projector

Animated videos about habitats and food habits of animals (YouTube)

Assessment Items

Formative:

Observation during sorting and group activity, oral questioning

Summative:

Written test: Classify animals as terrestrial, aquatic, herbivore, carnivore, or omnivore..

Feedback and Remedial Teachings

Immediate and encouraging feedback during activities. Remedial support: Use more pictures and real-life examples for students needing extra help.

Additional simple games for reinforcing concepts.

Inclusive Practices

Use of audio-visual

Pairing students of mixed abilities for support.

Allowing flexible ways for children to respond — verbally, visually, or in writing.

Full Participation without Discrimination

Equal opportunity for all students during discussions and activities.

Ensuring respect and sensitivity towards every learner's ability and background

MAY

Chapter: 3 — Exploring Materials

number of days required to complete the topic-10

Learning Outcomes

Knowledge Objective: Identify common materials such as wood, rubber, wool, silk, cotton, glass, plastic, metal, and ceramic.

Understanding Objective: Understand the basic properties of materials like texture, hardness, flexibility, transparency, waterproofing, and strength.

Application Objective: Compare and classify objects based on the materials used and their properties.

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

Previous Knowledge Testing Ask:

What is your water bottle made of?

Have you touched wood or plastic? How do they feel?

Which clothes do you wear in summer or winter?

Teaching Aids Real objects: wooden block, rubber band, cotton cloth, silk scarf, metal spoon, plastic bottle, glass piece (safely enclosed), ceramic cup.

Pedagogical Strategies

Use real-life materials for explanation.

Concept mapping for types and properties.

Group sorting of objects based on materials.

Think-Pair-Share: Discuss why certain materials are used for specific items.

Comparison charts for properties like softness, flexibility, transparency.

Show short videos for deeper understanding.

Hands-on Activities

Touch and Feel Table: Let students explore real materials and describe texture, hardness, flexibility.

Sorting Activity: Group objects based on their material type.

Art Integration

Create a collage of different materials from magazine cuttings.

Interdisciplinary Linkages

Science: Properties of matter.

Math: Sorting and classification.

Art: Craft work using different materials.

Infusion of Life Skills

Sensory awareness, analytical thinking, observation, decision-making.

Recapitulation

Quick oral quiz on material types.

Fill in the blanks on material uses.

"Guess the Material" game using clues.

Resources including ICT

Educational videos on material types and properties.

Assessment Items

Formative: Observation during sorting and discussion.

Summative: Assignment Worksheet of objective type

questions (10 marks)

Feedback and Remedial Teachings

Reinforce learning using real objects again.

Use visual aids

Inclusive Practices

Encourage group learning with peer support.

Use multiple teaching styles (visual, verbal, hands-on).

Full Participation without Discrimination

Equal opportunities in group tasks and material exploration.

Celebrate all contributions equally, promoting respect and teamwork.

Chapter: 4 — Life Cycle of Animals

Number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Identify the stages in the life cycle of a chicken, frog, butterfly, cockroach, and grasshopper.

Understanding Objective: Understand how animals reproduce — by laying eggs or giving birth to young ones.

Application Objective: Compare life cycles of different animals and identify similarities and differences.

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

Previous Knowledge Testing

Ask:

Have you seen a butterfly come out of a cocoon?

Do you know any animal that lays eggs?

What does a baby dog or cat look like when it is born?

Teaching Aids

Life cycle diagrams (charts or flashcards)

Picture of each stage

Smartboard or projector for videos

Pedagogical Strategies

Use visual life cycle charts for explanation.

Group discussions to compare animals that lay eggs vs. give birth.

Interactive storytelling (e.g., "The Journey of a Butterfly"). Think-Pair-Share: Which life cycle seems most surprising and why?

Use of ICT (videos/animations showing metamorphosis). Drawing and labelling life cycles for visual reinforcement.

Hands-on Activities

Drawing Activity: Draw and label life cycle of butterfly



Observation Project (optional): Observe a butterfly or frog life cycle if possible at school or home.

Art Integration

Create foldable life cycle wheels for butterfly or frog.

Make posters showing stages of any one animals' life cycle.using leaves ,cotton ,craft paper, butterfly sticker.

Interdisciplinary Linkages

Science: Understanding growth and reproduction.

Art: Chart and model making.

Infusion of Life Skills

Observation, curiosity, patience, and responsibility.

Respect for all life forms.

Recapitulation

Quick oral quiz: "Which animal goes through metamorphosis?"

Match animal with correct life cycle.

Fill in the blanks and true/false based on life cycle facts.

Resources including ICT

Animated videos showing metamorphosis and direct development.

Assessment Items

Formative: Observation during sequencing and group work.

Summative:

Worksheet with diagrams to label.

Short answers comparing different life cycles.

MCQs on egg-laying vs. live birth animals.

Feedback and Remedial Teachings

Use simpler diagrams or animations for those who need extra support.

Reinforce differences between direct and indirect development through pictures and repetition.

Inclusive Practices

Encourage teamwork and equal participation in drawing and group sorting tasks.

Provide oral and visual options for understanding.

Full Participation without Discrimination

All students included equally in discussions, drawing, and presentation tasks.

Promote respect and appreciation for all ideas and contributions.

JULY

Chapter: 5 — Life Cycle of a Plant

number of days required to complete the topic-12

Learning Outcomes

Knowledge Objective: Identify the stages in a plant's life cycle: seed, germination, seedling, flowering, and seed formation.

Understanding Objective: Understand the functions of seed coat, how seeds germinate, and how plants grow from seeds.

Application Objective: Observe and explain basic parts of a flower and relate them to seed formation.

Skill Objective: Develop observation, sequencing, and recording skills.

Previous Knowledge Testing

Ask:

Have you planted a seed before?

What do you think happens inside the seed?

What grows first when a seed starts sprouting?

Teaching Aids

Real seeds (e.g., kidney bean), germination setup, flowers (real or artificial), seedling tray, smartboard, charts.

Pedagogical Strategies

Use real seeds and germination trays for experiential learning.

Demonstrate the stages with pictures or time-lapse video.

Use a cut-open seed to explain seed coat and inner parts.

Basic explanation of flower parts (petals, sepals, stamen, pistil) using real flowers.

Think-Pair-Share on what a plant needs to grow.

Concept mapping for life cycle stages.

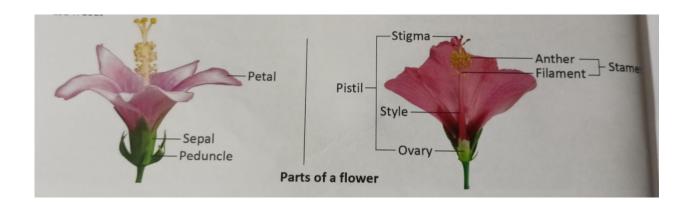
Hands-on Activities



Germination Experiment: Plant a seed in cotton or soil and observe changes daily.

Dissect a Seed: Show seed coat, cotyledon, baby plant inside.

Flower Study: Observe and draw basic parts of a flower.



Art Integration Draw and label outer and inner part of a seed Colour and label flower parts.

Interdisciplinary Linkages

Science: Growth and reproduction in plants.

Math: Measuring seedling growth.

Art: parts of seeds drawing

Infusion of Life Skills

Patience, observation, responsibility, curiosity, care for living things.

Recapitulation

Fill in the blanks and true/false.

Ask: What comes first—seed or seedling?

What is the role of the seed coat?

Resources including ICT

Animated video on seed germination and plant life cycle.

Assessment Items

Formative: Observation during activities, participation in discussions.

Summative: Worksheet with diagrams to label.

Short questions on each stage.

Match the part of a flower to its name.

Feedback and Remedial Teachings

Use simpler language and pictures for learners needing support.

Repeat and revise using actions and storytelling.

Inclusive Practices

Group activities with mixed-ability learners.

Full Participation without Discrimination

Equal opportunities to plant, draw, discuss, and answer.

Respect and appreciation for all learners' efforts.

Chapter: 6 — States of Matter

Number of days required to complete that topic-12-14

Learning Outcomes

Knowledge Objective: Identify the three main states of matter: solids, liquids, and gases.

Understanding Objective: Understand the arrangement of particles in each state and how matter changes when it gains or loses heat.

Application Objective: Explain processes like melting, freezing, evaporation, and condensation using water as an example.

Skill Objective: Develop observation, comparison, and reasoning skills through experiments and illustrations.

Ask:

Can you name some solids, liquids, and gases?

What happens when you keep ice outside the fridge?

Have you seen water turning to steam?

Teaching AidsIce cubes, kettle, bowl of water, balloon (for air), salt, sugar, glasses, spoons.Particle model diagrams, flashcards, water cycle chart.

Smartboard for animated videos.

Pedagogical Strategies

Use real-life examples and hands-on demonstrations.

Explain particle arrangements using visual models or student actions.

Story-based explanation of the water cycle.

Group comparison activities for reversible and irreversible changes.

Think-Pair-Share: Why do puddles disappear in the sun?

Hands-on Activities

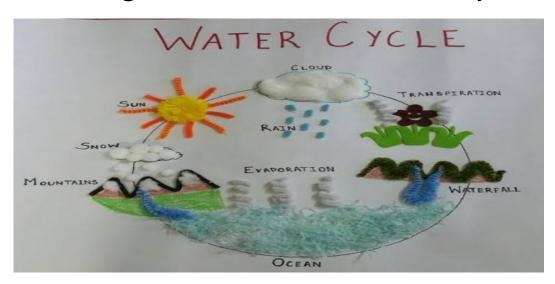
Melting Ice: Observe solid changing to liquid.

Mixing Salt in Water: Show solute, solvent, and solution.

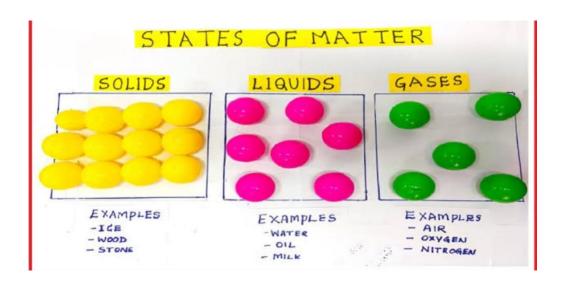
Balloon Activity: Blow air to feel a gas.

Sorting Task: Reversible vs. Irreversible changes chart (e.g., melting vs. burning paper).

Art Integration Draw and label the water cycle.



Create models showing particle arrangements in solids, liquids, and gases using beads or buttons or bindis or smiley sticker



Interdisciplinary Linkages

Science: Change of state, heat transfer.

Art: Diagrams and models. Geography: The water cycle.

Infusion of Life Skills

Critical thinking, observation, curiosity, scientific attitude, and reasoning.

Recapitulation

Quiz: "Name the process when ice turns to water."

Match columns: process \leftrightarrow state change.

Rearranging steps of the water cycle.

Resources including ICT

Animated video on water cycle and states of matter.

Assessment Items

Formative: Observation during experiments and group tasks.

Summative: Label diagrams of particle arrangements.

Fill in the blanks (e.g., Melting is when solid turns to ____).

Short answer: What is a solute?

Tick correct statements for reversible and irreversible changes.

Feedback and Remedial Teachings

Re-explain with models or animations.

Provide simple examples and analogies (e.g., sugar in tea).

Peer-assisted learning in groups.

Inclusive Practices

Use multiple formats: audio, visual, kinesthetic.

Group tasks designed to support students with diverse needs.

Full Participation without Discrimination

Encourage all students to participate in experiments, drawings, and group responses.

Respect each student's contribution regardless of learning level.

AUGUST

Chapter: 7 — Human Body: Nutrition and Organ Systems

Number of days required to complete the topic-12-14

Learning Outcomes

Knowledge Objective: Name the main nutrients and organ systems in the human body.

Understanding Objective: Understand the importance of a balanced diet and how the body digests food and removes waste.

Application Objective: Identify healthy food choices and the basic function of major organs

Skill Objective: Develop reasoning, comparison, observation, and communication skills.

Previous Knowledge Testing

Ask:

Why do we eat food?

What kind of food do you think is healthy?

What happens to food after we eat it?

Teaching Aids Food chart, flashcards of organs, model of teeth or jaw, posters of the digestive and circulatory systems, real vegetables/fruits, video clips, tooth diagram.

Pedagogical Strategies

Use visual charts and food samples to explain nutrients.

Simple drawing/model activity to understand the tooth and systems.

Story method: Follow a bite of food through the digestive journey.

Relate concepts to everyday habits (e.g., brushing teeth, drinking water).

Group discussions on healthy meals and why nutrients are important.

Hands-on Activities

Build a Plate: Make a balanced diet paper plate.



Tooth Model: Use clay to create a simple tooth showing crown, root.



Art Integration

Draw and label a balanced meal.

Colour and label diagrams of digestive and excretory system

Interdisciplinary Linkages

Science: Functions of body systems and health.

Math: Measuring and comparing food portions.

Language: Describing one's daily food intake or writing health tips.

Infusion of Life Skills

Healthy eating habits, hygiene (dental care), body awareness, decision-making.

Recapitulation

Quick Q&A: What are the types of teeth?

Match nutrient ↔ function (e.g., Protein — body building).

Fill in the blanks

Resources including ICT Videos on how digestion works.

Interactive food pyramid games or quizzes.

Digital resources on nutrients and organ systems.

Assessment Items Formative: Observe student participation in sorting, drawing, and group work.

Summative: Label a digestive system diagram

Written revision from textbook, workbook and notebook

Feedback and Remedial Teachings

Reinforce with simpler terms and drawings.

Use real-life examples (e.g., brushing teeth, eating vegetables).

Inclusive Practices

Use audio-video aids

Group activities promote peer learning and support.

Full Participation without Discrimination

Encourage contributions from every student.

Equal roles in group work, drawing, and oral answers.

Term-2

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October

L-8 Plant: Body System

Number of days required to complete the topic-10

@ Learning Outcomes

By the end of this lesson, students will be able to:

Identify and label the parts of a leaf.

Understand how plants make their own food (photosynthesis).

Describe the process of transpiration.

Name some special plants and explain their unique features.

Recognize the importance of transpiration in plants.

Objectives

- Knowledge Objective-To identify the parts of a leaf and define photosynthesis and transpiration.
- Understanding Objective-To explain the role of the leaf in plant nutrition and water balance.
- Application Objective-To observe leaf features and infer how plants survive in different conditions.

Skill Objective-To label, draw, and compare leaves and understand plant survival strategies.

Previous Knowledge Testing (PKT)

Ask questions like:

"Have you seen water droplets on the underside of a leaf?"

"Why do you think plants have green leaves?"

"Do all plants look the same?"

Teaching Aids

Chart or diagram of a leaf

Real leaves for observation

Whiteboard & markers

Transparent polythene bags for transpiration activity

Video on photosynthesis

Worksheets and leaf models

Hands-On Activities

Transpiration Experiment

Tie a plastic bag on a leafy branch → observe water droplets after a few hours

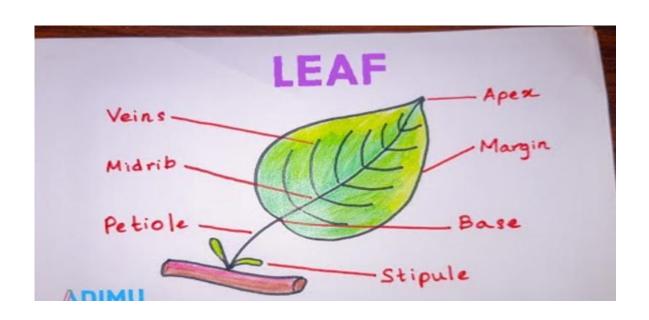
Leaf Observation-Give real leaves to children → observe veins, midrib, and side veins

Draw & Label Activity-Draw and label parts of a leaf on a worksheet



Make a leaf collage

Clay model of a leaf



Interdisciplinary Linkages

English: Write 5 sentences on "Why leaves are important"

EVS: Link with water cycle through transpiration

Math: Measure leaf length and width

P Life Skills Integration

Importance of plants in life

Respect and care for nature

Water-saving awareness from transpiration concept

ICT Resources

YouTube video on photosynthesis
Interactive diagram games for plant parts

PPT or animation on transpiration

Assessment Items

Formative-Label a diagram of a leaf

Match the plant with its special feature

Fill in the blanks (e.g., Photosynthesis needs ____)

Summative

Worksheet with short answers and drawing task
Quiz on leaf parts, photosynthesis steps

Feedback and Remedial Teaching

Use group discussion for slow learners

Provide leaf model with raised features for tactile learning

Revise with a recap video or flashcards

5 Inclusive Practices

Use large-size visuals

Encourage peer support

Let students express answers through drawing or speech

☐ Full Participation Without Discrimination

All students included in group work

Culturally diverse examples of plants

Respect and appreciation for everyone's work

L-9 Force and Work

Number of days required to complete the topic-12

learning Outcomes

By the end of the lesson, students will be able to:

Understand what force and work mean.

Identify different types of forces.

Explain the effects of force.

Understand frictional force and its usefulness.

List the factors affecting friction in daily life.

Objectives

Knowledge Objective To define force and work, and name different types of forces.

Understanding Objective-To describe the effects of force and how friction helps or resists movement.

Application Objective-To observe and apply the concept of friction in real-life examples (e.g., walking, writing).

Skill Objective-To demonstrate how force and friction affect the motion of objects.

Previous Knowledge Testing (PKT)

Ask simple questions:

Can you push a chair?

What happens when you push or pull something?

Have you ever seen a ball stop rolling on its own?

Teaching Aids

Toy cars

Smooth and rough surfaces (cardboard, carpet)

Ball, rubber band

Videos/animations

Chart on types of forces

Board and markers



Toy Car Race

Let toy cars roll on smooth and rough surfaces.

Ask students to observe which goes further and why.

Rub and Feel

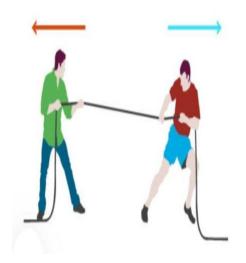
Provide different surfaces (paper, cloth, sandpaper)

Let children feel and guess which has more friction.

Ball Roll Activity

Roll a ball and observe when and why it stops (due to friction and gravity).

• Art Integration Draw pictures of examples of force (pushing a swing, pulling a rope).





Interdisciplinary Linkages

Math: Measuring how far an object moves with or without friction

Art: Drawing different forces in action

English: Story writing on "A Day Without Friction"

P Life Skills Integration

Understand the role of force in daily life (e.g., cycling, walking).

Awareness of safety (how friction helps prevent slipping).

ICT Resources

Animated video on forces and friction (YouTube)

Interactive quiz or game on www.chatgpt.com (for more information)

Assessment Items

Formative Assessment

Match the force type to the correct example

Fill in the blanks: "Friction helps us to ____."

Observation during toy car activity

Summative Assessment

Worksheet: Draw and label types of force

Questions:

- 1. What is force?
- 2. Name one example of friction.
- 3. Which surface has more friction: smooth or rough?

Feedback and Remedial Teaching

Give additional activities to students who need support

Use storytelling or role-play for reinforcement

Pair learners to help each other

6 Inclusive Practices

Use large print or tactile charts

Verbal responses allowed for writing difficulty

Group learning for peer support

☐ Full Participation Without Discrimination

Equal turns in group activities

Use examples from all cultures and backgrounds

Appreciate each child's effort equally

November

L-10 Measurement

Number of days required to complete the topic-10

Outcomes

By the end of the lesson, students will be able to:

Understand the need for measurement in daily life.

Identify standard units of measurement for length, mass, volume, time, and temperature.

Use appropriate tools (scale, clock, thermometer, measuring cup).

Estimate and compare different measurements.

Objectives

Knowledge Objectives

To define length, mass, volume, time, and temperature.

To know the standard units and measuring tools for each.

- Understanding Objectives-To understand which units are used in which situation (e.g., measuring milk = litres, measuring fever = degrees).
- Application Objectives-To use real-life objects to measure quantities practically.
- Skill Objectives-To read measurements accurately using rulers, clocks, thermometers, and measuring jugs.

Previous Knowledge Testing

Ask: How do we know the height of a door?

What tells us the time?

What do you do when you feel hot or have fever?

Teaching Aids

Ruler, measuring tape

Weighing scale (kitchen or spring)

Measuring cup, bottles

Clock and stopwatch

Thermometer (dummy or image)

ICT tools or animation on measurement

Hands-On Activities

Length Measurement Race

Measure classroom items using scale and tape (e.g., table, book).

Mass Guess & Check

Guess weight of common objects → check on kitchen scale.

Water Volume Fun

Use measuring cups to pour water into bottles → compare litres and ml.

Time It!

Use a stopwatch to time tasks (clap 10 times, tie shoelaces, etc.).

Art Integration

Draw measuring tools and label them



Interdisciplinary Linkages

Maths: Units, addition/subtraction of measurements

EVS: Uses in daily life (body temp, cooking, travel time)

English: Measurement word problems

♀ Life Skills Integration

Accuracy in measuring while cooking, playing, resting
Managing time and temperature for a healthy routine
Estimation and logical thinking

ICT Integration

Animated videos on units and tools (YouTube)

Online games: Match the tool to measurement

Interactive thermometer & ruler apps

Assessment Items

Formative Assessment

MCQs and match-the-following

Fill in the blanks

Label tools in a picture

Summative Assessment

Worksheet:

Q1. Name two tools used to measure length.

- Q2. Which unit is used to measure water in a bottle?
- Q3. If it is 35°C outside, is it hot or cold?

Feedback and Remedial Teaching

Re-demonstrate practical measurement for weaker students

Use buddy system for activities

Reinforce through stories, games, and repetition

5 Inclusive Practices

Allow oral responses and group work

Adapt tools (e.g., enlarged markings on thermometer/ruler)

☐ Full Participation Without Discrimination

Equal turns for all during measurement games

Respect each child's answer and promote group sharing

Ensure gender-neutral, inclusive examples

L-11 Our Environment

Number of days required to complete the topic-12-14

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Understand the meaning and components of the environment.

Describe adaptations in animals for survival.

Identify pollution types and ways to reduce pollution.

Recognize the importance of plants and wildlife.

Understand the concept of endangered and extinct species.

Objectives

Knowledge Objectives To define adaptation, pollution, and endangered species.

To list types of pollution and animal adaptations.

Understanding Objectives

To understand how plants, animals, and people are affected by their environment.

Application Objectives

To observe pollution and adaptation examples in their surroundings.

To suggest simple steps to reduce pollution and protect animals.

Skill Objectives To classify animal adaptations and identify pollution sources.

Previous Knowledge Testing

Ask: What do you see around your home?

Have you seen smoke, garbage, or dirty water?

Can all animals live in the same place? • Teaching Aids

Flashcards of animals with adaptations

Chart on pollution and wildlife

Videos on adaptation, migration, and pollution

Toys/models of animals

Board, markers

Art Integration

Make a collage on "Save the Earth"

Poster: "Say NO to Pollution!"





Q Life Skills Integration

Environmental responsibility

Respect for nature and all living beings

Teamwork in group activities

ICT Integration

Watch animation: "How camels survive in deserts"

Video: "Endangered animals and how to protect them"

Interactive quiz on environment from chatgpt.com

Assessment

Formative Assessment: Match animal with its adaptation Identify pollution type from picture

Draw and label a clean vs polluted area

Summative Assessment:

Worksheet with short answer questions

Group quiz game

Feedback and Remedial Teaching

Use flashcards and storytelling for slow learners

One-on-one reinforcement of adaptation types

Re-show videos for visual learning support

5 Inclusive Practices

Large print visuals

Use of gestures, real objects for ELL and special needs

Peer-assisted learning in groups

☐ Full Participation Without Discrimination

All children are included in games and projects

Appreciation for every child's effort and idea

Examples from different cultures and regions included

December

L-12 Light

Number of days required to complete the topic-10

@ Learning Outcomes

By the end of the lesson, students will be able to:

Understand that light helps us to see.

Explain how light travels in a straight line.

Describe how shadows are formed.

Understand the concept of reflection of light.

Identify materials that reflect or block light.

Objectives

- **Knowledge Objective** To define light, reflection, and shadow.
- Understanding Objective To understand how light behaves when it hits different surfaces or objects.
- Application Objective To apply understanding by identifying reflective and non-reflective materials.
- Skill Objective To observe and demonstrate how shadows and reflections are formed.

Previous Knowledge Testing

Ask: Can you see in the dark?

What happens when you stand under sunlight?

Have you seen your face in a mirror?

Teaching Aids

Torch / Flashlight

Mirror

Black paper or cardboard

Transparent, translucent, and opaque objects (glass, butter paper, wood)board and markers

Science chart or model

Videos/animations

Hands-on Activities

1. Torch and Object Experiment

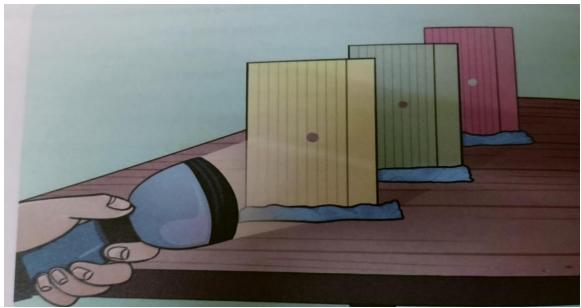
Shine torch on different objects (glass, wood, mirror). Observe reflection and shadow.

2. Shadow Puppets

Use cut-outs and flashlight to form shadows on a wall.

3. Hole in Cardboard Activity

Align 3 cardboard sheets with holes → shine light through → observe straight-line path.





Make a shadow puppet and tell a short story.

Create a collage of light sources.



Interdisciplinary Linkages

Math: Measure the length of a shadow

Art: Shadow tracing

English: Write 5 lines on "Why light is important"

Pedagogical Strategies

Strategy Use in Lesson

Activity-based learning Shadow and reflection experiments

Visual learning Charts, videos, mirror demos

Questioning and discussion Encourage observation-based questions

Group work Team shadow play, mirror experiments

Experiential learning Real objects and situations used for teaching

Life Skills Integration

Observation skills

Scientific thinking and curiosity

Respect for natural light sources and energy use

ICT Integration

Video: "How shadows are formed"

Animation showing reflection and straight-line path of light Interactive games on light and shadows

Assessment



Match objects to light behavior (transparent, opaque)

Fill in the blanks

Short quiz: "What is a shadow?" "What is reflection?"

Summative Assessment

Worksheet with diagrams: draw and label shadow formation

Describe what happens when light hits a mirror

Activity-based: create a shadow and describe its features

Feedback and Remedial Teaching

Extra visual aids for students needing revision

Repeat experiments in slow, step-by-step method

Peer-to-peer sharing of understanding

3 Inclusive Practices

Use tactile materials for children with visual challenges

Allow verbal responses or drawing-based answers

Group learners with varied strengths together

☐ Full Participation Without Discrimination

All students get equal chances in experiments

Encourage respect and appreciation of each child's creativity

Use inclusive language and examples from all backgrounds

January

L-13 Heat and Temperature

Number of days required to complete the topic-12

@ Learning Outcomes

By the end of this lesson, students will be able to:

Understand what heat and temperature are.

Identify natural and man-made sources of heat.

Know the uses of heat in daily life.

Understand how heat transfers from one object to another.

Describe body temperature and its measurement.

Objectives

Knowledge Define heat and temperature; list heat sources

Understanding Differentiate between heat and temperature

Application Observe heat transfer in daily situations (e.g., spoon in hot tea)

SkillUse thermometer picture or model; classify objects based on heat sources

Previous Knowledge Testing

Ask students: "What do you feel when you touch a cup of hot milk?"

"How do we know we have fever?"

"Have you felt heat from the sun or a gas stove?"

Teaching Aids

Pictures of Sun, fire, oven, toaster

Metal spoon, plastic spoon, cup of warm water (for demo)

Thermometer (toy or image)

Videos/animations

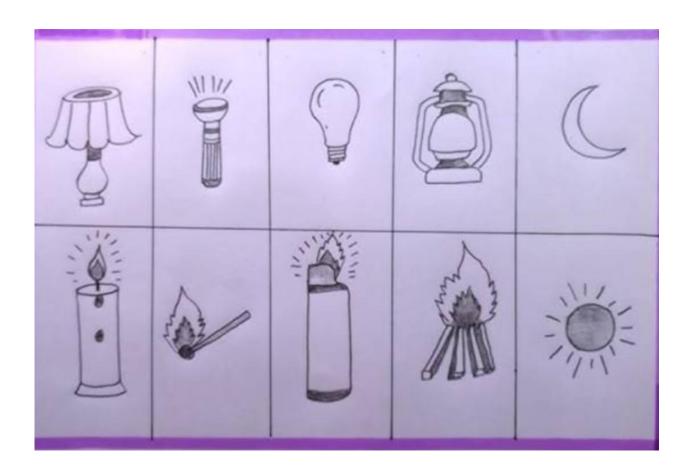
Hands-On Activities

- 1. Heat Transfer Test Place a metal and plastic spoon in warm water. Ask students to touch and compare which becomes warm faster.
- 2. Hot and Cold Sorting Game Give pictures of objects (ice cream, candle, soup, fan). Students sort into Hot or Cold categories.
- 3. Touch and Feel Use a warm bottle and a cool metal cup. Let children feel the difference and identify heat transfer.

Art Integration

Draw pictures of heat sources and label them

Make a "Uses of Heat" poster in groups



Interdisciplinary Linkages

Math: Reading temperature scale

Art: Drawing heat sources

EVS: Link with seasons and weather (summer = hot)

Pedagogical Strategies

Strategy How It's Used

Activity-based learning Through spoon experiment, hot/cold sorting, drawing thermometer

Visual learning Using real objects, pictures, flashcards Discussion-based Sharing when they feel hot/cold and how they warm up

Experiential learning Hands-on with safe warm objects, feeling and understanding heat transfer

Storytelling Tell a story like "Raju burns his hand on a hot pan" to start the lesson

P Life Skills Integration

Safety tips: Be careful with hot objects

Awareness of fever and using thermometer

Sensitivity to others' comfort (helping in hot weather)

ICT Integration

Video: "What is heat?" (short cartoon)

Animation showing heat transfer and how thermometers work

Temperature reading interactive game



Formative Assessment

Match the source (natural/man-made)

Fill in the blanks

Picture-based quiz: Is it hot or cold?

Summative Assessment

Worksheet with short answer questions

Draw and label: thermometer, heat sources

True or False:

Heat travels from cold to hot. 💢

Metal gets hot faster than plastic.

Feedback and Remedial Teaching

Repeat activities for struggling learners

Use more visuals and simpler examples

Allow peer explanation during group work

5 Inclusive Practices

Large pictures and real objects for learners with difficulties

Allow oral answers and partner work

Use tactile warm/cool items for sensory learners

☐ Full Participation Without Discrimination

Every child gets to touch/feel objects

Group roles rotated to ensure equal participation

Appreciation and respect for all inputs and efforts

February

Revision for Final Exam

March

Final Examination will be conducted.