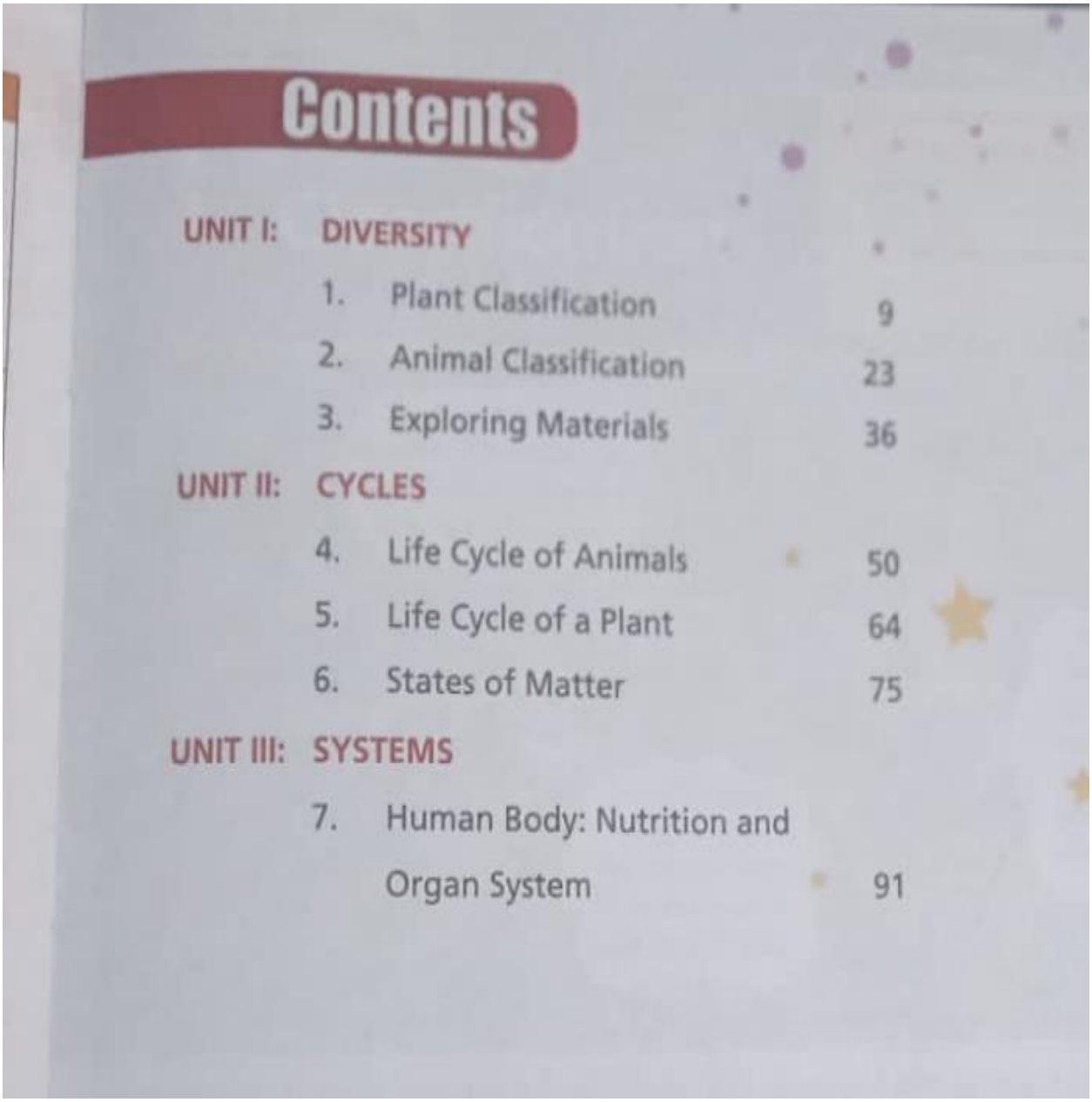
LESSON PLAN(TERM-1)

EVS-1 CLASS 4. SESSION -2025-26



Contents

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.

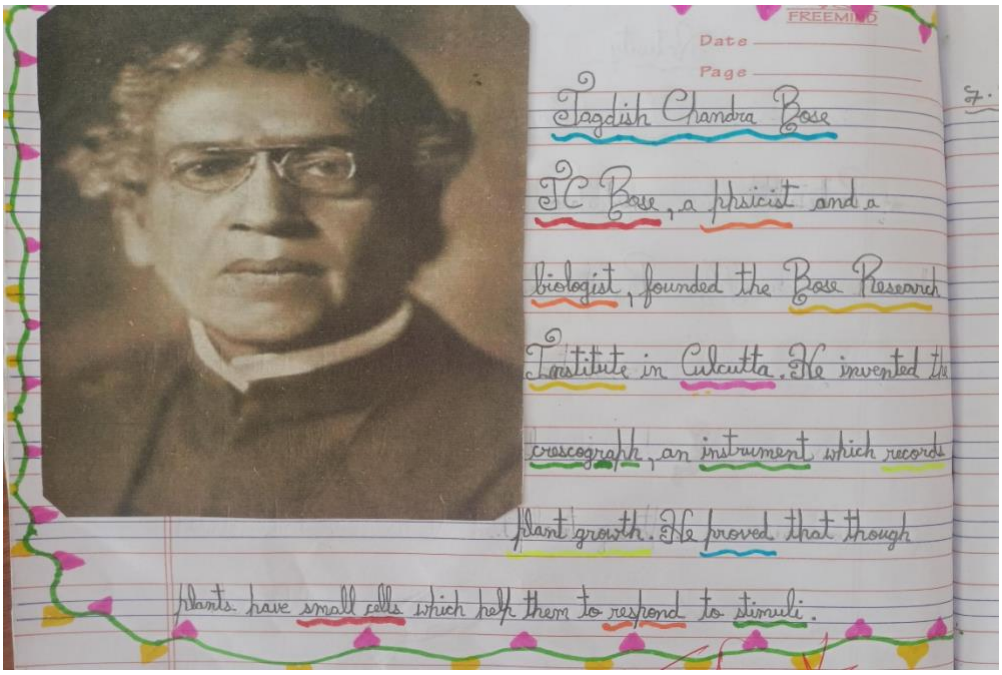
Hands-on Activities

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

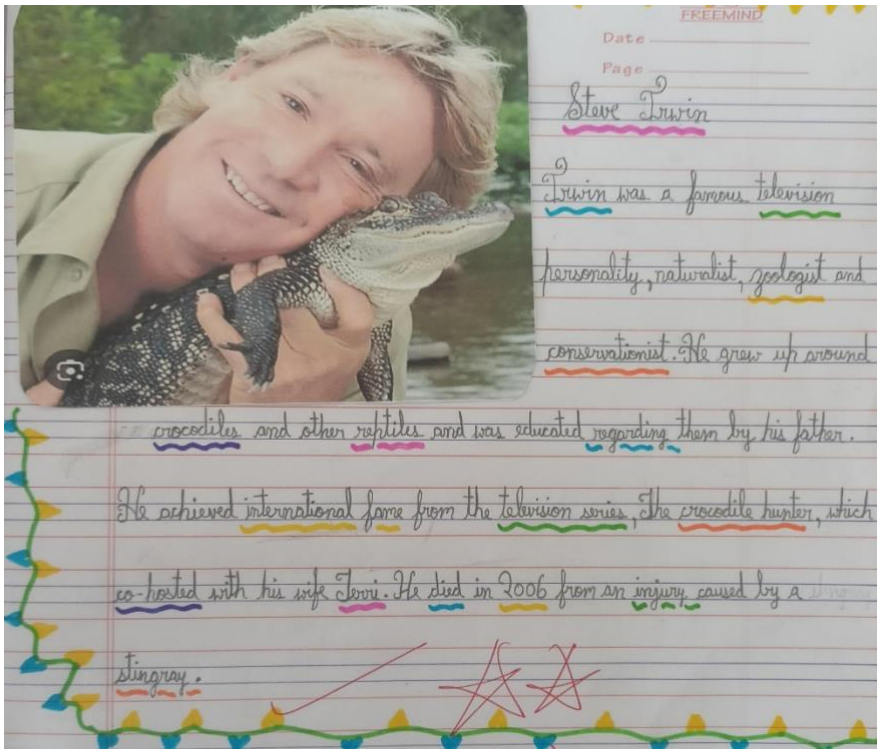
Hands-on Activities

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.

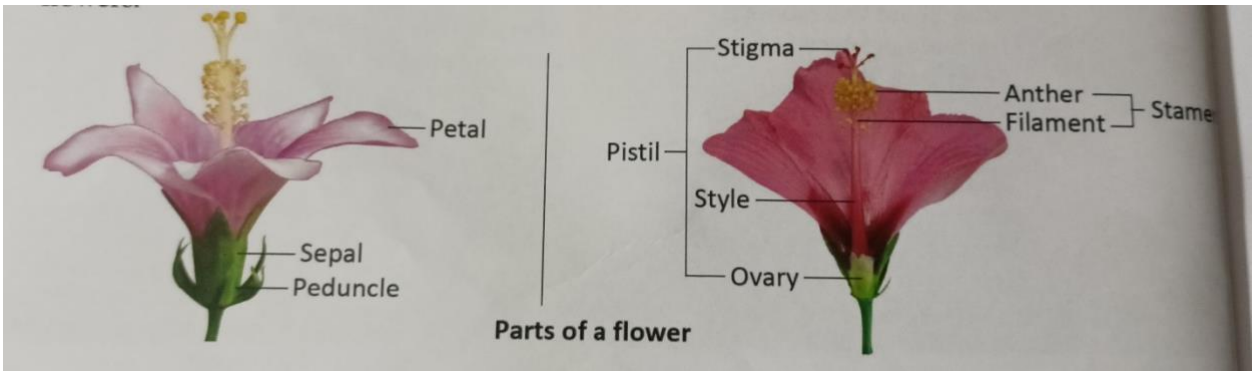
Concept mapping for life cycle stages.

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 Aids Ice 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

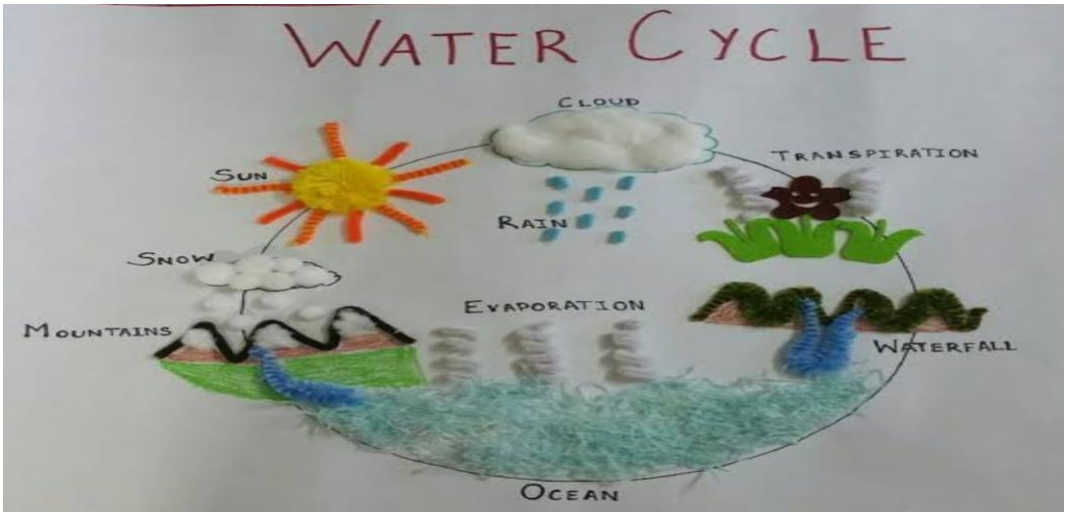
Melting Ice: Observe solid changing to liquid.

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

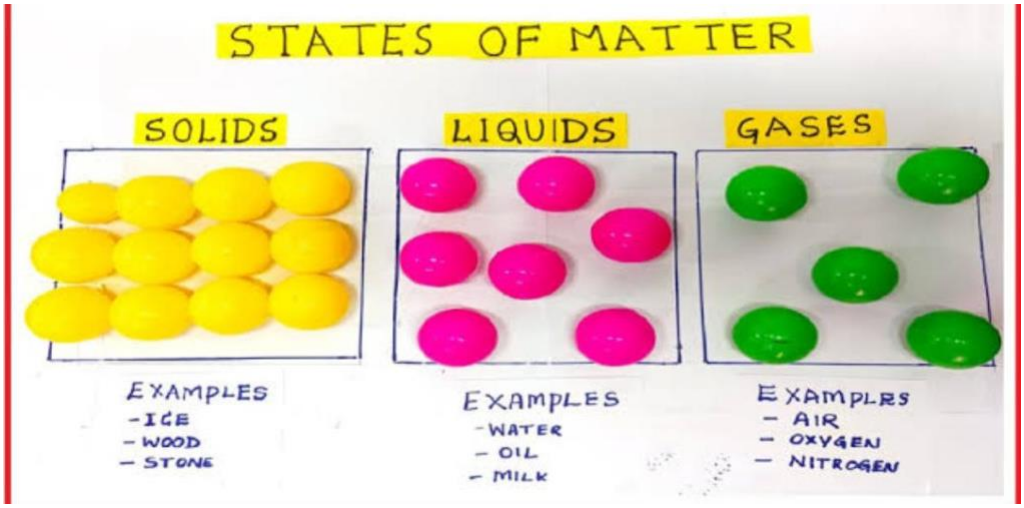
Balloon Activity: Blow air to feel a gas.

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 ↔ 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.