

Class 2

EVS

Lesson Plan

2026-27

October 2026

Number of teaching days

Topic: Lesson 11 : Means of Transport

Lesson 12 : Time to Celebrate

Lesson 11 : Means of Transport

1. Learning Objectives

- **Understanding Objectives:**

1. Define transport and distinguish between land, water, and air modes of travel.
2. Identify key differences based on speed, capacity, and surface medium.

- **Application Objectives:**

1. Select appropriate modes of transport given specific scenarios (e.g., traveling across an ocean vs. going to a nearby grocery store).
2. Classify various vehicles accurately into land, water, or air categories.

- **Skill Objectives:**

1. Categorize items based on visual and functional characteristics.
2. Communicate travel choices clearly using descriptive vocabulary.

2. Previous Knowledge Testing

- **Method:** Quick classroom discussion using inquiry-based questions.

- **Questions:**

1. "How did you come to school today?"
2. "If you wanted to visit another country separated by an ocean, what vehicle would you take?"
3. "Name three vehicles that run on wheels."

3. Teaching Aids

- Flashcards featuring land, water, and air vehicles.
- Toy vehicles (cars, boats, airplanes, trains).
- Chart paper, markers, glue sticks, and safety scissors.
- Smartboard or projector for digital media.

4. Pedagogical Strategies

- **Experiential Learning:** Hands-on categorization and model crafting.
- **Inquiry-Based Learning:** Prompting students to evaluate *why* certain transport modes suit specific journeys.
- **Visual Learning:** Using diagrams, slides, and realia (toy models).

5. Hands-on Activity

- **Activity:** "Transport Sorting Relay"
- **Execution:** Divide students into small groups. Provide each group with a mix of toy vehicles or cut-out images. Set up three labeled zones in the classroom: **Land (Road/Rail)**, **Water**, and **Air**. Students work together to sort each item into its correct zone and explain their reasoning.

6. Art Integration

- **Activity:** "My Dream Future Vehicle"
- **Description:** Students draw or construct a collage of a futuristic vehicle capable of traveling across multiple modes (e.g., an amphibious flying car). They color their designs and write a 2-sentence description of how it functions.

7. Interdisciplinary Linkages & Infusion of Life Skills

- **Environmental Studies & Science:** Discussing eco-friendly transport choices (bicycles, electric vehicles, public transit vs. private cars).
- **Mathematics:** Counting wheels, comparing vehicle speeds, and basic graphing of class commuting habits.
- **Life Skills:** Traffic safety rules, pedestrian safety, and decision-making for safe travel.

8. Resources Using ICT

- An interactive sorting game projected on the smartboard.
- Short video clips showing different vehicles operating in their natural environments (e.g., cargo ships, high-speed trains, airplanes taking off).

9. Assessment Items

- **Formative Observation:** Check accuracy during the "Transport Sorting Relay."
- **Worksheet (Summative):**
 1. Match vehicles to their correct pathways (Land, Water, Air).
 2. Short answer: *"Which transport would you choose to cross a wide river, and why?"*

10. Feedback & Remedial Teaching

- **Feedback:** Immediate verbal validation and peer assistance during group tasks.
- **Remedial Strategy:** For students needing extra support, provide a guided 2-column visual organizer (e.g., "Has Wheels" vs. "Has Wings/Sails") using real toys rather than abstract drawings.

11. Inclusive practices and food participation without discretion

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

Lesson 12 Time to Celebrate

1. Learning Objectives

Understanding Objectives:

- Identify and categorize different types of celebrations (Religious, National, and Harvest/Seasonal festivals).
- Explain the significance of celebrations in bringing families and communities together.
- Recognize the diversity of traditions, foods, and customs associated with different celebrations.

Application Objectives:

- Compare and contrast how different celebrations share common themes like joy, sharing, and togetherness.
- Demonstrate respectful curiosity towards cultural traditions different from one's own.

Skill Objectives:

- **Categorization:** Classify celebrations based on their nature (National vs. Cultural/Religious).
- **Creative Expression:** Design greeting cards or decorative items for a chosen celebration.
- **Communication:** Share personal experiences about family celebrations clearly in front of peers.

2. Previous Knowledge Testing

- **Warm-Up Discussion (3–5 minutes):**
 1. *"What is your favorite day of the year, and why?"*
 2. *"How do you and your family celebrate special occasions at home?"*
 3. *"Can anyone name a national holiday when we see the flag being hoisted?"*

3. Teaching Aids

- Flashcards showing various celebrations (Diwali, Eid, Christmas, Gurpurab, Independence Day, Pongal/Makar Sankranti).
- Chart paper, colored sheets, sketch pens, ribbons, and decorative materials.
- Audio/Video clip of festival celebrations around the world.
- Smartboard / Digital Projector.

4. Pedagogical Strategies

- **Storytelling & Discussion:** Narrative lead-in focusing on how people share happiness during special occasions.
- **Collaborative Learning:** Group activity to encourage peer dialogue and teamwork.
- **Visual & Kinesthetic Learning:** Interactive flashcard sorting and creative art making.

5. Hands-On Activity

- **"Celebration Card & Friendship Exchange"**
 1. **Activity:** Each student makes a folded celebration greeting card using paper, crayons, and stamps.
 2. **Action:** Students write a message of kindness and joy (e.g., *"Wishing you joy and peace!"*) and exchange it with a classmate to practice sharing goodwill regardless of background.

6. Art Integration

- **Greeting Card Making & Decor Patterns:** Integrating visual art by having students create traditional decorative motifs (e.g., Rangoli geometry, lanterns, festive lights, floral garlands) on their cards.

7. Interdisciplinary Linkages & Infusion of Life Skills

- **Interdisciplinary Linkages:**

1. **Language Arts:** Expanding vocabulary (e.g., *tradition, harvest, unity, custom, patriotism*) and short message writing.
2. **Social Studies:** Understanding diversity, geography, and national harmony.

- **Infusion of Life Skills:**

1. **Empathy & Respect:** Valuing different cultural practices without judgment.
2. **Sharing & Community Bonding:** Recognizing the importance of helping others during festive occasions.

8. Resources Using ICT (Information and Communication Technology)

- **Multimedia Presentation:** A short 3-minute video montage highlighting how children around the world celebrate different festivals.
- **Interactive Drag-and-Drop Board:** A Smartboard slide where students drag images of festival symbols (diyas, decorated trees, crescent moons, kites, national flags) into the correct celebration column.

8. Assessment Items

1. **Matching Activity Worksheet:** Match the celebration to its key feature (e.g., Harvest $\rightarrow$ Pongal/Baisakhi; National $\rightarrow$ Independence Day).
2. **Short Answer Question:** Write two ways you can share joy with someone who needs help during a celebration.

10. Feedback and Remedial Teaching

- **Feedback:** Continuous positive reinforcement during discussion and art time. Promptly clarify any misconceptions about different traditions.
- **Remedial Teaching:** For students needing additional assistance, provide pre-cut card bases and visual picture-matching worksheets to reinforce key concepts step-by-step.

11. Inclusive practices and food participation without discretion

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

November 2026

Number of teaching days

Topic: Lesson 13 : The Earth
Lesson 14 : Changing Seasons

Lesson 13 : The Earth

1. Learning Objectives

- **Understanding Objectives:**
 - Identify primary natural sources of water (rain, rivers, lakes, groundwater).
 - State the everyday uses of water (drinking, cooking, washing, farming).
 - Describe the three states of water (solid ice, liquid water, gaseous steam).
- **Application Objectives:**
 - Choose practices that conserve water in daily routines (turning off running taps, re-using wash water).
 - Sort different sources of water into natural vs. man-made systems.
- **Skill Objectives:**
 - Observe and demonstrate how temperature changes water from liquid to solid or gas.
 - Express ideas about environmental conservation through visual poster art.

2. Previous Knowledge Testing

- **Method:** Interactive inquiry and mystery box discovery.
- **Questions:**
 1. *"What do you drink when you feel thirsty after playing outside?"*
 2. *"Where do you think the water coming out of our home taps originally comes from?"*
 3. *"What happens to a drop of water if you leave it on a hot plate or under the bright sun?"*

3. Teaching Aids

- Clear glass containers, ice cubes, warm water, and a metal lid (to show condensation).
- Flashcards showing water sources (Rain, Well, River, Dam, Ocean).
- Blue ribbon, spray bottle, chart paper, crayons, and markers.
- Smartboard / Interactive screen.

4. Pedagogical Strategies

- **Experiential & Demonstration-Based Learning:** Performing mini-experiments to demonstrate water state transitions.
- **Inquiry-Based Learning:** Prompting students to analyze what life on Earth would look like without clean water.
- **Cooperative Learning:** Group work to design water-saving awareness pledge cards.

5. Hands-on Activity

- **Activity:** "The Great State Change & Cloud in a Jar"
- **Execution:**
 1. Fill a glass jar halfway with warm water.
 2. Place an upside-down metal lid filled with ice cubes on top of the jar.
 3. Observe as warm water vapor rises, hits the cold lid, condenses into droplets, and falls back down like mini rain drops.
 4. Discuss how this mirrors condensation and precipitation in nature.

6. Art Integration

- **Activity:** "Save Every Drop" Water Badge
- **Description:** Students draw a giant water droplet on cardstock. Inside the droplet, they illustrate one way they will save water (e.g., turning off the tap while brushing teeth, using a bucket instead of a hose). They cut out and wear their "Water Captain" badge.

7. Interdisciplinary Linkages & Infusion of Life Skills

- **Science & Environmental Studies (EVS):** Understanding the water cycle and ecosystem dependencies.
- **Mathematics:** Measuring liquid volumes using cups and litres; counting daily water usage.
- **Language Arts:** Building vocabulary (*evaporation, condensation, precipitation, conservation*).
- **Life Skills:** Personal hygiene, civic responsibility, and avoiding resource waste.

8. Resources Using ICT (Information & Communication Technology)

- Animated short video illustrating a trip through the water cycle.
- Smartboard matching game pairing water sources to their correct names.

9. Assessment Items

- **Formative Assessment:** Participation and correct inference during the "Cloud in a Jar" experiment.
- **Summative Worksheet:**
 1. **Fill in the Blanks:**
 - The main source of freshwater on Earth is _____ (Rain / Ocean).
 - Ice is the _____ (solid / liquid) form of water.
 2. **True or False:** We should brush our teeth with the tap running continuously.
 3. **Short Answer:** Name 3 everyday activities that require water.

10. Feedback & Remedial Teaching

- **Feedback:** Immediate positive reinforcement during discussion; constructive guidance on worksheet responses.
- **Remedial Strategy:** For students struggling to grasp the three states of water, use a physical touch-and-feel station featuring ice cubes (solid), water in a cup (liquid), and a warm steam kettle demo (gas) to ground the concepts visually and tactically.

11. Inclusive practices and food participation without discretion

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

Lesson 14: Changing Seasons

1. Learning Objectives

- **Understanding Objectives:**

1. Define what a season is and name the four major seasons (Spring, Summer, Autumn, Winter).
2. Understand that Earth's revolution around the Sun and its tilted axis cause seasonal changes.

- **Application Objectives:**

1. Match seasonal weather patterns to appropriate clothing, activities, and food habits.
2. Predict changes in animal behavior (e.g., migration, hibernation) and plant growth based on seasonal transitions.

- **Skill Objectives:**

1. Categorize objects and scenarios according to relevant weather conditions.
2. Observe and record local weather patterns over time using basic observational skills.

2. Previous Knowledge Testing

- **Method:** Interactive class discussion using sensory prompts.

- **Questions:**

1. "What kind of clothing do you wear when it is very cold outside versus when it is hot?"
2. "Does the Sun shine for the same amount of time every month of the year?"
3. "What happens to the leaves on trees during different times of the year?"

3. Teaching Aids

- Globe with an axial tilt and a flashlight (to represent the Sun).
- Season-themed flashcards (weather conditions, seasonal clothing, seasonal fruits).
- Chart paper, watercolors/crayons, fallen leaves, cotton balls, and glue sticks.
- Smartboard or projector for digital visual aids.

4. Pedagogical Strategies

- **Inquiry-Based Learning:** Prompting students to analyze *why* temperatures drop during certain months.
- **Experiential & Visual Learning:** Hands-on model manipulation to demonstrate light intensity on a tilted Earth.
- **Collaborative Learning:** Group activities for creative art synthesis and sorting tasks.

5. Hands-on Activity

- **Activity:** "Flashlight & Globe Orbit Simulation"
- **Execution:** Darken the classroom slightly. One student holds a flashlight steady in the center (the Sun) while another carries a tilted globe along a circular path (Earth's orbit). Students observe how the tilt causes direct sunlight to hit different hemispheres at different points along the path, explaining summer versus winter daylight differences.

6. Art Integration

- **Activity:** "Four-Seasons Tree Quadtych"
- **Description:** Fold a piece of paper into four quadrants labeled Spring, Summer, Autumn, and Winter. Students draw a bare tree trunk across all four panels and decorate each quadrant using distinct textures:
 1. *Spring:* Pink and light green tissue paper dots (blossoms).

2. *Summer*: Deep green paint or fingerprint leaves.
3. *Autumn*: Dried orange, red, and yellow leaf bits.
4. *Winter*: White cotton ball pieces glued to the branches (snow).

7. Interdisciplinary Linkages & Infusion of Life Skills

- **Geography & Science**: Understanding climate zones and Earth's motion.
- **Health & Nutrition**: Discussing seasonal eating habits (hydrating fruits in summer, warm nutrient-dense foods in winter) to maintain wellness.
- **Life Skills (Adaptability & Preparedness)**: Planning ahead for weather shifts (dressing in layers, carrying umbrellas) and understanding environmental adaptation.

8. Resources Using ICT

- Interactive simulation tools (e.g., PHET interactive simulations showing Earth's orbit and seasons).
- Short animated videos showing seasonal changes across ecosystems worldwide.

9. Assessment Items

- **Formative Assessment**: Active participation and accuracy during the Flashlight & Globe Orbit activity.
- **Summative Worksheet**:
 1. Multiple Choice: *"What is the main cause of changing seasons on Earth?"*
 2. Matching: Connect specific animals/clothes to their respective seasons.
 3. Short Answer: *"Explain why we wear woollens in winter."*

10. Feedback & Remedial Teaching

- **Feedback**: Immediate verbal affirmation during group activities and constructive guidance on worksheet responses.
- **Remedial Teaching**: For students who struggle with the abstract concept of Earth's tilt, use a simple 2D physical diagram with color-coded "warm" and "cold" light bands to reinforce direct vs. indirect sunlight intensity.

11. Inclusive practices and food participation without discretion

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

December 2026

Number of teaching days

Topic: **Lesson 15 : A Cleaner Earth**

Lesson 16 : Let's Have Fun

Lesson 15 : A Cleaner Earth

1. Learning Objectives

- **Understanding Objectives:**

1. Define biodegradable and non-biodegradable waste.
2. Explain the concept of the 3Rs: **Reduce, Reuse, and Recycle**.
3. Understand the harmful effects of littering and single-use plastics on ecosystems and human health.

- **Application Objectives:**

1. Segregate household and classroom waste into organic (wet) and inorganic (dry) bins.
2. Implement eco-friendly alternatives to single-use plastics in daily routines (e.g., cloth bags, metal water bottles).

- **Skill Objectives:**

1. Categorize items based on material properties (decomposable vs. long-lasting).
2. Design creative, functional objects from discarded materials ("Best Out of Waste").

2. Previous Knowledge Testing

- **Method:** Interactive "Pencil Box & Snack Bag Check" and quick diagnostic questions.

- **Questions:**

1. *"Where do you throw your pencil shavings and fruit peels after lunch?"*
2. *"What happens to plastic bags when we throw them on the road or in drains?"*
3. *"Have you seen different colored dustbins (Green and Blue) in public places? Do you know what they are for?"*

3. Teaching Aids

- Two mini dustbins: **Green** (Wet/Biodegradable) and **Blue** (Dry/Recyclable).
- A basket containing sample items (fruit peels, paper scraps, plastic wrappers, cardboard, empty water bottle, foil).
- Chart paper, discarded milk cartons/plastic bottles, paint, glue, and safety scissors.
- Smartboard or projector for digital media.

4. Pedagogical Strategies

- **Experiential Learning:** Direct engagement with physical waste sorting and hands-on crafting.
- **Inquiry-Based Learning:** Guiding students to deduce why plastic takes hundreds of years to break down compared to organic waste.
- **Cooperative Learning:** Peer collaboration during group activities and campaign creation.

5. Hands-on Activity

- **Activity:** "Bin It Right!" (Waste Segregation Relay)
- **Execution:** Place a pile of mixed safe waste items in the center of the room. Divide the class into two teams. Students take turns running to the center, picking an item, explaining whether it decomposes easily or not, and depositing it into either the **Green Bin** (Wet/Organic) or **Blue Bin** (Dry/Recyclable).

6. Art Integration

- **Activity:** "Best Out of Waste" Craft & Awareness Posters
- **Description:** Students convert discarded everyday materials into functional items:
 1. Plastic bottles turned into desktop pencil holders or mini plant pots.
 2. Cardboard scraps used to create slogan badges ("*Keep Earth Clean*", "*Say No to Plastic*").
 3. Students paint their creations and present them to the class.

7. Interdisciplinary Linkages & Infusion of Life Skills

- **Science & Environmental Studies (EVS):** Understanding decomposition, soil biology, and pollution impact.
- **Social Studies & Civics:** Developing civic sense, community cleanliness habits, and responsibility towards public spaces.
- **Language Arts:** Writing slogans and short persuasive speeches on environmental conservation.
- **Life Skills:** Responsible consumption, personal hygiene, empathy toward nature, and decision-making for sustainable daily living.

8. Resources Using ICT (Information & Communication Technology)

- Interactive digital game: Sorting objects into digital recycling bins on the smartboard.
- Short animated video: A 3-minute clip illustrating the lifecycle of a plastic bottle vs. an apple core in soil.

9. Assessment Items

- **Formative Assessment:** Observation during the "Bin It Right!" sorting activity.
- **Summative Worksheet:**
 1. **Match the Following:** Connect waste items (Banana Peel, Plastic Bottle, Newspaper, Glass Jar) to their respective decay properties (Biodegradable / Non-Biodegradable).
 2. **Short Answer:** Write 3 ways you can apply the 3Rs at home.
 3. **Scenario Analysis:** "*If you see a classmate throwing a plastic wrapper on the playground, what advice would you give them?*"

10. Feedback & Remedial Teaching

- **Feedback:** Immediate verbal reinforcement during sorting games; constructive reviews on student posters and speech snippets.
- **Remedial Strategy:** For students struggling with abstract decay concepts, set up a simple long-term observation jars activity (putting an apple peel in one jar of moist soil and a plastic bottle cap in another) to observe physical changes over 2 weeks.

11. Inclusive practices and food participation without discretion

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

Lesson 16 : Let's Have Fun

1. Learning Objectives

- **Understanding Objectives:**

1. Differentiate between **indoor games** (played inside) and **outdoor games** (played in open spaces).
2. Recognize that hobbies and recreational activities keep our body healthy and mind fresh.

- **Application Objectives:**

1. Categorize a list of activities into indoor games, outdoor games, or creative hobbies.
2. Apply basic rules of fair play, sportsmanship, and turn-taking during group activities.

- **Skill Objectives:**

1. Enhance fine and gross motor skills through movement-based games and craftwork.
2. Express personal preferences confidently using descriptive vocabulary (e.g., *"I like playing chess because..."*).

2. Previous Knowledge Testing

- **Method:** Interactive charades and quick visual prompts.

- **Teacher Actions & Questions:**

1. Mimic playing a game (e.g., bouncing a ball or rolling dice) and ask: *"What am I doing?"*
2. *"What is your favorite game to play when it rains outside?"*
3. *"What game do you like to play on the school playground with your friends?"*

3. Teaching Aids

- Flashcards showing various games (Ludo, Cricket, Chess, Football, Hopscotch, Drawing).
- Real items: A board game, a skipping rope, a football, drawing crayons, and building blocks.
- Chart paper, colored sheets, glue, and kid-safe scissors.
- Smartboard / Interactive screen.

4. Pedagogical Strategies

- **Play-Based Learning:** Learning through active movement and gaming dynamics.
- **Visual & Kinesthetic Learning:** Sorting physical objects and performing actions.
- **Peer Learning & Collaboration:** Group work to encourage communication and team spirit.

5. Hands-on Activity

- **Activity:** "The Great Game Sorting Relay"

- **Execution:**

1. Divide the classroom into two teams.
2. Place a basket full of flashcards/toy items (e.g., shuttlecock, chess piece, paint brush, skipping rope) at the front.
3. Draw three big circles on the floor labeled: **Indoor Games**, **Outdoor Games**, and **Hobbies**.
4. Children take turns picking an item from the basket and placing it into the correct circle while naming it out loud.

6. Art Integration

- **Activity:** "My Favorite Hobby Wheel"

- **Description:**

1. Give each student a pre-cut paper circle divided into 4 quarters.

2. Students draw and color 4 things they love doing for fun (e.g., cycling, reading, dancing, playing Ludo).
3. Attach a paper arrow with a brass fastener in the center to create a spin-wheel that they can spin and share with partners.

7. Interdisciplinary Linkages & Infusion of Life Skills

- **Physical Education & Health:** Understanding how outdoor play builds stamina and physical strength.
- **Language Arts:** Building vocabulary around sports and hobbies (e.g., *referee, teamwork, board game, rules*).
- **Mathematics:** Counting scores, recognizing shapes on game boards, and sorting into categories.
- **Life Skills:**
 1. **Sportsmanship:** Learning to accept winning and losing gracefully.
 2. **Social Interaction:** Sharing, respecting turns, and working in teams.

8. Resources Using ICT (Information & Communication Technology)

- **Interactive Drag-and-Drop Game:** A smartboard activity where children drag pictures of games into a house icon (Indoor) or a park icon (Outdoor).
- **Short Video Clip:** A 2-minute animated video showing children playing traditional games across different cultures.

9. Assessment Items

- **Formative Assessment:** Observation of participation and categorization accuracy during the Sorting Relay.
- **Summative Worksheet (Grade 2 Level):**
 1. **Circle the Outdoor Games:** (Pictures of Chess, Football, Ludo, Cycling).
 2. **Fill in the Blanks:**
 - We wear running shoes when playing _____ (indoor / outdoor) games.
 - Playing games makes us feel _____ (tired and sad / happy and active).
 3. **Draw & Label:** Draw your favorite toy or game equipment.

10. Feedback & Remedial Teaching

- **Feedback:** Praise fair play and effort during activities. Correct misclassifications gently by asking guiding questions (e.g., "*Can we play cricket inside a small room? Why not?*").
- **Remedial Teaching:** For students who struggle to distinguish indoor vs. outdoor games, use real-life spatial context cards (showing a bedroom vs. a open green field) to associate where each item is physically used.

11. Inclusive practices and food participation without discretion

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

March 2026

Final Examination