

Lesson Plan

EVS II

Class-5

Term 1

Session 2026-2027

Month April

Number of teaching days required to complete the topic-23

Topic- L-1 Landforms of the earth

L-2 Latitudes Longitudes

Lesson1 Landforms of the earth

Number of teaching days required to

complete the topic: 10

Learningoutcomes-

- **Knowledgeobjective: -**
Studentswillbeabletoknowwhatamapisandwhat we can see on a map.
- **Understandingobjective: -**
Studentswillbeabletounderstandabout the different Physical divisions of India.
- **Applicationobjective: -**
Studentswilllearn about the characteristics of the various Physical features and their importance.
- **Skillobjective: -**
Studentswillbeabletomakea mapusingkeyand according to the scale.

Previousknowledgetesting: -

Studentswillbeaskedthesequestions

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

Teaching aids:-

Mobilephone, 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.

Handson 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 revision 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.

Lesson 2 (Latitudes and Longitudes)

***Learning outcome**

Knowledge objective – Students will be able define and differentiate between latitudes and longitudes. They will be able to identify the various latitudes and longitudes that are important.

***Understanding Objective** – Students will be able to explain the concept of latitudes and longitudes and how they help in finding a location on the globe.

***Application Objective** – Students will be able to apply their knowledge of latitudes and longitudes to locate different places on a world map.

***Skills Objective** -Students will develop the skills of using latitudes and longitudes to navigate and find locations on maps.

*** Previous knowledge testing** - The teacher will begin the lesson by asking students some question to assess their prior knowledge.

2. What is a map?

3. How do we use maps to find direction?

4. What are the cardinal direction?

4 What is the difference between a map and globe?

Teaching Aids -

World Map

Globe

Chart showing parallels and meridians

Chalkboard and chalk.

Worksheets

Pedagogical Strategies – The teacher can start the lesson by showing a world map and asking students if they know how to locate places on it. This can be followed by a discussion on the need for systems to locate places accurately. The teacher can explain the concepts of latitude and longitude and how they help us in locating places on a map. The teacher can demonstrate how to locate places using latitudes and longitudes on world map and a globe. The teacher can have a discussion with students on the importance of latitudes and longitudes and they help us in our daily lives.

Hands on Activity - (Experiential learning)

The teacher can divide the students into groups and give each other group a world map. The students can be asked to locate different countries and cities using latitudes and longitudes.

Art Integration – The teacher can ask students to create a collage or a poster on the theme “Journey around the world using latitudes and longitudes “

Students will make a diagram of important latitudes with degree using art materials.

Interdisciplinary linkage and infusion of life skills - Link –

<http://youtube/CWUuVdF8ohY>

The lesson can be linked to history, as the concept of latitude and longitude was developed by ancient Greek astronomers. The lesson can also be linked to Mathematics as it involves the use of coordinates and angles. The lesson can help students develop skills such as critical thinking, problem solving and spatial awareness.

Recapitulation-

The teacher can summarize the key points of the lesson and ask students to repeat them.

Resources including ICJ -

The teacher can use videos and interactive maps to enhance the learning experience of students.

Assessment items - The teacher can assess the understanding of student's through written tests, quizzes and worksheets

Feedback and remedial teaching -The teacher can give feedback to students on their performance and provide remedial teaching to those who need it.

Inclusive Practices and full Participation-

The lesson can be made inclusive by using visual aids and providing opportunities for all students in the activities. The teacher can also modify the activities based on the learning needs of students with special needs.

Month May

Number of teaching days required to complete the topic- 16

Topic- L-3 Natural disasters

L-4 The frigid zone The land of snow

Lesson 4 The frigid zone The land of snow

Learning Outcomes-

Knowledge objective – Students will be able to identify and describe the different climatic zones of the Earth and how they affect lives of people.

Understanding Objective – Students will be able to identify and the of clothing, food and shelter that are needed in different climatic zones.

Application Objective- Students will develop critical thinking and observational skills through experiential learning and develop strategies for adapting to changing climate.

Previous Knowledge Testing –

The teacher will ask students to share their prior knowledge of different climate zones

- *What is climate?

- *What is the impact of climate on the environment?

- *What is the impact of climate on to People lifestyle?

Learning Aids - * Interactive blackboard / whiteboard

Power Point presentation

- * Pictures and diagrams depicting different climatic zones

- * Videos and Animations related to climate and environment:

- *Handouts and Worksheets

Pedagogical strategies - The teacher can use a combination of lecture, discussions and group activities to engage students to ask question and the

their own experiences of living in different

climates. Students will read a lesson and discuss their misconceptions and doubts with the teacher. Reading will be done by the students and different worlds will be

marked.

Hands on Activity (Experiential Learning)-

Teacher will divide the students in a group and assign them different climatic zones to research.

The teacher can have students conduct experiments to observe the effects of temperature and humidity on plant growth.

Month July

Number of teaching days required to complete the topic- 16

Topic- L-5 Exploring Rain forest and grass lands

L-6 Hot deserts

Lesson -5 Exploring Rain forest and grass lands

Learning Outcomes-

Knowledge objective – Students will be able to identify and describe the different climatic zones of the Earth and how they affect lives of people.

Understanding Objective – Students will be able to identify and the of clothing, food and shelter that are needed in different climatic zones.

Application Objective- Students will develop critical thinking

and observational skills through experiential learning and develop strategies for adapting to changing climate.

Previous Knowledge Testing -

The teacher will ask students to share their prior knowledge of different climate zones

- *What is climate?

- *What is the impact of climate on the environment?

- *What is the impact of climate on to People lifestyle?

Learning Aids - * Interactive blackboard / whiteboard

Power Point presentation

- * Pictures and diagrams depicting different climatic zones

- * Videos and Animations related to climate and environment:

- *Handouts and Worksheets

Pedagogical strategies - The teacher can use a combination of lecture, discussions and group activities to engage students to ask question and the

their own experiences of living in different

climates. Students will read a lesson and discuss their misconceptions and doubts with the teacher. Reading will be done by the students and different worlds will be marked.

Hands on Activity (Experiential Learning)-

Teacher will divide the students in a group and assign them different climatic zones to research.

The teacher can have students conduct experiments to observe the effects of temperature and humidity on plant growth.

Art Integration – To integrate art into the lesson, the teacher can have students create visual representation of different climatic zones such as drawings.

Interdisciplinary linkages and infusion of Life skills – The lesson can be linked to other subjects such as science, geography and social studies, to provide a more holistic understanding of the impact of climate on human population. Students can also develop life skills, such as problem solving and communication skills, as they work in groups.

Recapitulation – At the end of the lesson the teacher can review key concepts and ask students to summarize what they have learned. The teacher can also provide a review sheet or study guide to help students prepare for assessments.

Resources including ICT- The teacher can use variety of resources such as textbooks, websites and interactive software to provide students with additional information

and reinforce their understanding of key concepts.

Assessment items – To assess students written and oral tests will be taken. The teacher can use variety of assessment items such as MCQ, short answer and long answer etc. The students can also create presentation that demonstrate their understanding of how people adapt to different climatic zones.

Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

The teacher can also provide opportunities to students to review and revise their work to improve their understanding of the topic.

Inclusive practices and Full participation – The teacher can create an inclusive learning environment by incorporating diverse perspectives and cultural experiences into the lessons.

Month August

Number of teaching days required to complete the topic- 23

Topic – L-7 The Path to freedom

L-8 Elections – Governing Ourselves

Lesson 7 The Path to freedom

***Learning outcomes -**

Knowledge objectives – Students will be able to describe events and causes of revolt of 1857.

Understand objectives – Students will be able to understand the impact of the revolt on India's struggle for independence

Application objective – Students will be able to analyse the reason for the failure of revolt and its impact on Indian society and economy.

Skill objective – Students will be able to develop critical thinking skills and history analysis skills

Previous knowledge – The teacher can ask student about the previous knowledge they have on Indian history especially the British colonization. This can be done through a quick quiz or oral discussion.

Teaching Aids - *Whiteboard and markers

*Maps and charts

*Video resources

*Workshops and handouts

Pedagogical strategies- The teacher will use combination of lectures, discussion and group activities to engage students in the learning process. By dividing the students into small groups. The teacher will assign each group a different aspect of revolt to discuss.

Hand on Activity (Experiential Learning)- Students can be divided into groups and ask to create a short play or skit depicting the events of revolt. This can help to understand the sequence of events.

Arts Integration – Students will be ask to create a timeline related to the topic. This will help them to express their creativity and reinforce their understanding of the topic.

Interdisciplinary linkages and infusion of life skills- Link –
[http ://you tube/2baFILIVVIE](http://you tube/2baFILIVVIE)

Link with language – Students can be ask to write short essays or stories based on the topic. This is also linked with mathematics and life skills as students can analyse the economic impact of revolt and its effect which can increase their critical thinking, empathy etc

Recapitulation – The teacher can summarize the points discuss in class and ask students to recall the key events and personalities related to revolt.

Resources related to ICT- The teacher can use videos and online resources to supplement the class discussion and provide additional information

for students to explore.

Assessment items - *Quizzes, worksheets, oral presentation

*Essays

*Role plays

*Oral and written revisions

*Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

Inclusive Practices and full participation- The teacher will ensure that all students are included in the lesson and provide accommodation for students with disabilities or different learning styles. The lesson will also promote collaboration and teamwork among students.

Lesson-8 Elections – Governing Ourselves

Learning outcomes

Knowledge objectives – By the end of the lesson students will be able to recall and describe the function of different levels of government in India

Understanding Objective – Students will be able to understand the importance of government in maintaining law and order, providing essential service to the citizens

Application objectives – Student will be able to analyse the role of government in their daily lives

Skills outcomes - Students will develop critical thinking by evaluating effectiveness of government policies and decision making

Previous knowledge testing – Teacher will ask the students about the government and heads of the village, towns and city

Teacher will ask the students to brainstorm different levels of government in India and their function

Teaching aids - *Whiteboard

*Markers

*Handouts

*Videos

*Interactive online resources

Pedagogical strategies – Teacher will explain the structure and function of different level of government in India. Short videos clips will be shown to students to understand the complex concepts, such as separation of powers. The teacher will describe the chapter practically. He/she will divide the class into different groups and assign each group a different level of government to research and present their findings.

Teacher will engage students in discussion to clarify their doubts and misconception. Students will read the chapter and ask their quires and difficult words will be marked

Hand on Activity (Experiential learning)-Students will participate in experiential learning in which they will simulate a mock election. Students will form a political party, nominate a candidate and hold a campaign. The teacher will facilitate the process and assign different roles to students as a voters

Interdisciplinary linkage and infusion of life skills - Link –

<http://youtube/J4ON2K4Ks5g>

The lesson will be infused with life skills such as critical thinking, communication skills and teamwork.

The lesson will draw connection to other subjects such as history, civics, English, maths and life skills

Recapitulation – At the end of the lesson the teacher will summarize key concepts and reinforce learning objectives

Resources including ICT- The teacher will use different resources such as textbooks, websites, interactive software, short videos and online resources to supplement teaching materials. Teacher will provide additional information and reinforce their understanding of key concepts

Assessment items – To assess students oral tests will be taken. Teacher will include group presentation participation in the mock election and written reflection of importance of government in daily lives

Feedback and Remedial teaching –Teacher will provide timely feedback to students and offer remedial teaching to students who need support to improve their understanding of the topic

Inclusive practises and Full participation – The teacher will ensure all the students have equal opportunities to participate and will provide accommodation to students with special needs. The lesson will be designed to be inclusive of diverse backgrounds, cultural and learning styles

Lesson Plan

EVS II

Class-5

Term 2

Session-2026-2027

Month: October

LESSON 9 – India : Ancient and Medieval Times

1. Knowledge Objectives:

Students will be able to understand the three periods of History.

2. Understanding objective:

Learn about the different kingdoms and their empires.

3. Application objective:

Learn about the vedic age.

4. Skill objective:

Students will understand the kingdoms that came up during the end of vedic age.

Previous knowledge testing:

1. Who was Ashoka?
2. Who was King Porus?
3. When India gained independence?

Teaching aids :

Chalk, duster, board, chart, videos, books

Pedagogical Strategies:

Procedure:

Reading and explanation method will be followed to explain the topic. Teacher will explain the Indian history. Students will come to know that Magadha was an important kingdom. They will also know India got independence in 1947. Ques/ Ans will be discussed and done in the note books.

Hands on Activity /Participation of students:

Students will find out information about the Mughals and the monuments that they built and will make a colourful chart.

Recapitulation/Assignment:

1. Which is the more powerful kingdom?

2. The vedas and upnishads composed during which Period?

Learning outcomes:

- 1. Students will be able to know what happened in the Indian subcontinent?**
- 2. Students will be able to know about Mahatma Gandhi freedom struggle.**

Assessment:

Weekly test will be conducted (Objective Type Questions, Fill ups True/False, One Word etc.)

Lesson 10 – Towards World Peace : Major Wars

Duration: 10 Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- Knowledge Objective: Identify the full form of the UN, its headquarters, and major organs like UNICEF, WHO, UNESCO.**
- Understanding Objective: Understand the objectives, importance, and role of the United Nations in maintaining world peace and promoting development.**
- Application Objective: Apply this knowledge to recognize how global organizations help in maintaining peace, solving conflicts, and helping during emergencies.**
- Skill Objective: Develop map skills, analytical thinking, presentation skills, and teamwork through group activities and discussions.**

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Some sample questions will be:

- Have you heard about the United Nations?**
- Do you know why countries need to work together?**

- Have you heard of organizations like UNICEF or WHO?

3. Teaching Aids:

Teacher will provide students with the following teaching aids:

- Globe and world map
- Flashcards of UN logos
- ICT tools: PPTs, documentary videos, pictures
- Worksheets for reinforcement

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will then explain the importance of the United Nations through storytelling, maps, and videos. The teacher will show visuals of UN agencies and their roles. Discussions will be held about why peace and cooperation between countries are important. Collaborative learning through group work and presentations will help reinforce the topic.

5. Hands-On Activity:

Teacher will give students materials to create a model or poster displaying the major organs of the United Nations with their logos and functions. This activity will help students remember key points creatively.

6. Art Integration:

Teacher will give students opportunities to:

- Draw the UN Emblem neatly and color it.
- Make a poster on 'Peace and Cooperation for a Better World'.

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this topic with:

- History: Events after World War II leading to the formation of the UN.
- English: Vocabulary enhancement (peace, cooperation, organization).

- **Civics: Importance of rules and cooperation in daily life.**

Teacher will help students develop life skills such as teamwork, tolerance, respect for diversity, problem-solving, and awareness of global responsibilities.

8. Links:

Teacher will provide students with access to useful resources through:

- **NCERT ePathshala**
- **Diksha App**
- **Official UN Website (for child-friendly content)**
- **YouTube (UNICEF videos, UN for kids)**

9. Recapitulation:

Teacher will recap the lesson through:

- **A quick oral Q&A session.**
- **Conducting a short quiz via ICT tools like Kahoot or Google Forms.**

10. Encouraging students to share 3 key learnings from the topic.

Resources Including ICT:

Teacher will use the following resources:

- **ICT tools (Smartboard, Projector)**
- **PPT presentations on the UN**
- **Documentary videos on the UN and its agencies**
- **Visual aids: maps, charts, logos**
- **Worksheets for practice and evaluation**

11. Assessment Items:

Teacher will assess students through:

- **Oral questioning during class discussions**
- **Worksheets (MCQs, short answers, map work)**

- Evaluation of posters/models
- End-of-lesson written test or quiz

12. Feedback and Remedial Teachings:

Teacher will provide feedback by identifying students who need further clarification and offer additional explanations through simple examples, extra worksheets, and peer support. Visual aids and videos will be re-used to reinforce learning.

13. Inclusive Practices and Full Participation:

Teacher will ensure that:

- All students participate actively in discussions and activities.
- Visual, auditory, and kinesthetic methods are used to accommodate diverse learning styles.
- Group activities will pair stronger students with those who need more support.
- Students with writing difficulties will be allowed to participate orally or visually.

Month : November

LESSON 11- Towards World Peace : United Nation

Duration: 10 Days

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- Knowledge Objective:** Identify the full form of the UN, its headquarters, and major organs like UNICEF, WHO, UNESCO.
- Understanding Objective:** Understand the objectives, importance, and role of the United Nations in maintaining world peace and promoting development.
- Application Objective:** Apply this knowledge to recognize how global organizations help in maintaining peace, solving conflicts, and helping during emergencies.
- Skill Objective:** Develop map skills, analytical thinking, presentation skills, and teamwork through group activities and discussions.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about. Some sample questions will be:

- a. Have you heard about the United Nations?
- b. Do you know why countries need to work together?
- c. Have you heard of organizations like UNICEF or WHO?

3. Teaching Aids:

Teacher will provide students with the following teaching aids:

- a. Globe and world map
- b. Flashcards of UN logos
- c. ICT tools: PPTs, documentary videos, pictures
- d. Worksheets for reinforcement

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. The teacher will then explain the importance of the United Nations through storytelling, maps, and videos. The teacher will show visuals of UN agencies and their roles. Discussions will be held about why peace and cooperation between countries are important. Collaborative learning through group work and presentations will help reinforce the topic.

5. Hands-On Activity:

Teacher will give students materials to create a model or poster displaying the major organs of the United Nations with their logos and functions. This activity will help students remember key points creatively.

6. Art Integration:

Teacher will give students opportunities to:

- a. Draw the UN Emblem neatly and color it.
- b. Make a poster on 'Peace and Cooperation for a Better World'.

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this topic with:

- a. History: Events after World War II leading to the formation of the UN.**
- b. English: Vocabulary enhancement (peace, cooperation, organization).**
- c. Civics: Importance of rules and cooperation in daily life.**

Teacher will help students develop life skills such as teamwork, tolerance, respect for diversity, problem-solving, and awareness of global responsibilities.

8. Links:

Teacher will provide students with access to useful resources through:

- a. NCERT ePathshala**
- b. Diksha App**
- c. Official UN Website (for child-friendly content)**
- d. YouTube (UNICEF videos, UN for kids)**

9. Recapitulation:

Teacher will recap the lesson through:

- a. A quick oral Q&A session.**
- b. Conducting a short quiz via ICT tools like Kahoot or Google Forms.**
- c. Encouraging students to share 3 key learnings from the topic.**

10. Resources Including ICT:

Teacher will use the following resources:

- a. ICT tools (Smartboard, Projector)**
- b. PPT presentations on the UN**
- c. Documentary videos on the UN and its agencies**
- d. Visual aids: maps, charts, logos**
- e. Worksheets for practice and evaluation**

11. Assessment Items:

Teacher will assess students through:

- a. Oral questioning during class discussions**
- b. Worksheets (MCQs, short answers, map work)**
- c. Evaluation of posters/models**
- d. End-of-lesson written test or quiz**

12. Feedback and Remedial Teachings:

Teacher will provide feedback by identifying students who need further clarification and offer additional explanations through simple examples, extra worksheets, and peer support. Visual aids and videos will be re-used to reinforce learning.

13. Inclusive Practices and Full Participation:

Teacher will ensure that:

- a. All students participate actively in discussions and activities.**
- b. Visual, auditory, and kinesthetic methods are used to accommodate diverse learning styles.**
- c. Group activities will pair stronger students with those who need more support.**
- d. Students with writing difficulties will be allowed to participate orally or visually.**

Lesson -12 Our Green Friends

Learning Outcomes-

Knowledge objective – Students will be able to identify and describe the different climatic zones of the Earth and how they affect lives of people.

Understanding Objective – Students will be able to identify and the of clothing, food and shelter that are needed in different climatic zones.

Application Objective- Students will develop critical thinking

and observational skills through experiential learning and develop strategies for adapting to changing climate.

Previous Knowledge Testing -

The teacher will ask students to share their prior knowledge of different climate zones

*What is climate?

*What is the impact of climate on the environment?

*What is the impact of climate on to People lifestyle?

Learning Aids - * Interactive blackboard / whiteboard Power Point

presentation

* Pictures and diagrams depicting different climatic zones

* Videos and Animations related to climate and environment:

* Handouts and Worksheets

Pedagogical strategies - The teacher can use a combination of lecture, discussions and group activities to engage students to ask question and the

their own experiences of living in different

climates. Students will read a lesson and discuss their misconceptions and doubts with the teacher. Reading will be done by the students and different worlds will be marked.

Handson Activity(Experiential Learning)-

Teacher will divide the students in a group and assign them different climatic zones to research.

The teacher can have students conduct experiments to observe the of effects temperature and humidity on plant growth.

Art Integration – To integrate art into the lesson, the teacher can have students create visual representation of different climatic zones such as drawings.

Interdisciplinary linkages and infusion of Life skills – The lesson can be linked to other subjects such as science, geography and social studies, to provide a more holistic understanding of the impact of climate on human population. Students can also develop life skills, such as problem solving and communication skills, as they work in groups.

Recapitulation – At the end of the lesson the teacher can review key concepts and ask students to summarize what they have learned. The teacher can also provide a review sheet or study guide to help students prepare for assessments.

Resources including ICT- The teacher can use variety of resources such as textbooks, websites and interactive software to provide students with additional information

and reinforce their understanding of key concepts.

Assessment items – To assess students written and oral tests will be taken. The teacher can use variety of assessment items such as MCQ, short answer and long answer etc. The students can also create presentation that demonstrate their understanding of how people adapt to different climatic zones.

Feedback and Remedial teaching – The teacher can provide feedback on students' performance and offer remedial teaching for students who need additional support.

The teacher can also provide opportunities to students to review and revise their work to improve their understanding of the topic.

Inclusive practices and Full participation – The teacher can create an inclusive learning environment by incorporating diverse perspectives and cultural experiences into the lessons.

Month : December

LESSON 13- WEATHER AND CLIMATE

Objectives: to enable students to:

- Define weather and climate
- Identify and explain the factors that influence climate
- Identify and describe the three heat zones of the earth

Previous knowledge testing

1. How is the weather today?
2. What do you know about the climate?

3. Which is your favourite season?

Vocabulary:

1. Heat zones- the divisions of the earth according to the climate
2. Frigid- the zone that is the coldest
3. Humidity- water content in air
4. Altitude- vertical distance from the sea

Important spellings:

Tropical, moist, humidity, receive, atmosphere, frigid, altitude, polar, freeze

Explanation with innovative methods:

Smart class modules , atlas, thermometer, pictures showing the climate of different zones, chalk, duster

<https://youtu.be/4u4T--Du5YA>

Take a look at this video on YouTube:

Procedure:

Reading of the chapter will be done by the students .The teacher will explain the difference between weather and climate and how it affects food, habits, clothes and the types of houses people live in .The teacher will tell the students that how the climate of place is affected by certain factors like altitude, latitude etc. The students will be told about the weather conditions in plains, on hill station and in the deserts. Question/answers will be discussed and done in the notebooks.

Participation of students:

1. Students will cut the weather forecast column from the newspaper(for one week) and paste them in their notebook. They will calculate the difference in the temperature of each day.
2. With the help of globe, students will locate the countries in different climatic zones

Recapitulation/assignment:

1. Students will be divided into groups and they will speak about their favourite season giving reasons for why they like it.
2. Students will bring a thermometer to class and note down the readings over a week and prepare a chart.

Integration with lifeskills

Students can share ideas on what to pack for a trip to another climatic zone.

Learning outcome:

1. Student will be able to define weather and climate

2. Students will be able to differentiate between weather and climate
3. Students will be able to identify and explain the factors that influence climate.

Assessment:

Half yearly exam will be held from this chapter

Month : January

LESSON 14 : MEANS OF COMMUNICATION : THEN AND NOW

1. Learning Outcomes:

Teacher will ensure that students will be able to:

- **Knowledge Objective:** Identify and name different means of transport (land, air, water) and communication (personal and mass communication).
- **Understanding Objective:** Explain the importance of transport and communication in daily life, trade, business, and connecting people.
- **Application Objective:** Apply their knowledge to identify the fastest, safest, and most eco-friendly modes of transport and communication through real-life examples.
- **Skill Objective:** Develop observation, analytical thinking, map reading, presentation, creativity, and group collaboration skills through classroom activities.

2. Previous Knowledge Testing:

Teacher will begin the lesson by asking students if they know what the chapter is about.

Teacher will ask simple questions to connect their prior knowledge:

- **How do we travel from one place to another?**
- **How do we send messages or talk to people who are far away?**
- **Can you name different types of vehicles?**
- **Have you seen post offices, courier services, television towers, or mobile networks?**

3. Teaching Aids:

Teacher will provide students with:

- **Globe, wall maps, world map**
- **Flashcards, charts**
- **Pictures of different transport and communication means**
- **ICT support (PPT, videos)**
- **Worksheets**

4. Pedagogical Strategies:

Teacher will begin the lesson by asking students if they know what the chapter is about. Teacher will then explain the lesson using real-life examples, maps, charts, and videos to make the concept relatable and interesting. Group activities, discussions, and peer learning will be encouraged. Questioning techniques will be used to enhance critical thinking and participation.

5. Hands-On Activity:

Teacher will give students a task to create a model or chart on “Modes of Transport and Means of Communication.” Students will use cut-outs, pictures, drawings, and other craft materials to represent roadways, railways, airways, waterways, and different communication methods (letters, phones, emails, newspapers, etc.).

6. Art Integration:

Teacher will give students opportunities to:

- **Draw and color a scene showing different types of transport or communication.**
- **Prepare a creative poster on “The Role of Communication in Our Lives.”**

7. Interdisciplinary Linkages and Infusion of Life Skills:

Teacher will link this topic with:

- **Science: The working of transport vehicles and communication devices.**
- **Geography: Maps showing national highways, railway routes, and airways.**
- **English: Letterwriting, descriptive writing about travel experiences.**

Teacher will help students develop life skills such as time management, teamwork, responsibility, awareness of safety, and environmental consciousness.

8. Links:

Teacher will provide students with useful resources through:

- NCERT ePathshala
- Diksha App
- YouTube videos on transport and communication (National Geographic, Science for Kids)

9. Recapitulation:

Teacher will conduct a recap session by:

- Asking oral questions related to key points of the lesson.
- Conducting a quiz using ICT tools (Google Forms/Kahoot).
- Encouraging students to summarize the importance of transport and communication in their own words.

10. Resources Including ICT:

Teacher will use:

- Smartboard, Projector
- PPT presentations
- Videos on transport and communication
- Maps, charts, flashcards
- Worksheets

11. Assessment Items:

Teacher will assess students through:

- Oral questioning and class discussions
- Worksheets (matching, MCQs, short answers)

- **Evaluation of the hands-on activity (model/chart/poster)**
- **End-of-lesson quiz or written reflection**

12.Feedback and Remedial Teaching:

Teacher will identify students who need extra help through continuous observation and questioning. For weaker students, teacher will simplify the content using pictures, re-teach concepts in smaller groups, and provide additional worksheets. Peer mentoring will also be encouraged.

13.Inclusive Practices and Full Participation:

Teacher will ensure:

- **All students, regardless of ability, are actively involved in activities and discussions.**
- **Visual, auditory, and kinesthetic learning aids are used to support different learners.**
- **Extra time, simplified instructions, and peer support are provided where needed.**
- **Equal opportunities for participation in creative and hands-on activities.**