

**BUDHA DAL PUBLIC SCHOOL,
PATIALA**



**LESSON PLAN
SESSION: 2020-2021**

CLASS III

SOCIAL STUDIES

Lesson 1

Up In the Sky

Objectives:

1. To understand the meaning of heavenly bodies.
2. To learn about the Sun and its importance in our life.
3. To learn about the The Moon.

Previous knowledge testing :

1. Which things we see at night?
2. What we see in the sky?
3. What is the main source of daylight?

Vocabulary used:

1. Planet – heavenly bodies that move around the Sun
2. Solar energy – energy that we get from the Sun.

Important Spellings:

Neighbours	scorpius	satellite	Energy	street
clusters	Discovered	receives	pattern	
Constellation	brightly	heavenly		

Explanation with innovative methods, links used:

Smart class, charts map, globe etc.

<https://www.youtube.com/watch?v=Y87tuqv0gY>

<https://www.youtube.com/watch?v=VkW54j82e9U>

<https://www.youtube.com/watch?v=B-b4XvuQo1Y>

Procedure:

Reading and explanation method will be followed by the teacher. Students will do the reading of the chapter and underline the difficult words. Teacher will explain concept of Solar system and Earth's place in it. Teacher will also explain the importance of Sun, Moon and the stars. Concept of planets will also be explained with the help of model of the Solar system. Different constellation such as Great bear, the leo etc. will be shown in the smart class. Teacher will explain the positioning of different constellation with the help of smart class. One oral and two written revisions of the chapter will be taken by the teacher in the class.

Participation of the Students:

Students will speak about uses of solar energy solar cooker they will also enact as moon, Sun, planets etc.

Recapitulation:

True or false:

1. The Sun does not have heat and light of its own.
2. The Earth is a satellite.
3. The brightest star in the sky is the Pole star.

Fill in the blanks:

1. _____ is the only natural satellite of the Earth.
2. _____ prepare food with the help of Sunlight.
3. _____ has already made a car that runs on Solar energy.

Assignments:

- Students will do reading of the chapter at home.
- Students will do difficult words and back exercise at home.
- Teacher will discuss the questions/ answers in the class and students will write them at home.

Integration with other domains:

- It will help to enhance the vocabulary of students.
- It will enhance the Drawing skills of the students.

Learning outcome:

Students will be able :

- To learn the importance of the Sun.
- To know the meaning of the satellite and about the Earth's natural satellite- Moon.
- To understand the meaning of constellation with examples.

Assessment:

Written assessment will be held from lesson 1 Up in the Sky.

Lesson 6

Our National Symbols

Objectives:

1. To learn about the different national symbols.
2. To learn about the importance of our national symbols.
3. To know about the rules with regards to our national symbols.

Previous knowledge testing:

1. What is the meaning of symbol ?
2. Name the national fruit of our country?
3. How many colours are there in our national flag ?

Vocabulary:

1. National park—place where animals are protected.
2. Emblem – Symbol of our country.
3. Courage - bravery.

Important spellings:

Emblem	saffron	bravery	strength
Prosperity	chakra	truth	anthem
National	symbol	pillar	project

Explanation with innovative methods, links used:

Smart class, globe, book etc.

<https://www.youtube.com/watch?v=2awwFle48Wo>

https://www.youtube.com/watch?v=7ne3-Fk5_Uk

<https://www.youtube.com/watch?v=7WaFr-Hpbvk>

Procedure:

Reading and explanation method will be followed by the teacher. Reading of the chapter will be done by the students and they will underline the difficult words. The teacher will explain the concept of national symbol with the help of smart class. She will explain our national flag or the tricolor . She will also explain with the help of smart class about different colours and their meaning used in the national flag. She will also explain about the rules to be followed with our national flag. She will now explain about our national emblem and about the different animals which are depicted on our national emblem. She will explain about national anthem. She will also explain about the rules to be followed while singing national anthem. She will also explain about our national animal i.e. Royal Bengal Tiger, national bird i.e. peacock, national flower i.e. lotus.

One oral and two written revisions of the chapter will be taken by the teacher in the class.

Participation of Students:

- Students will draw the national flag in their notebooks.
- Teacher will take the students to the playground and make them sing national anthem.

Recapitulation:

Fill in the blanks:

1. The _____ is rectangular in shape
2. The Ashoka chakra is _____ in colour.
3. Jana- gana – mana is our national _____ .

Answer in few words:

1. Who wrote our national anthem?
2. Name the national flower of our country

Assignment:

- Students will do reading of the chapter at home.
- Students will do back exercise and difficult words at home.
- Teacher will discuss the Questions/ Answers in the class and students will write them at home.

Integration with other domains:

- It will help to enhance the vocabulary of students.
- It will enhance the Drawing skills of the students.

Learning outcome:

Students will be able :

- To learn about the various national symbols of our country.
- To learn about various other symbols of our country.
- To learn about the rules to be followed with regard to national anthem and our national flag.

Assessment:

- Written assessment will be held from lesson 6 Our National Symbols

Lesson 5

Our Beautiful Country

Objectives:

1. To learn about the physical division of India.
2. To learn the difference between a mountain and a hill.
3. To learn the difference between an island and peninsula.

Previous knowledge testing:

1. How many of you have been to hill stations?
2. How much surface of the Earth is covered by the land?
3. How much surface of the Earth is covered by the water?

Vocabulary used:

1. Peninsula – land surrounded by water on three sides.
2. Desert – land with sand all around, with little or no rainfall

Important spellings:

Plateau peninsula mountain beaches Himalayas
Satluj Brahmaputra Vindhya Satpura
Godavari Kanniyakumari Narmada Lakshadweep

Explanation with innovative methods, links used:

Smart class, charts, pictures, book etc.

<https://www.youtube.com/watch?v=SzbES1MKguA>

<https://www.youtube.com/watch?v=8VMA4ixUnK0>

Procedure:

Reading and explanation method will be followed by the teacher. Students will do the reading of the chapter and underline the difficult words. Teacher will explain with the help of smart class about the difference between mountains and hills. She will also explain with the help of wall map the regions that come under plains, plateaus, desert and island. She will also explain the difference between peninsula and island. One oral and one written revision of the chapter will be taken.

Participation of the Students:

Students will draw different physical features on paper plates.

Recapitulation:

Fill in the blanks:

1. _____ lies to the south of the Himalayas.
2. The highest mountain peak in the world is _____.
3. The Southern plateau is also called the _____ plateau.

True or false:

1. It rains a lot in the deserts.
2. The Lakshadweep islands lies in the Arabian sea.

Assignments:

- Students will do reading of the chapter at home.
- Students will do difficult words and back exercise at home.
- Teacher will discuss the Questions Answers in the class and students will write them in their notebook at home.

Integration with other domains:

- It will help to enhance the vocabulary of students.
- It will enhance the Drawing skills of the students.

Learning outcome:

Students will be able :

- To learn about the physical divisions of India.
- To learn the difference between the mountain and a hill, peninsula and an island.

Assessment:

Written assessment will be held from Lesson 5.

Lesson 2

The Earth, Our Home

Objectives:

1. To understand the difference between a globe and a map.
2. To learn names of oceans and continents of the world.
3. To learn about the four main directions.

Previous knowledge testing:

1. What is a map?
2. What is a globe?
3. Name the four directions.

Vocabulary used :

1. Compass: instrument used to find direction
2. Atlas: book of map

Important Spellings:

Globe direction compass Pacific Expensive
oceans needle Antarctic Rotate continents
Europe Atlantic

Explanation with innovative methods, links used:

Smart class, globe, book etc.

<https://www.youtube.com/watch?v=vPGNwkP5tv0>

https://www.youtube.com/watch?v=4rmJhgiv3_4

Procedure:

Reading and explanation method will be followed by the teacher. Students will do the reading of the chapter and underline the difficult words. Teacher will explain with the help of globe and wall map about globe and map. She will also explain about their difference. The four directions will be shown with the help of compass. Teacher will explain the location of oceans and continents with the help of smart class. She will tell us about largest and smallest ocean and

Continent. She will also explain us that why sailors use compass. One oral and two revisions of the chapter will be taken. Map of different continents and oceans will be done in the class revision of map will also be done in the class.

Participation of students:

With the help of magnetic compass, students will find out the different directions.

Recapitulations:

Fill in the blanks:

1. The _____ is the smallest ocean in the world.
2. A model of the Earth is called _____.
3. A book of maps is called _____.

True or false

1. A compass helps us to find maps
2. The blue colour on the map shows water.
3. A very large body of water is called a continent.

Assignment:

- Students will do reading of the chapter at home.
- Students will do B. E revise and difficult words at home.
- Teacher will discuss the Questions/ Answers in the class and students will write them at home.

Integration with other domains:

Students will be able to :

- It will help to enhance the vocabulary of students.
- It will enhance the Drawing skills of the students.

Learning outcome:

- To understand the difference between a globe and a map.
- To learn the names of oceans and continents of the world.
- To learn about the four main directions.

Assessment:

Written assessment will be held from lesson 2 Earth our home.

Lesson 4

I Love My India

Objectives:

1. To understand the works of Central Government.
2. To understand the works of State Government.

Previous knowledge testing:

1. Who is the President of India?
2. Who is the Prime Minister of India?
3. How many States and Union Territories are there in India?

Vocabulary:

1. Central Govt.- Government elected by the people to govern the country.
2. States- Smaller parts or divisions of Country.
3. Union Territories – areas under the direct control of the central government.

Important spellings:

Union Territory	President	Governor
Population	Language	Chief Minister
Raj Bhawan	central	parliament

Explanation with innovative methods, links used:

Smart class, globe, book etc.

<https://www.youtube.com/watch?v=MXg6Udj15c&feature=youtu.be>

Aids used to explain the topic :

Smart class, maps of India.

Participation of Students :

Students will plan an election campaign through enactment the students will give a message to use their right to vote and choose the right candidate. Different parties with their own symbols will be formed and elections will be held.

Procedure:

Reading and explanation method will be followed to explain the chapter. The teacher will explain the functions of State and Central Government. The teacher will explain difference between state and central government with the help of map, the student will be told about the states and union territories- number and their capitals. The students will come to know how and after how much time elections are held. Questions/Answers will be discussed and done in the notebook.

Reading of the above topics will be done at home by the students.

Recapitulation:

Fill in the blanks:

1. There are _____ states and _____ union territories in all.
2. _____ is the capital of Punjab.

Answer in one word

1. Name the largest and smallest state of India.
2. Which state has two capitals?
3. What is the population of India?

Assignment:

- Paste the pictures-
President of India
Prime Minister of India
Chief Minister of Punjab.
- Write the difference between State and Central Govt.
- Write the difference between State and Union Territory.
- Read the chapter and do the book exercise.

Integration with other domains:

- It will help to enhance the vocabulary of students.
- It will enhance the knowledge of the students about elections.

Learning outcome:

- The students learn how to save water by adopting different simple methods at home and in school.

Assessment:

Written assessment will be held from lesson 4.

Lesson 8

The Wonderful West

Objectives:

1. To understand about the history, location and different languages spoken in Mumbai.
2. To locate Mumbai on a map of India.
3. To identify and describe its tourist places and the local food.
4. To understand about the history, location and different languages spoken in Ahmadabad, Bhopal, Jaipur.

Previous knowledge testing:

1. Where do the Hindi film stars live?
2. Name the IPL cricket team of Mumbai.
3. What is the famous folk dance of Gujarat?
4. What is the other name of Jaipur?

Vocabulary:

1. Humid- air having lot of water vapour.
2. Sea bed- floor(bottom) of the sea
3. Refinery- a type of factory for refining Oil.

Important spellings:

Maharashtra	business	entertainment
Government	Medicines	Marathi
Konkani	Malabar Hills	Elephanta Caves
Versova	Chowpaty	Bhelpuri

Explanation with innovative methods, links used:

Wall Map, Smart class, modules book.

<https://www.youtube.com/watch?v=pvuU0CPBnFM>

<https://www.youtube.com/watch?v=6oBrE6ILLdk>

<https://www.youtube.com/watch?v=cSsVNqoGTyU>

Aids used to explain the topic :

Wall map, smart class modules, book.

Procedure:

Reading and explanation method will be followed by the teacher. Teacher will explain with the help of smart class about different tourist places of Mumbai, beautiful beaches, the important offices of Maharashtra.

The students will come to know the type of climate in Mumbai. The teacher with the help of smart class modules will explain how oil is extracted from sea bed near Mumbai. The teacher will also explain about the film industry and public transport system also.

Recapitulation:

Fill ups:-

1. _____ is the most popular festival in Mumbai.
2. Mumbai is the _____ city of India and an important port.
3. The first train in India started on the _____ route in 1853.

Answer in one Word:

1. Which caves are close to Mumbai?
2. Which sea does the city of Mumbai face?

Assignment:

- Make a collage on Mumbai.
- Name the tourist places in Mumbai.
- Name the tourist places in Ahmadabad, Bhopal, Jaipur.
- Read the lesson thoroughly and do back exercise.

Integration with other domains:

- It will help to enhance the vocabulary of students.
- The students will come to know about the local train networks that connect the city very well.

Learning outcome:

- The students learn about the location and different languages spoken in Mumbai Ahmadabad, Bhopal, Jaipur. They also learn about the local train network and public transport system of Mumbai. They learn about the climate, life style of the people also.

Assessment:

Written assessment will be held from lesson 8.

Lesson 7

The Colourful North

Objectives:

1. To understand about the history, location and different languages spoken in Delhi
2. To locate different states located in North India on a map of India.
3. To identify and describe tourist places of Chandigarh.
4. To understand about the history, location and different languages spoken in Chandigarh, Lucknow, Patna and Srinagar.

Previous knowledge testing:

1. What do you know about the city 'Delhi'?
2. Name few tourist places in Delhi.
3. What is the difference between Delhi and New Delhi?
4. In which city Rock Garden is situated?
5. Which state is known as Switzerland of India?

Vocabulary:

1. Architect- one who designs buildings.
2. Hoist- pulls up a flag on a flag pole.
3. Residence- Where a person stays.

Important spellings:

Samadhi	architect	Hoist
Plantarium	Museum	Territory
Indraprastha	Shahjahanabad	Embroidery
Kahwa	memorial	Gomti

Explanation with innovative methods, links used:

Smart class, map, personal experiences.

<https://www.youtube.com/watch?v=AnPXErxFNbs>

<https://www.youtube.com/watch?v=C0ZyVd7opTM>

https://www.youtube.com/watch?v=5kBx_oGrzbE

Aids used to explain the topic :

Smart class, map, personal experiences.

Participation of Students :

Students will share their personal experiences climate of Delhi, tourist places, places of worship in Delhi that they have visited. Students will make a collage titled 'The colourful North.

Procedure:

Reading and explanation method will be followed to teach the students. The teacher will explain the concept of the heart of India-Delhi. By using smart class, teacher will explain the importance Red Fort, India Gate, Amar Jawan Jyoti, Parliament House, Rashtrapati Bhawan etc. The students will come to know the history of Delhi during the Pandavas time and British time. Teacher will explain about the beauty of Chandigarh with the help of smart class. She will also explain about Srinagar. She will explain about its climate, language spoken, handicraft, special type of tea and special meal.

Recapitulation:

Fill ups:-

1. The Amar Jawan Jyoti burns in memory of _____.
2. Delhi is also called _____ India.
3. The Red Fort was built by
(a) Akbar (b) Shahjahan
4. The Parliament house is a _____ building.
(a) Square (b) Circular
5. The river _____ flows through Delhi.
(a) Ganga (b) Yamuna

Assignments:

- Make a collage on topic. Delhi- Mini India
- Name the tourist places of Delhi.
- Name the places of worship in Chandigarh.
- Read the chapter and do the back exercises given in the book.

Integration with other domains:

- It will enhance the vocabulary of the students.
- It will also enhance the knowledge of the students about people belong to different cultures.

Learning outcome:

- The students know the difference between Delhi, New Delhi and National Capital territory of Delhi. Questions/Answer will be discussed and done in the notebooks.

Assessment:

Written assessment will be held from Lesson 7.

Lesson 16

How We Travel

Objectives:

1. To learn about the different means of transport.
2. To learn about the different types of transport.
3. To know about the rules to be followed while walking on the road.

Previous knowledge testing:

1. What is transport?
2. What are the different means of transport?
3. What are the different types of transport?

Vocabulary:

1. Vehicle- means of transport like car and scooter.
2. Network- system of connection.
3. Subway- underground way to cross the road safely.

Important spellings:

Transport	bullock	tractor	tongas	steamers
railways	passengers		safety	crossing
vehicle	tram		zebra	ancient

Explanation with innovative methods, links used:

Smart class, globe, book etc.

<https://www.youtube.com/watch?v=pvIV2izl-9w>

<https://www.youtube.com/watch?v=eOwRIVs-umk>

Procedure:

Reading and explanation method will be followed by the teacher. Reading of the chapter will be done by the students and they will underline the difficult words. The teacher will explain the concept of transportation with the help of smart class. She will explain that why camel is called the ship of the desert and which animals are used in hilly areas as a means of transport. She will also explain with the help of smart class about different rules of road safety.

One oral and two written revisions of the chapter will be taken by the teacher in the class.

Participation of Students:

- Students will write a paper boat in the class
- Teacher will take the students to the nearest bus stand and railway station and will show them railway engine.

Recapitulation:

Fill in the blanks:

1. Bullocks carts and bicycles are mostly used in _____.
2. Elephants are used to carry goods as well as people in the _____.
3. We should use _____ to cross the road.

Answer in few words:

1. Which means of transport is faster—air or water?
2. Which means of transport has been there since ancient times?
3. Name the animal used in hilly areas as a means of transport.

Assignment:

- Students will do reading of the chapter at home.
- Students will do back exercise and difficult words at home.
- Teacher will discuss the Questions/ Answers in the class and students will write them at home.

Integration with other domains:

- It will help to enhance the vocabulary of students.
- It will enhance the Drawing skills of the students.

Learning outcome:

Students will be able :

- To learn about the various means of transport.
- To learn about land, water and air transport.
- To learn about the rules to be followed while walking on the road.

Assessment:

- Written assessment will be held from lesson 16 in the class.

Lesson 14

The Festivals We Celebrate

Objectives:

1. To learn about the national and religious festivals celebrated in India.
2. To learn about certain days that are celebrated as the birthdays of great people.
3. To learn about festivals that are celebrated other than the national and religious festivals.

Previous knowledge testing:

1. What are festivals?
2. What do we do on festivals?
3. Which is your favourite festival?

Vocabulary used:

1. Parade: group of people marching together.
2. Tableau: depiction of a state or scene on a platform that moves on wheels.
3. Kolam: rangoli made with colour and rice powder.
4. Harvest: time when the crop is ready to be cut.

Explanation with innovative methods,links used:

Charts and smart class modules.

Festivals of India -Animated cartoon story in English.

<https://youtu.be/Fwbwmvs0rOs>

<https://www.youtube.com/watch?v=eI357ci4DKo>

Important spellings:

Festivals	Christmas	National	gurupurab
Dussehra	Vijaya Dashmi	Republic	Independence
celebrated	worshipped	samadhi	

Participation of students:

Students will celebrate different national festivals like Independence day, Republic day in school, Bhangra and Gidda will be performed by students to celebrate Baisakhi. On Gandhi Jayanti students will pledge to clean their school, their neighbourhood and encourage their neighbours to do the same.

Integration with other domain:

1. It will enhance the vocabulary of the students.
2. It will enhance the dancing skills of the students.

Procedure:

Reading and explanation method will be followed by the teacher. Teacher will explain about National, Religious and harvest festivals with the help of smart class. Teacher will distinguish the three types of festivals and explain which religious and harvest festivals are celebrated by which communities in which states.

Recapitulation:

Fill in the blanks:

1. Republic day is celebrated on _____.
2. 15 August is celebrated as _____ day.
3. _____ is celebrated to mark the birth of Jesus Christ.

Birthdays celebrated as festivals

Lord Mahavir	Mahavir Jayanti
Dr S. Radhakrishnan	Teacher's day
Jawahar Lal Nehru	Children's day

Learning outcome:

Students will be able to :

- celebrate different festivals in different ways.
- know about the different cultures of different states.
- know that harvest festivals give us a chance to thank " Mother Nature"

Assignment:

Make a chart on 'Different festivals celebrated in India'
Question Answer will be discussed and done by the students Back.
Ex. will also be discussed and done by the students Map work will be done from this lesson.

Mark the states on a political map where the different harvest festivals are celebrated.

Assessment:

Written assessment will be held from lesson 14.