

Lesson Plan

Session 2024-2025

EVS

Class1

APRIL 2024

Topics

Lesson 1 : Who Am I ?

Lesson 2 : My Family Members

Number of Teaching Days Required to Complete the Topic :23

Lesson 1 :Who Am I ?

Learning Outcomes

Knowledge Objectives

Students will be able to learn about their full name, address, contact number and date of birth.

Understanding Objectives

Students will be able to differentiate between their name and others names, they will also understand what is written on their Identity cards.

Objective

Student will understand the importance of knowing their contact number and addresses.

Skill Objectives

Student will be able to understand the situation in which they can use their contact number and address. They can also calculate their age with the help of date of birth.

Previous Knowledge Testing

Students will be asked the following questions:-

What is your name?

How many parts are there in your name?

Where do you live?

Teaching Aids

Chalk, duster, board, chart, ID cards, videos books.

Pedagogical Strategies

The teacher will explain about the different parts of the name, contact number address and date of birth. The teacher will show the various ID cards like school ID card, PAN card, Aadhar card etc.

Hands on Activity (Experiential Learning)

Experiential learning students will be asked to see the ID cards of their friends and parents and compare the information written on their own ID cards with there ID cards.

Art Integration

Draw an ID card. Include your name, class, section, address and contact number. Also paste your passport size photograph on the top right side.

Interdisciplinary Linkages and Infusion of Life Skills

Students will be able to introduce themselves confidently. They will not panic if they are alone somewhere as they know their parents contact number and address.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (Information and Communication

Technology)

E-books, internet, PAN Card, Aadhar Card etc.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done.

Feedback and Remedial Teaching

Student (slow learner) will be asked to see more ID cards at home and remember their own contact number and address.

Inclusive Practices and Full Participation Without Discrimination

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

Lesson 2 : My Family Members

Learning Outcomes

Knowledge Objectives

Students will be able to learn about their family and family members.

Understanding Objectives

Students will be able to understand their relationship with the other family members.

Application Objectives

Students will be able to understand the importance of each family members and how they help us.

Skill Objectives

Students will be able to understand how they are related to each other and how all the family members help each other.

Previous Knowledge Testing

Students will be asked the following questions:-

What is a family?

Who are our siblings what are your fathers' parents called?

Who treats the sick people?

Teaching Aids

Chalk, duster, board, charts, videos, models lab, books.

Pedagogical Strategies

The teacher will explain about the different family members. The concept of family and family members will be discussed. The teacher will also explain about the different types of jobs that the family members do.

Hands on Activity (Experiential Learning)

Students will be asked to identify the role of all their family members in different household activities. They will be asked to compare the jobs of all the family members.

Art Integration

Draw and colour a thank you card for your parents to show your love to them.

Interdisciplinary Linkage and Infusion of Life Skills

Students will be able to understand the importance of each family member and how they help each other. They will also understand how other people around us help us.

Recapitulation

Exercise in the workbook will be done. Oral revision will be given. Test will be given in the form of fill ups, true and false and one word answers.

Resources including ICT (Information and Communication Technology)

E-books, book, internet <https://youtube/p15rsmvtifq>

Assessment Items

To check the conceptual clarity, various types of assessment will be done. Exercise in the textbook and workbook will be done. Dictation test will be taken. Revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learners) will be asked to watch more videos related to the topic. They will be asked to read the chapter carefully and do practice of spellings.

Inclusive Practices and Full Participation Without Discretion

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

MAY 2024

Topics

Lesson 3 :My Body

Lesson 4 :Things Around Us

Number of Teaching Days Required to Complete the Topic:16

Lesson 3 :My Body

Learning Outcomes

Knowledge Objectives

Students will be able to learn about the different parts of their body and their functions.

Understanding Objectives

Students will be able to understand the names of all the body parts and their use.

Application Objectives

Students will be able to understand the importance of each body part and how they function.

Skill Objectives

Students will be able to understand the importance of all the body parts and how to take care of them.

Previous Knowledge Testing

Students will be asked the following questions:-

Name three main parts of the body.

Which body part helps us to see?

How can we keep our body clean?

Teaching Aids

Chalk, duster, board ,chart ,videos books.

Pedagogical Strategies

The teacher will read the chapter and explain about the different body parts. The use and importance of each body part will be explained. The students will be told about the different ways to keep our body clean.

Hands on Activity (Experiential Learning)

The students will be asked to identify the role of various parts of our body.

Art Integration

Draw and label the different parts of our body. Also recite the poem about a body part.

Interdisciplinary Linkage and Infusion of Life Skills

Students will be able to understand the importance of each body part and how they help us. They will be able to differentiate the function of various body parts.

Recapitulation

Oral revision and practice of reading will be done.

Resources using ICT information and Communication Technology

E-books, workbook, internet, real life example

<https://youtube/sut8qoekbms>

Assessment Items

To check the conceptual clarity various types of assessment will be done exercise in the textbook and workbook will be done. Dictation test will be taken and revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and discuss about their body parts with others.

Inclusive Practices and Full Participation Without Discrimination

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

Lesson 4 :Things Around

Learning Outcomes

Knowledge Objectives

Students will be able to know about the various living and non- living things around them.

Understanding Objectives

Students will be to understand the characteristics of living and non- living things.

Application Objectives

Students will be able to categorise the things around them as living and non-living and they will be able to differentiate among them.

Skill Objectives

Students will be able to understand how natural and man made things play their role in our life.

Previous Knowledge Testing

Students will be asked the following questions:-

Name a thing we use to write .

Name a thing that lives on water.

Name a thing that can grow.

Teaching Aids

Chalk ,dust , charts, videos, book, models.

Pedagogical Strategies

The teacher will explain about the various living and non-living things around us by giving real life examples. The difference between living and non-living things will be explained by discussing the characteristics of each kind. The teacher will be also tell about natural and man made things.

Hands on Activity (Experiential Learning)

The students will be asked to identify the various things around them and categorise them as living, non-living, natural or man- made.

Art Integration

Cut and paste five living things and five non living things on a chart and write their names.

Interdisciplinary Linkage and Infusion of Life Skills

The student will be able to understand the kinds of things around them. They will be able to know which things can breathe and not and teacher will explain the response of students.

Recapitulation

Oral revision and reading practice will be done.

Resources using ICT(Information and Communication Technology)

E-books ,workbook, internet, real life examples. <https://youtube/hgjvrz2->

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and discuss about living and non living things with others.

Inclusive Practices and Full Participation Without Discrimination

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

JULY 2024

Topic

Lesson 5 :Water, Water Everywhere

Lesson 7 :Our Green Friends

Number of Teaching Days Required to Complete the Topic :25

Lesson 5 :Water, Water Everywhere

Learning Outcomes

Knowledge Objectives

Students will be able to learn about the use and importance of water in our daily life.

Understanding Objectives

Students will be able to understand the value of water and the ways in which we should use it carefully.

Application Objectives

Students will be able to compare the availability of water now and in all times. They also learn that we should not waste water.

Skill Objectives

Students will be able to use water in a proper way without much wastage.

Previous Model Testing

Students will be asked the following questions:-

Name one natural source of water.

Name one artificial source of water.

How do animals get water ?

How do you get water in your house ?

Teaching Aids

Pedagogical Strategies

The teacher will explain about water and its uses. The various sources of water, natural and man made and also discuss. Students will also told about availability of water now and then. Pictures of various sources of water will be shown to the students.

Hand on Activity (Experiential Learning)

The students will be asked to identify the various sources of water in and around their houses. They will categories them as natural or man made sources of water.

Art Integration

A poem related to rain the main source of water will be recited in the class to make the children more active. Children will be also be asked to draw some sources of water.

Linkages and Infusion of Life Skills

Students will be able to differentiate between natural and man made sources of water. They will also become aware about the usage of water and its value.

Recapitulation

Oral revision and reading practice will be done.

Resources using ICT(Information and Communication Technology)

E-books, workbook, internet, real life examples <https://youtube/tkrc8feo>

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and discuss about the use and importance of water with others.

Inclusive Practices and Full Participation Without Discrimination

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

Lesson 7 : Our Green Friends

Learning Outcomes

Knowledge Objectives

Students will be able to learn about plants our green friends and their parts. They will also learn about different kinds of plants.

Understanding Objectives

The students will be able to understand how all the plants are different from each other and how they help us in everyday life.

Application Objectives

The students will be able to find how can we use different parts of plants in our daily life.

Skill Objectives

Students will be able to recognise all kinds of plants that they can see around them.

Previous Knowledge Testing

Students will be asked the following questions:-

Name any two trees.

Which is taller, a rose plant or a mango tree?

Name a plant with a weak stem.

Teaching Aids

Chalk, duster, board, charts, videos, books, models.

Pedagogical Strategies

The teacher will draw a plant on a board and explain its various parts. She will also explain the different kinds of plants with examples. The different uses of plants will be discussed. Students participation will be appreciated.

Hands on Activity (Experiential Learning)

Students will be taken for a nature walk in the school garden if feasible. They will be shown the different kinds of trees. Students will see them and taught to find the difference among all the plants. The student will be asked to draw the picture of a plant in the notebook and label it's various parts like stem, roots, leaves, fruits, flowers.

Interdisciplinary Linkage and Infusion of Life Skills

Students will become more aware of the different kinds of plants and the things we get from plants. They can compare different kinds of plants wherever they see them.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT (Information and Communication Technology)

E-books, workbooks, internet, plants <https://youtube/fhuvxzdavu>

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and discuss about plants with their parents and others.

Inclusive Practices and Full Participation Without Discrimination

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

AUGUST 2024

Topic

Lesson 6 :Day and Night

Number of Teaching Days Required to Complete the Topic :23

Learning Outcomes

Knowledge Objectives

Students will be able to learn about the concept of day and night and activities that we do during the different times of the day.

Understanding Objectives

Students will be able to understand the difference between the day and the night. They will also be able to understand the concept of morning, afternoon and evening.

Application Objectives

Student will be able to learn of the activities that we can do during the day time and the ones that we can do at the night time.

Skill Objectives

After reading this chapter students will able to understand what all they can see in the sky during day and night time.

Previous Knowledge Testing

Students will be asked the following questions:-

Name the parts of a day.

When do we sleep ?

When can we see the stars in the sky ?

Teaching Aids

Chalk ,duster, board, chart, videos, books.

Pedagogical Strategies

The teacher will explain about the concept of day and night. She will also tell about the different activities that we do at different parts of the day, ie, morning, afternoon, evening, night.

Hands on Activity (Experiential Learning)

Students will be asked to make a list of all the activities that they do during the different times of the day. They will also find the difference in the sky during the day time and at night.

Art Integration

The student will be asked to draw the scene of day and night in their notebooks and colour them.

Interdisciplinary Linkages and Infusion of Life Skills

Students will become more disciplined as they will learn about the proper time of doing various activities during the day.

Recapitulation

Oral revision and drill will be done.

Resources using ICT (Information and Communication Technology)

E-books, workbook, internet, real life examples. <https://youtube/>

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will be also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and discuss about concept of day, night, morning, afternoon, evening with others.

Inclusive Practices and Full Participation Without Discrimination

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

OCTOBER 2024

Topic

Lesson 8: Wings and Tails

Lesson 9 :What Should I Eat ?

Number of Teaching Days Required to Complete the Topic :22

Lesson 8 :Wings and Tails

Learning Outcomes

Knowledge Objectives

Students will be able to know the different kinds of animals around us.

They will also be able to understand their habits.

Understanding Objectives

Students will be able to differentiate between wild animals and domestic animals, day animals and night animals, their size, size of their tails and how they move from one place to another.

Application Objectives

Students will be able to categorise the animals that they see around them as wild, farm, pet, day, night animals.

Skill Objectives

Students will be able to understand why the animals have different sizes and shapes and why they live at different places etc.

Previous Knowledge Testing

Students will be asked the following questions:-

Name any two pet animals.

Name of farm animals.

Where can we find wild animals ?

Name any two wild animals.

Teaching Aids

Chalk, duster, book, board, chart, videos, books.

Pedagogical Strategies

The teacher will explain about the different kinds of animals, places they live in, their size and habits. The teacher will explain about day animals and night animals.

Hands on Activity (Experiential Learning)

Students will be asked to see the various animals around them and find the difference among them. They will also be told to see their colour, size and shape.

Art Integration

Draw the pictures of four domestic animals, wild animals, day animals, night animals and colour them.

Interdisciplinary Linkages and Infusion of Life Skills

Student will be asked to be kind towards the animals and understand about their habits and behaviour.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT(Information and Communication Technology)

E-books, workbooks, internet.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and do more reading practice.

Inclusive Practices and Full Participation Without Discrimination

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

Lesson 9 :What Should I Eat ?

Learning Outcomes

Knowledge Objectives

Students will be able to know about healthy food and junk food. They will also be able to know about the importance of different kinds of food that we eat.

Understanding Objectives

Students will be able to understand the kind of foods they should eat and which kind of food they should avoid. They will also be able to differentiate between breakfast , lunch and dinner.

Application Objectives

Students will be able to name the meal that they eat at different times of the day, breakfast, lunch and dinner.

Skill Objective

Students will be able to understand which kind of food is required by our body and how it effects our body.

Previous Knowledge Testing

Student will be asked the following questions:-

- Name any two food items you eat?
- What does a baby eat ?
- What you eat in the morning?
- Name any two healthy food items.

Teaching Aids

Chalk, duster, book, board, chart, videos.

Pedagogical Strategies

The teacher will explain about the value of healthy food and how different kinds of food have different effects on our body. The teacher will also explain about the different names and kinds of meals we have in a day.

Hands on Activity (Experiential Learning)

Children will be able to differentiate among all the meals they take in a day. They will also be able to know the value of food that they eat during the day.

Art Integration

Draw a chart with a picture and name of the various food items you eat everyday. Also collect the pictures.

Interdisciplinary Linkage and Infusion of Life Skills

After understanding the chapter, students will try to eat healthy food and tell their parents also about the value of good food that they eat.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT (Information and Communication Technology)

E-books, workbooks, internet.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and do more reading practice.

Inclusive Practices and Full Participation Without Discrimination

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

NOVEMBER 2024

Topic

Lesson 10 : In the Kitchen

Lesson 11 : My House

Number of Days Required to Complete the Topics -23

Lesson 10: In the Kitchen

Learning Outcomes

Knowledge Objectives

The students will be able to understand about the kinds of food, raw or cooked. They will also learn about the various cooking methods and vessels we use.

Understanding Objectives

Students will be able to differentiate between raw and cooked food, various methods of cooking and the difference between the vessels used.

Application Objectives

Children will be able to know whether the food that they eat is raw or cooked. They will be able to tell the method used to make their food.

Skill Objective

The children will become smarter in choosing their food according to its kind and method of cooking.

Previous Knowledge Testing

The students will be asked the following questions:-

Name any one food item that can be eaten raw.

What is the meaning of cooked food?

Name any two cooked food items .

Why should we cook food?

Teaching Aids

Chalk, duster, book, board, chart, videos.

Pedagogical Strategies

The teacher will explain about the raw food and the cooked food. She will also explain about the various methods of cooking- frying, steaming, baking. Different vessels will be shown to the students for the better clarity.

Hands on Activity (Experiential Learning)

Children will be able to help at home in using the various vessels of cooking and serving. They will be able to explain about the various cooking methods also.

Art Integration

Collect 5 vessels used for cooking and 5 vessels for serving at home and arrange them properly and take a picture.

Interdisciplinary Linkage and Infusion of Life Skills

The student will be able to use different vessels in their daily life. They will also be able to tell us about the cooking methods.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT (Information and Communication Technology)

E-books, workbooks, internet.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and do more reading practice.

Inclusive Practices and Full Participation Without Discrimination

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

Lesson 11 :My House

Learning Outcomes

Knowledge Objectives

The students will be able to know about their house and different kinds of rooms in the house and their uses.

Understanding Objectives

Students will be able to understand the need to live in a house as it protects us from lots of things.

Application Objectives

Students will be able to differentiate among the various kinds of rooms. They will be able to make proper use of their house.

Skill Objective

Student will be able to take care of their house in a better way and will be able to keep it clean.

Previous Knowledge Testing

Students will be asked the following questions:-

Name any two rooms in your house.
In which room do we cook food ?
Name a room where we sleep.

Teaching Aids

Chalk, duster, book, board, chart, videos.

Pedagogical Strategies

The teacher will explain about the importance of the house and how it protects us. The importance of different kinds of rooms will also be explained. Students will be taught the different ways in which they can keep their house clean.

Hands on Activity (Experiential Learning)

After reading and understanding this chapter students will be able to help their parents in arranging the things and helping their parents in keeping their house clean.

Art Integration

Draw and colour the various rooms in a house.

Interdisciplinary Linkage and Infusion of Life Skills

Students will understand the importance of a house. They will try to help the people who are homeless.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT 9Information and Communication Technology)

E-books, workbooks, internet.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and do more reading practice.

Inclusive Practices and Full Participation Without Discrimination

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

DECEMBER 2024

Topic

Lesson 12 :Story Of The Wheel

Number of Teaching Days Required to Complete the Topic :18

Learning Outcomes

Knowledge Objectives

The students will be able to know about the story of wheel i.e first wheel was made of stone.

Understanding Objectives

The students will be able to differentiate between wheels of early times and wheels of today.

Application Objectives

The students will be able to know about the uses of wheels.

Skill Objective

The students will be able to draw different type of wheels.

Previous Knowledge Testing

Students will be asked the following questions:-

- Do you know how we started using the wheel?
- What was the first known use of the wheel?
- What material was earlier used to make wheels?
- Name any one use of vehicles.

Teaching Aids

Chalk, duster, book, board, chart, videos.

Pedagogical Strategies

First of all teachers will tell that early humans first started using the wheel as a potter wheel. Teacher will draw a picture of a wheel on the blackboard and ask students to draw objects that are similar to a wheel like objects that can move forward or backwards.

Hand on Activity (Experiential Learning)

After reading and understanding the chapter students will be able to differentiate between two, three, four wheeler vehicles. They will be able to recognise the wheels of sewing machine, charkha , giant wheel.

Art Integration

Draw stone and wooden wheel.

Draw wheels of two, three ,four wheeler vehicles , i.e, bicycle, bike ,auto rickshaw, car, bus ,jeep.

Interdisciplinary Linkage and Infusion of Life Skills

Students will be able to understand the importance of wheels and take care of their cycles and parents' vehicles- car etc.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT(Information and Communication Technology)

E-books, workbooks, internet.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and do more reading practice.

Inclusive Practices and Full Participation Without Discrimination

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

JANUARY 2025

Topic

Lesson 13 : Hot, Wet and Cold

Number of Teaching Days Required to Complete the Topic -22

Lesson 13 : Hot, Wet and Cold

Learning Outcomes

Knowledge Objectives

The students will be able to know about the meaning of weather, climate and season. They will get to know about the four different seasons.

Understanding Objectives

The students will be able to differentiate between weather , climate and season.

Application Objectives

The students will be able to take care of themselves during different seasons.

Skill Objective

The students will be able to understand the different things related to different seasons.

Previous Knowledge Testing

Students will be asked the following questions:-

When do you use an umbrella ?

What do you wear when you feel cold ?

Teaching Aids

Chalk, duster, book, board, chart ,videos.

Pedagogical Strategies

First of all teacher will explain the meaning of weather- that it changes within a few hours. The meaning of climate, the weather present for a long time at a place is called the climate and then explain about seasons. The main seasons being of 5 types namely, summer, rainy, autumn, winter and spring.

Hands on Activity (Experiential Learning)

After reading and explanation of chapter student will be able to know what to use when entering into a different season

Art Integration

Draw or paste two things related to summer, monsoon, autumn, winter and spring.

Interdisciplinary Linkage and Infusion of Life Skills

Students will be able to understand the importance of different clothes and food items in different seasons, also the importance of water in summer and warm clothes in winter , umbrellas and raincoat in rainy season.

Recapitulation

Oral Revision and reading practice of the chapter will be done.

Resources using ICT (Information and Communication Technology)

E-books, workbooks, internet.

Assessment Items

To check the conceptual clarity, various types of assessments will be done. Exercise in the workbook will also be done. Dictation test will be

given. The revision assignment will be given.

Feedback and Remedial Teaching

Students (slow learner) will be asked to watch more videos and do more reading practice.

Inclusive Practices and Full Participation Without Discrimination

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

FEBRUARY 2025

REVISION OF COMPLETE
SYLLABUS