

April 2024

Who do I look like? (L-1), my likes and dislikes (L- 2)

Number of days required to complete the topic-23

Learning Outcomes-

1. Knowledge objective- students will be able to learn about similarity between a parent and child.
2. Understanding objective-students will be able to learn about features and similarity with relatives.
3. Application objective-students will understand about the family members whom they look like.
4. Skill objective - students will be able to know about twins and their similarities.

Previous Knowledge Testing-

Students will be asked:

1. In your family, whom do you look like?
2. What are the similarities between you and your parents?
3. Do you and your sibling look similar?
4. Have you seen children who exactly look like each other?

Teaching aids - chalk, duster, board, videos books.

Pedagogical Strategies-

The teacher will explain about the features and the similarities between parents and children are siblings. The teacher will explain that the children male look like their grandparents uncles cousins and will tell the reason also the teacher will tell them about twins also. It will also be explained and some twins exactly look like each other while some other twins have very few common features.

Experiential learning –

As we have twins in our class the teacher will make them stand in front of the class and will ask from the students about their similarities both the girls look exactly light each other. so the students will be able to learn the concept of twins and similarities. Art integration- paste pictures of family members who you look like and write the features that look similar. Interdisciplinary linkages and infusion of life skills- students will be told to see some childhood photographs of their parents and grandparents along with them by doing they will be able to know more about their family members and spend more time with them.

Recapitulation-

It will be done in the class oral revision will be given resources including ICT (information and communication technology)- ebooks, workbooks, internet, <https://YouTube/YlyZuMYvto>

Assessment items-

To check the clarity of the students various types of assessment will be done exercises in the textbook, workbook, revision assignments will be given question answers in the workbook will be discussed and done dictation test will be held practice worksheets will be given feedback and remedial teaching- student will be asked to watch more videos related to the topic. they will be encourage to read the chapter carefully and do practice of spellings extra worksheets will be given to them inclusive practices and full participation without discrimination * group activity, reading books, watching videos models ,charts, collaboration number of days required to complete the topic-9

L-2 - My likes and dislikes

Learning Outcomes –

1. Knowledge Objective - students will be able to know about their likes and dislikes.
2. Understanding Objective - students will be able to know about the reason for differences between the likes and dislikes.
3. Application objective - students will be able to know that how some things that we like may not be good for us.
4. Skill Objective - student will be able to know about the likes and dislikes of classmates.

Previous Knowledge Testing - students will be asked:

1. Which food item will you be happy to find in your lunch box?
2. How many of you feel happy to have rajma in your lunch box?
3. What about chocolate and ice creams?

Teaching aids- chalk, duster, board, videos and books.

Pedagogical Strategies - The teacher will explain about the terms 'likes' and 'dislikes' and also explain why people like or dislike certain food items, smells, books, movies or sports. Teacher will also explain the reasons behind differences in likes and dislikes. The teacher will explain that not all our likes are good for us. Some of them can be bad for us or the people around us.

Experiential Learning - The teacher will place 4-5 samples of different food items in small containers on a table. Flowers varying in smell and colour may also be used. Then the students will smell or see them and say which one they like and why? So by this the students will be able to learn about the reasons of likes or dislikes.

Art Integration - Paste or draw the pictures of 5 food items that you like and dislike. interdisciplinary linkages and infusion of life

Skills - Students will ask their friends about their likes and dislikes. By the students will be able to know more about their friends and feel connected to them.

Recapitulation - It will be done in the class oral revision will be done resources including ICT (information and communication technology) - ebooks, workbooks, internet, <https://YouTube/x64hzGzkyYY>

Assessment Items - To check the clarity of the students various types of assessment will be done. Exercises in the textbook, workbook, revision assignments will be given question answers in the workbook will be discussed and done. Dictation test will be held. Practice worksheets will be given.

Feedback Remedial Teaching - Students will be asked to watch more videos related to the topic. They will be encouraged to read the chapter carefully and do practice of spellings. Extra worksheet will be given to them. Inclusive practices and full participation without discrimination * group activity, reading books, watching videos, models, charts and collaborations.

May 2023

Story of my family (L-3), big family small family (L-4)

Number of days required to complete the topic- 16

Learning outcomes- students will be able to know

1. **Knowledge Objective** - Students will be able to know about what a family tree is.
2. **Understanding Objective** - Students will be able to read a family tree.
3. **Application Objective** - Students will be able to know about the need for a family tree.
4. **Skill Objective** - students will be able to know about the growth of a family tree.

Previous Knowledge Testing - Students will be asked :

1. Do you have any old photographs of your family?
2. Can you identify all the people in those photographs?
3. If we draw charts of our families, what will they look like?

Teaching Aids - chalk, duster, board, videos books. pedagogical strategies-

The teacher will draw a chart representing three generations of a family and elaborate how are the tail chart of a family books like a tree. Teacher will explain them that term great grandparents and ancestors. the teacher will tell them to draw their family trees so that they can know more about it and will explain that some members are not related by birth and how the changes occur in a family tree due to marriages, the birth of a child and so on.

Experiential Learning - The teacher will ask students to bring 1 old photograph of their family and then the students will come and one by one they will explain about the family members in the photographs. Art integration- draw a family tree by pasting pictures of your family members and also ask about the family history of your great grandparents from your parents.

Interdisciplinary Linkages and Infusion of Life Skills - students will be told to ask the old stories and history of their family from the parents and grandparents. By this they will also share their thoughts with their family members and will also listen to them.

Recapitulation - It will be done in the class oral revision will be done resources including ICT (information and communication technology) - emails, workbooks, internet, <https://YouTube/PxJvlnZlmslAssessment items-> To check the clarity of the students various types of assessment will be done. Exercises in the textbook, workbook, revision assignments will be given. Question answers in the workbook will be discussed and done. Dictation test will be held. Practice worksheets will be given.

Feedback And Remedial Teaching - Students will be asked to watch more videos related to the topic. They will be encouraged to read the chapter carefully and do practice of spellings. extra worksheets will be given to them. Inclusive practices and full participation without discrimination* group activity, reading books, watching videos, models, charts and collaborations

Number Of Days Required To Complete The Topic – 12

L-4 big family small family

Learning Outcomes –

1. **Knowledge Objective** - Student will be able to know about types of families.
2. **Understanding Objective** - students will be able to know about the reasons for the differences among families.

3. **Application Objective** - students will be able to know about family get together.
4. **Skill Objective** - students will be able to know about that animals as a part of family.

Previous Knowledge Testing –

1. Teacher will show them two pictures of big family and small family and will ask what do you see?
2. Are both families alike?
3. What makes these families different?
4. How many members are there in your family?

Teaching aids - chalk, duster, board, videos, books pedagogical strategies - The teacher will explain about the different types of families and will explain about the family types to the students. The teacher will explain the reason behind the difference between the both families. The teacher will also explain that the family members used to meet on the different occasions like birthdays, wedding, etc. Teacher will tell them that if you are having pet at home then it is also the part of your family. Experiential learning- one by one the students will come and tell the class that whether they live in nuclear family or joint family and will also tell that how many members are there in their family. Art integration with English - whom do you like in your family the most? Make a birthday card for him or her write what you feel for him or her.

Interdisciplinary linkages and infusion of life skills - Students will be told to have any one time meal with their family members and to share their whole day routine with them. By this the student will be able to share their feelings with their family members.

Recapitulation - It will be done in the class. Oral discussion will be done. Resources including ICT- ebooks, workbooks, internet, <https://YouTube/QJBemHH-YGO>

Assessment Items - To check the clarity of the students various types of assessment will be done. Exercises in the textbook, workbook assignments will be given. Question answers in the workbook will be discussed and done. Dictation test will be held. Practice worksheets will be given feedback and Remedial teaching- students will be asked to watch more videos related to the topic. They will be encouraged to read the chapter carefully and do practice of spellings. Extra worksheet will be given to them. Inclusive Practices And Full Participation Without Discrimination * group activity, reading books, watching videos ,models, charts and collaborations.

July 2023

How Do families eat (L-5) Games we play(L-6)

Number of days required to complete the topic-25

Learning Outcomes –

1. knowledge objective- students will be able to know about different meals of the day
2. understanding objective- students will be able to know about eating practices in the family.
3. Application objective- students will be able to know that how they can help their family members during meal times.
4. skill objective- students will be able to know about how eating practice is differ in families. previous knowledge testing-
 1. when do all your family members sit together?
 2. when do your family members and have meals?

3. what do family members talk about during meal times?
4. does your family pray before eating?

Teaching aids- chalk , duster, board, videos, models and books

pedagogical strategies-The teacher will explain about the different meals of the day and will also tell them about the table manners. The teacher will explain them how to be word please and

thank you while eating the teacher will explain the students about help that they can do their parents for the meal time .

experiential learning-the teacher will teach table manners to the students. the teacher will tell the students to bring the napkin daily for using while having lunch and also will show them with the help of pictures that how they can help their parents during meal time.

Art integration-

enactment role play will be done that a family is following some table manners during meal time. interdisciplinary linkages and infusion of life skills- students will be told to have lunch with their friends in the research time during school hours. and will tell them to share their food with

friends. by this the students will inculcate the value of sharing and carrying in them.

Recapitulation- it will be done in the class. oral revision will be done.

Resources including ICT-ebooks, work books, internet, [https:// YouTube /Nbe9fewv1ke](https://www.youtube.com/watch?v=Nbe9fewv1ke)

Assessment items-to check the clarity of the students various types of assessment will be done.

exercises in the textbook, workbooks region assignments will be given full stop question answers in the workbook will be discussed and done. dictation test will be held practice worksheets will be given.

feedback and remedial teaching-students will be asked to watch more videos related to the topic. they will be encourage to read the chapter carefully and do practice of spellings. extra worksheets will be given to them.

Inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos ,models, charts and collaborations. number of days required to complete the topic-8

L-6 Games we play learning outcomes-

1. knowledge objective-students will be able to know about games and their types.
2. understanding objective-students will be able to know the rules in different games.
3. Application objective-students will be able to know the uses of playing games.
4. skill objective-students will be able to know about collecting information on games.

previous knowledge testing-

1. which games do you like to play?
2. which games do you play inside the house?
3. which games do you play outside the house?
4. Do you know what games your grandparents played when they were children?

Teaching aids-chalk, duster, board, videos and books

pedagogical strategies-The teacher will tell the students about the indoor games and outer games and will also explain how all games have certain rules and that rules help us play better without any confusion. the teacher will also explain the benefits of playing games. the teacher will tell them the rules of different games regarding where it can be played, number of players time required, assigning scores and so on.

Experiential learning-the teacher will take the students to the ground and will make them play kho kho in teams. the students will also play Ludo in the class. the teacher will explain them about the teamwork.

Art integration-The students will paste five pictures of indoor games and 5 pictures of outdoor games.

Indisciplinary linkages and infusion of life skills- when students will play games together. they will know about the teamwork and cooperation. Recapitulation-It will be done in the class. oral revision will be done. Resources including ICT-ebooks, workbooks, internet, <https://YouTube/PwdelpQrA7A> Assessment items-To check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be given. question answers in the workbook will be discussed and done. dictation test will be held. practice worksheets will be given. feedback and remedial teaching-students will be asked to watch more videos related to the topic. They will be encouraged to read the chapter carefully and practice of spellings. extra worksheet will be given to them. inclusive practices and full participation without discrimination- *group activity, reading books, watching videos, models, charts and collaborations

August 2023

Topic-places around us (L-7) caring for plants and animals (L-8)

Number of days required to complete the topic-23

Learning Outcomes-

knowledge objective-students will be able to know about public places around us. understanding objective-students will be able to know about how public places are useful to us. Application objective- students will be able to know about how we should protect public places. skill objective-students will be able to describe public places like fairs and schools. previous knowledge testing- 1.where do you go for shopping? 2.where do you go to worship? 3.Have you visited the public place?

4.Name a place people go to study?

pedagogical strategies-The teacher will explain about the public places to the students and will tell them the names of different public places.The teacher will tell them about the difference among places to learn, places to shop,eat,play and have fun,places of worship,service places.The teacher will explain that how the different public places are useful for us.for eg

hospital,school,park,post office,police station,etc.

experiential learning-the teacher will divide the class into two groups and will conduct a quiz to revise the public places and their uses.

Art integration-The teacher will ask that have you ever been to a fair? A fair is an outdoor gathering. there are different rides, shows, food stalls and games at a fair.

in disciplinary linkages and infusion of life skills- when the students will read about all the places and the persons who works there and do their duty for us. only because of these persons be our leading our life comfortably. by this students will have the feeling of thankfulness for them.

Recapitulation-it will be done in the class. oral revision will be done.

Resources including ICT- ebooks workbooks internet <https://youtubeIdAAIwpuCv10>

Assessment items-to check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be given. question answers in the workbook will discuss and non dictation test should be held. practice worksheets will be given.

feedback and remedial teaching-students will be asked to watch more videos related to the topic. they will be encourage to read the chapter carefully and do practice of spellings. extra worksheets will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos, models ,charts and collaborations number of days required to complete the topic-11

L-8 caring for plants and animals learning outcomes-

1. knowledge objective-students will be able to know about the plants and animals around us.
2. understanding objective-students will be able to know how to care the plants and animals.
3. Application objective-Students will be able to know about trees in the surroundings.
4. skill objective- students will be able to know about useful trees near their house.

previous knowledge testing-

1. where do you get vegetables and fruits?
2. what plants do we see in our surroundings
3. Have you seen any animal in your surroundings?
4. which is your favourite animal?

Teaching aids- chalk, duster, books, videos and board.

pedagogical strategies-the teacher will tell the students about the plants and animals they see in their surroundings. teacher will explain them that why some animals live in the zoo and some live in our houses. teacher will tell them that they should not cut the trees and should plant more trees. all the trees on the roads are responsibility and we should take care of them. the teacher

will also tell them about the uses of trees.

Experiential learning-The teacher will take students for the nature walk in the school and will show them different type of plants and trees. and will also tell them about the uses of trees.

Art integration- students will make a bird feeder.

interdisciplinary linkages and infusion of life skills- students will be able to know about animals and plants that how they are useful to us. by this they will have the feeling of thankfulness towards animals and plants(nature)

Recapitulation-it will be done in the class. oral revisions will be done.

resources including ICT-ebooks ,workbooks, internet, <https://YouTube/dAA1wpuCv10>
Assessment items-to check the clarity on the students various types of assessment will be done.

exercises in the textbook, workbook, revision assignments will be given. question answers in the workbook will be discussed and done dictation test will be held practice worksheet will be given.

feedback and remedial teaching-students will be asked to watch more videos related to the topic. they will be increased to read the chapter carefully and to practice of spelling. extra worksheets will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos, models, charts and collaborations
September 2023

Revisions and half yearly exams October 2023

number of teaching days-22 Topic- Dear Drops (L-9) Games of lights (L-10)

number of days required to complete the topic-10 L-9 Dear drops

learning outcomes-

knowledge objective-students will be able to know about the use of water for living things.

understanding objective-students will be able to know about the importance of water.

Application objective-students will be able to know about the wastage and shortage of water.

skill objective-students will be able to know that how the need for water differs in plants and animals.

Teaching aids- chalk, duster, books videos,board previous knowledge testing-

1. Tell me any one thing you cannot live without.

2. can be survive without water?
3. what would happen if there was no water?
4. what is shortage of water?

pedagogical strategies-the teacher will explain the students about the freshwater and the uses. the teacher will tell the students that how water is important for plants and animals. it will be also explain that what is shortage of water. how can we save water. what is drought. the teacher will explain them about the animals and plants need more water than others.

Experiential learning- the reachable make cheats of uses of water. 1 by 1 the students will come and do enactment and rest of the class will guess the use of water.

Art integration- students will make a poster on 'save water'

indisciplinary linkages and infusion of life skills-when the students will come to know about drought then they will come to know about the importance and they will feel empathetic for the people who are not getting water for their daily use.

Recapitulation-it will be done in the class. oral revision will be done. resources including ICT-ebooks, work books internet, smart class

Assessment items- to check the clarity of the students various types of assessments will be done. exercises in the textbook, workbook, vision assignments will be done. question answers in the workbook will be discussed and down. dictation test will be held. practice worksheets will be given.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be in couraged to read the chapter carefully and do practice of spellings. extra

worksheets will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos, models ,charts and collaborations number of days required to complete the topic-10

L-10 - game of lights learning outcomes-

1. knowledge objective-students will be able to know about shadows
2. understanding objective- students will be able to know about shadow formation
3. Application objective- students will be able to know about changes in shadows formed by sunlight.
4. understanding objective- students will be able to know about the uses of objects based on the amount of light passing through them.

previous knowledge testing-

1. Have you seen any dog shape formed near you in the morning or evening?
2. have you ever seen a shadow?
3. do all objects form light?
4. have you ever noticed the path of light?

Teaching aids- chalk, duster, books, videos, board

Pedagogical strategies- the teacher will explain about the shadow and will also explain that not all objects can form shadows. the teacher will also use a mirror to explain how some objects reflect light. the teacher will tell them that using a torch the how shadows vary based on the direction and the distance of the source of light.

Experiential learning-The teacher will bring one torch and one toy in the class and will show them that if the object is closed to the light source the shadow formed is a bigger size. as the object moves away from the light source, the shadow becomes smaller

Art integration-students will do the activity of shadow puppetry in the class with the help of torch.

interdisciplinary languages and infusion of life skills-

Recapitulation- it will be done in the class. oral revisions will be done. Resources including ICT- ebooks workbooks, internet, smart class

Assessment items-To check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be given question answers in the workbook will be discussed and down. dictation test will be held. practice worksheets will be given.

feedback and remedial teaching- Students will be asked to watch more videos related to the topic. they will be encourage to read the chapter carefully and do practice of spellings. extra worksheets will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos, models, charts and collaborations.

November 2023

number of teaching days-21 Topic-Air around us (L-11) uses of plants (L-12)

number of days required to complete the topic-10 L-11 Air around us

learning outcomes

knowledge objective- students will be able to know about the air around us understanding

objective- students will be able to know about the moving air.

Application objective- students will be able to know about the uses of air. skill objective- students will be able to know about the warm and cool air. previous knowledge testing-

1. Tell me one thing you cannot live without?
2. How do we know that air is around us?
3. How does a kite fly?
4. what is breeze?

Teaching aids- chalk, duster, board, books smart class, internet

pedagogical strategies- the teacher will explain the students about the year and will also tell that year has no colour shape and smell but it has weight. the teacher will also tell students the

difference between Breeze and storm and kinds of storm. teacher will tell them about the uses of air.

Experiential learning- the teacher will below two candles and cover one candle with glass. after sometime the candle covered with glass will below out because there is no air left inside the glass to keep the candle burning.

Art integration- draw a pin wheel using craft paper and a stick.

indisciplinary linkages and in fusion of life skills- students will have the awareness about the plants and will have critical thinking.

Recapitulation- It will be done in the class. oral revisions will be done. Resources including ICT- ebooks, workbooks, internet, smart class

Assessment items-To check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be given. question answers in the workbook will be discussed and done. dictation test will be held. practice worksheets will be given.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be encourage to read the chapter carefully and practice of spellings. extra worksheet will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books watching videos models,charts and collaborations. number of days required to complete the topic-9

L-12 uses of plants learning outcomes-

knowledge objective- students will be able to know about the things we get from plants.

understanding objective- students will be able to know about useful plants.

Application objective- students will be able to know about the plant products. skill objective- students will be able to know about the uses of the coconut tree. previous knowledge testing-

1. what are the different things we get from the plants?

2. why plants are important for us?
3. tell me five uses of plants.

teaching aids- chalk, duster, books, board smart class

pedagogical strategies- the teacher will tell all the things that we get from plants and the different parts of plants that are useful for us. the teacher will also explain them about the uses of tree

trunk. teacher will tell them the steps of making chocolate of cocoa beans.

Experiential learning- the teacher will take the students to the school garden and will show different types of plants and about the part of plants and their uses.

Art integration- the children were draw the pictures of different plant products used at home and from which plant we get them.

indisciplinary linkages and in fusion of life skills-Students will inculcate the value of thankfulness towards the plants and nature.

Recapitulation-it will be done in the class. oral revisions will be done.

Assessment items- to check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be given. question answers in the workbook will be discussed. dictation test will be held. practice worksheets will be done.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be in couraged to read the chapter carefully and do practice of spellings. extra workers will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos ,models ,charts and collaborations.

December 2023

number of teaching days-19 topic- creep and crawl (L-13) chips and fries (L-14)

number of days required to complete the topic-18 L-13 creep and crawl

learning outcomes

knowledge objective- students will be able to know about insects around us.

understanding objective- student will be able to know the places where insects live.

Application objective- students will be able to know useful insects and harmful insects. skill

objective- students will be able to know that house spiders catch and eat insects.

previous knowledge testing-

1. do you the name of any small animals that we see around us?
2. where do insects live?
3. name any two insects?
4. have you seen insects hiding?

Teaching aids- chalk, duster, board, books and smart class.

pedagogical strategies- The teacher will tell students about and sex and the different stages for example butterfly. teacher will also tell them about the places where in sex live and also about and sets which are harmful and useful to us. teacher will explain them about the spiders.

experiential learning- The teacher will provide them students with chart sheets and will tell them to draw any two insects that they have seen around them. and then teacher will explain them

about those insects.

Art integration- make a spider web using ice cream sticks and thread. indisciplinary linkages and infusion of the life skills-

Resources including ICT- ebooks, [https:// YouTube/iJlfBNyBKQA](https://YouTube/iJlfBNyBKQA), smart class

Recapitulation- it will be done in the class. oral revisions will be done.

Assessment items-To check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be given. question

answers in the workbook will be discussed and Dan. dictation test will be held. practice worksheets will be done. feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be in curries to read the chapter carefully and do practice of spellings. extra worksheet will be given to them

inclusive practices and full participation without discrimination-

*group activity, reading books watching videos, models, charts and collaborations. number of days required to complete the topic-9

L-14 chips and fries

learning outcomes-

knowledge objective- students will be able to know about junk food.

understanding objective- students will be able to know that why junk food is bad for health.

Application objective-students will be able to know about the health problems caused by junk food.

skill objective- students will be able to know that how healthy food is better than junk food.

previous knowledge testing-

students will be asked

1. which is your favourite food item?

2. why do you like this?

3. do you know that is it healthy or not?

4. which type of food are chips and cold drinks? teaching aids- chalk, duster, board, books, smart class

pedagogical strategies- the teacher will told the students about food items we eat daily. and what is food. teacher will tell them the difference between healthy food and unhealthy food.

teacher will tell the students that how junk food is not good for our health.

experiential learning- one by one the students will come and will tell that why should we not eat junk food daily.

Art integration- taste 5 junk food items and five healthy food items.

resources including ICT- ebooks videos smart class ,<https://YouTube/idAs7Qic7Qs>

indisciplinary linkages and infusion of life skills- students will inculcate the value of self awareness about their health.

Recapitulation- it will be done in the class. oral revisions will be done.

Assessment items-To check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook assignments will be given full stop question answers in the workbook will be discussed and done. dictation test will be held. practice worksheets will be done.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be in curries to read the chapter carefully and do practice of spellings. extra works is will be given to them.

inclusive practices and full participation without discrimination

*group activity, reading books, watching videos ,models, charts, collaborations January 2023

number of teaching days-19 Topic- Animal homes (L-15) clothes we wear (L-16)

number of days required to complete the topic-8 L-15 Animal homes

learning outcomes- students will be able to know about the Shelters of wild and domestic animals.

knowledge objectives- students will be able to know the benefits of Shelters to animals.

understanding objective- students will be able to know about zoo's and national parks.

skill objective- students will be able to know about the animal Shelters in different seasons.

previous knowledge testing-

1. where do animals live?

2. where do domestic animals stay?

3. How do wild animals find shelter?
4. Have you seen wild animals? where?

teaching aids- chalk, duster, videos, smart class

pedagogical strategies- The teacher will explain the students about the Shelters of animals. why did animals need shelter. the animals which live in the colonies. the teacher will also tell them about the wild animals shelter. difference between zoo and national parks. and will also tell the students that where do pets and domestic animals live.

Experiences learning- teacher will show the students different type of flash cards of animals shelter and the students will tell the name of the animal which lives in the shown shelter by this the students will be able to learn more about Shelters.

Art integration- students will make a canal using waste greeting cards or ice cream sticks. interdisciplinary linkages and in fusion of life skills- students will inculcate the value of 'creative thinking'

Resources including ICT- ebooks, smart class videos, workbooks, internet

Assessment items-To check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook revision assignments will be given full stop question answers in the workbook will be discussed and done. dictation test will be held. practice worksheets will be given.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be encouraged to read the chapter carefully and do practice of spellings. extra worksheets will be given to them.

inclusive practices and full participation without discrimination-

*group activities, reading books, watching videos, charts, models and collaborations. number of days required to complete the topic-9

L-16 clothes we wear learning outcomes

knowledge objective- students will be able to know about the different types of clothes we wear. understanding objective- students will be able to know the need of different types of clothes.

Application objective- students will be able to know the different clothes in different regions.

skill objective- students will be able to know about how Taylor stitch our clothes.

previous knowledge testing- students will be asked-

1. what are you wearing now?
2. do all the clothes that we wear look and feel the same?
3. which type of clothes do we wear in weddings?
4. which type of clothes we wear sleeping time? teaching aids- chalk, duster, books, board, videos

pedagogical strategies- the teacher will explain the students about the clothes that all the clothes we are wearing are different for the different occasions. we also wear clothes according to the seasons and regions where we live. we are having different types of clothes at the workplace post of we wear special clothes on the special occasions.

experiential learning- The teacher will show students the things used by the tailor to stitch the clothes. The teacher will show measuring tape, scissors, thread and will show the flash card of sewing machine.

Art integration- phase 5 types of different fabrics and write down the name of the fabric.

Resources including ICT- ebooks internet smart class, videos

Recapitulation- it will be done in the class. oral discussion will be done.

Assessment items- to check the clarity of the students various types of assessment will be done. exercises in the textbook, workbook, revision assignments will be done. question answers in the

workbook will be discussed and done. dictation test will be held. practice worksheets will be done.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be encourage to read the chapter carefully and do practice of spellings. extra worksheets will be given to them.

inclusive practices and full participation without discrimination

*group activity, reading books watching videos models charts and collaborations.

February 2023

number of teaching days-23 Topic- Moving Around (L-17)

No of days required to complete the topic-20 learning outcomes-

knowledge objective- students will be done to know about the different types of transportation. understanding objective- students will be able to know about transport vehicles.

Application objective- students will be able to know about traffic rules.

skill objective- students will be able to know about the people who help us in transportation.

previous knowledge testing

students will be asked

1. How do you come to school?
2. Have you gone to any trip?
3. How did you reach there?
4. tell me the names of any two vehicles

Teaching aids- chalk, duster, book, board, smart class

pedagogical strategies- the teacher will explain the students about transportation and what are the different means of transportation. vehicles for land transportation, water transportation and air transportation will be further explain to the students. the traffic rules and why should we follow the traffic rules will be told and in the last teacher will tell them about the traffic lights and

different sign boards.

Experiences learning- the teacher will show the students different sign boards flashcard and will also explain about the different sign boards.

Art integration-make a model of traffic light using cardboard.

Resources including ICT- ebooks internet smart class, videos, <https://YouTube/be/bix7NNxw-w8> Recapitulation- it will be done in the class. oral revisions will be done.

Assessment items-To check the clarity of the students various types of assessment will be done.exercises in the textbook, workbook, vision assignments will be given. question answers in the workbook will be discussed and down. dictation test will be held. practice worksheets will be done.

feedback and remedial teaching- students will be asked to watch more videos related to the topic. they will be in courage to read the chapter carefully and do practice of spellings. extra worksheets will be given to them.

inclusive practices and full participation without discrimination-

*group activity, reading books, watching videos, models ,charts and collaborations. March 2023

Revisions and final exams .