

**LESSON PLAN**

**CLASS 3**

**SUBJECT - EVS-1**

**SESSION -2024-25**

**CLASS - III**

**EVS - I Syllabus 2024-25**

**TERM - I**

**L - 1 Hobbies**

**L - 2 Family as First School .**

**L -3 Organ Systems**

**L - 4 Skeletal System**

**L - 5 Way Around Our Neighbourhood**

**L - 6 Forms of Water**

**L - 7 Sources of Light**

**Term II**

**L - 8 Composition of Air**

**L - 9 Stems and Leaves .**

**L - 10 Animals and Us**

**L - 11 Food Diversity**

**L - 12 Types of Houses**

**L - 13 Travel with Family**

**L - 14 Communication without Speaking**

## **APRIL**

**L-1 My Hobbies**

**Number of teaching days required for the topic-10**

**Learning outcomes**

1. **Knowledge objective** - Students will be learn about hobbies and their benefits.
2. **Understanding objective** - Students will able to differentiate between types of hobbies.
3. **Application objective** - students will understand how they can carry forward their hobby into job.
4. **Skill objective**: Students will be able to know about various types of collection hobbies like stamp, coins etc.

**Previous knowledge Testing**

Students will be asked -

1. What can you do in your free time?
2. What are hobbies?

3. Have you heard about different types of hobbies?

**Teaching Aids:** Chalk, duster, board, chart, Videos, models, lab books

### **Pedagogical strategies**

Teaches will explain different types of hobbies like sports and games, outdoor recreation arts, collection and making. Teacher will explain how hobbies are useful to us. How choosing a hobby becomes a job.

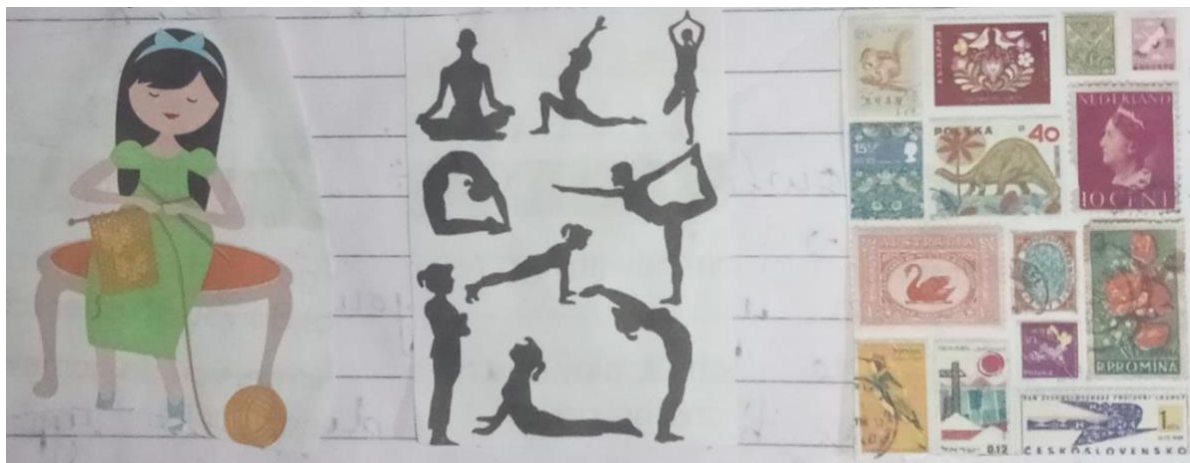
### **Hands on Activity (Experiential Learning)**

Students will speak five to six lines on their favourite hobby.



### **Art Integration**

Students will draw or paste two pictures of their favourite hobby.



## **Interdisciplinary linkages and infusion of life Skill:**

Students will be able to know the uses of different types of hobbies



V. V. S. Laxman



J. K. Rowling

Recapitulation will be done. Oral revision will be given.

## **Resources including ICT (Information and Communication Technology )**

E-Books, workbooks, Internet.

[https:// youtube.com/watch? v=YY7PV|CNY 8V &feature = share.](https://youtube.com/watch?v=YY7PV|CNY 8V &feature = share)

## **Assessment Items:**

To check the conceptual clarity, various types of assessments will be done.

Exercises in the textbook, workbook will be done. Revision assignment will be given. Q/A in the workbook will be done. Dictation test will be held.

Practice worksheet will be given.

## **Feedback and Remedial Teaching:**

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

### **Inclusive Practices and Full participation without discrimination.**

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

### **Lesson 2 Family as First School**

**Number of teaching days required to complete the topic-8**

**Learning outcomes:**

- 1. Knowledge objective :** Students be able to learn about habits and values .
- 2. Understanding objective :** Students will be able to understand the difference between habits and values.
- 3. Application objective :** Students will learn values ( important jobs at home). How to help family members.

**4. Skill objective:** Students will be able to know about being and values in family know disciplined, habits and values in family.

### **Previous knowledge Testing**

Students will be asked

- ❖ Name any good habit you are having.
- ❖ What are values?
- ❖ What you learn from your family?

### **Teaching Aids**

Chalk , duster , board , chalet , models , lab books .

### **Pedagogical strategies:**

Teacher will explain about habits and values . How habits and values differ in families . How do we learn different values from our family . What are good and bad habits

### **Hands on Activity (Experiential Learning)**

Students will speak five to six lines on habits and values .



## **Art Integration activity**

Students will write a poem on their favourite family member.



## **Interdisciplinary linkages and infusion of Life Skills:**

Students will be able to understand the importance of habits and values in their life. Recapitulation will be done. Oral revisions will be given.



## **Resources including ICT (Information and Communication Technology).**

E Books, workbooks, Internet

<https://youtu.be/delge9PeE24>

**Assessment Items** – To check the conceptual clarity, various types of assessments will be done. Exercises in the textbook, workbook will be done.



Revision assignments will be given. Q/A in workbook will be done. Dictation test will be held. Practice worksheet will be given.

**Feedback and Remedial Teaching:**

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

**Inclusive Practices and Full participation without discrimination.**

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

**MAY**

**Lesson - L-3(Organ system)**

**Number of days required to complete the topics: 10**

**Learning Outcomes**

**Knowledge objectives**

Students will be able to learn about the organs inside body.

### **Understanding objectives**

Students will understand different organ system and their parts.

### **Application objectives**

The student will know about the effect of daily activities on organ system.

### **Skill objective**

The students will know about the position of different organs inside body.

### **Previous knowledge testing**

Students will be asked

- ❖ Name the organ inside our body.
- ❖ Which organ help in digestion?
- ❖ Where is our brain present?

### **Teaching Aids**

Chalk, blackboard, duster, charts, model, videos.

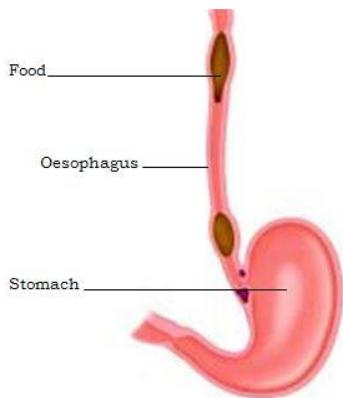
### **Pedagogical strategies**

Teachers will explain different organs and their organ system. eg. digestive system organs are mouth, food pipe, stomach and intestine.

The students will know about nervous system circulatory system etc they will they know about the shape of kidney, brain etc

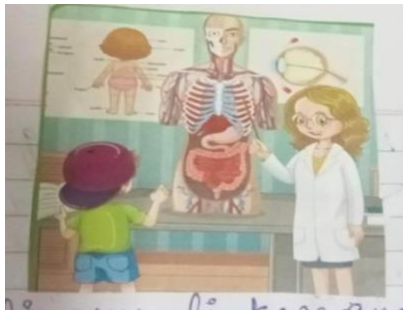
### **Hand on activity (Experiential Learning)**

Student will be taken to science lab. In lab they will be explained about the working of digestive and respiratory system. They will do activity of inhale and exhale.



### **Art integration**

Student will be taught in a creative way various types of organ system and their organs. They will cut and paste important internal organs in their scrapbook.



### **Interdisciplinary linkage and infusion of life skill**

Students will be able to understand the importance of different types of organs and organ system.

Recapitulation will be done order reason will be given.

### **Resources including ICT**

EBooks, workbook, internet.

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

To check the conceptual clarity various types of assessment will be done. Exercise in the textbook, workbook will be done. Revision assignments will be given. Q/A in the in workbook will be done. Dictation test will be held. Practice worksheet will be given.

## **Feedback and remedial teaching**

Students slow learners will be asked to watch video related to the topic. They will be after read the chapter trolley and carefully and do practice in spellings.

## **Inclusive practices and full participation without discrimination**

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

## **Topic**

### **Lesson 4 Skeletal system**

**Number of teaching day required to complete the topic-10**

## **Learning Outcomes**

### **Knowledge objectives**

Students will be able to learn about this skeletal system.

### **Understanding objectives**

They will understand the function of the skeletal system.

### **Application objectives**

Students will learn how to keep bones healthy student will learn about the skeletal system in different animal they will learn about fracture plaster etc.

## **Skill objective**

Students will learn about the skeletal system in different animal they will learn about fracture plaster etc.

## **Previous knowledge testing**

Previous knowledge testing student will be asked :

- ❖ What is skull?
- ❖ What do you mean by good posture?
- ❖ What are the minerals?
- ❖ How you heard about plaster?

## **Teaching Aids**

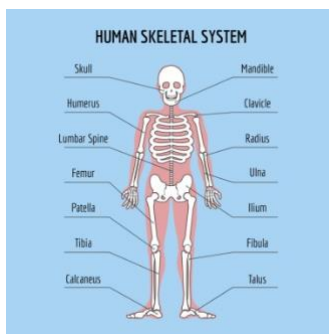
Chalk, blackboard, duster, charts, models, videos.

## **Pedagogical strategies**

Teacher will explain about the bone, joints. Student will learn about skeletal system. She will explain about backbones. What are vertebrae? Which organ are protected by ribcage and skull. She explained the benefit of eating milk products and green leafy vegetables.

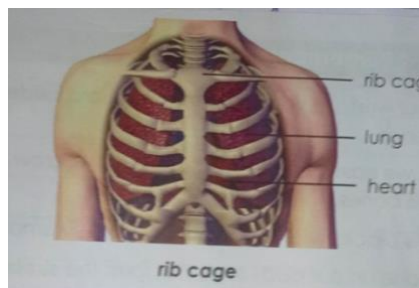
## **Hand on activity (Experiential Learning)**

Students will be taken to the science lab. Teacher will explain student about skeletal system from the model. The student will also explain about this skeleton system from the model.



## **Art integration**

Students will be make a model of skeleton system using ear bud.



### **Interdisciplinary linkage and infusion of life skill**

Students will be able to understand the difference between bones joint and ribs rib cage etc.

Recapitulation will be done order reason will be given.

### **Resources including ICT**

E-books,worksheets,internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

To check the conceptual clarity various type of resume will be done. Exercise in the textbook, workbook will be done. Revision assignment will be given. Question answer in the verb book will be done dictation test will be held practice worksheet will be given.

### **Feedback and remedial teaching**

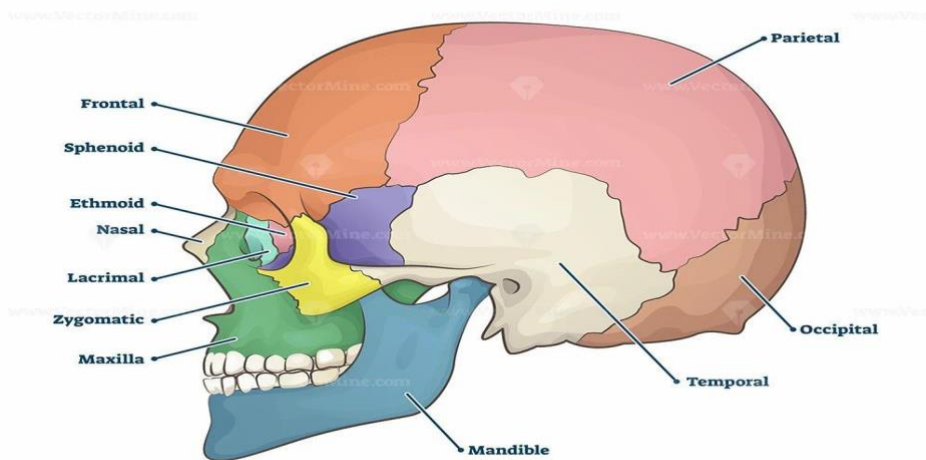
Students (slow learner) will be asked to watch video related to the topic. They will be asked to read the chapter carefully and practice of spellings.

### **Inclusive Practices and Full participation without discrimination:**

- ❖ Group activity
- ❖ Reading books
- ❖ Watching videos
- ❖ Models

- ❖ Charts
- ❖ Hands on learning
- ❖ Collaboration

## **HUMAN SKULL**



## **JULY**

### **Lesson5 - Way around Our Neighbourhood**

**Number of days required to complete the topics: 10**

#### **Learning Outcomes**

#### **Knowledge objectives**

Students will be able to learn about what are directions and sub-directions.

#### **Understanding objectives**

Students will understand how to identify directions like north, east, south and west.

#### **Application objectives**

Students will understand how to read the map in a neighbourhood.

### **Skill objective**

Students will learn how to use a compass to find out the directions.

### **Previous knowledge testing**

Students will be asked:

- ❖ What are directions?
- ❖ What do you know about left, right?
- ❖ In which direction sun rises and sets?

### **Teaching Aids**

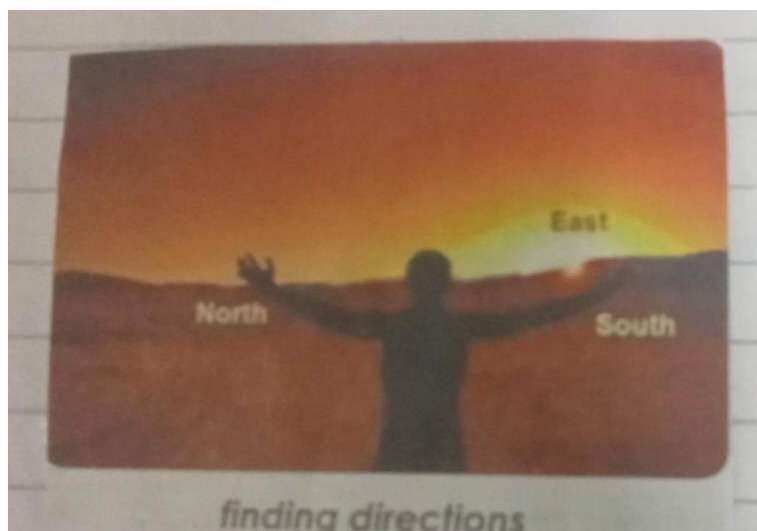
Chalk, blackboard, duster, charts, models, videos.

### **Pedagogical strategies**

Teachers will explain about directions and sub directions. She explains about what is landmark. What do you mean by turn left, turn right, go straight, go past and cross (symbols).

### **Hand on activity (Experiential Learning)**

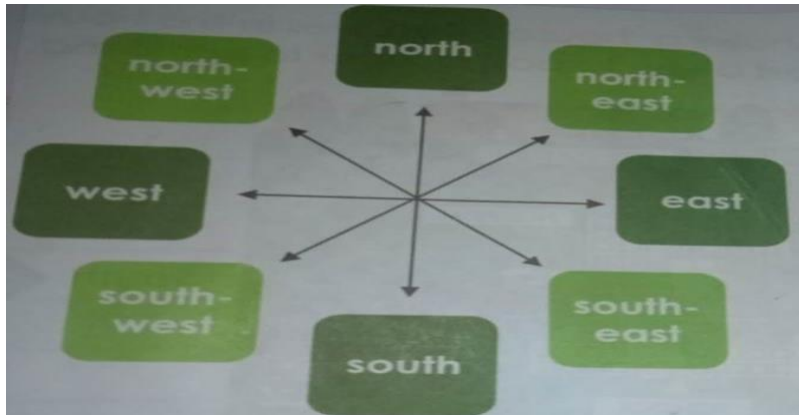
Students will do an activity to find directions. They stand facing the sun when it rises. That direction is east. Open your arms the directions behind you are west. Your right hand shows the South. Your left hand shows the north.





## **Art integration**

Students will write four main directions and four sub-directions. They will make it creative by using craft paper, coloured paper etc.



## **Interdisciplinary linkage and infusion of life skill**

Students will be able to understand the difference between directions and sub-directions.

Recapitulation will be done order reason will be given.

## **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

## **Assessment items**

To check the conceptual clarity various type of resume will be done. Exercise in the textbook, workbook will be done. Revision assignment will be given. Question answer in the verb book will be done dictation test will be held practice worksheet will be given.

## **Feedback and remedial teaching**

Students (slow learner) will be asked to watch video related to the topic. They will be asked to read the chapter carefully and practice of spellings.

## **Inclusive practices and full participation without discrimination**

❖ Group activity

- ❖ Reading books
- ❖ Watching videos
- ❖ Models
- ❖ Charts
- ❖ Hands on learning
- ❖ Collaboration

## **Lesson – 6 FORMS OF WATER**

**Number of teaching day required to complete the topic-10**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will learn about the different form of water like ice, watervapour (solid)(liquid water) and gas.

#### **Understanding objectives**

Students will be able to understand the water cycle they will come to know which form of water moves upwards.

#### **Application objectives**

Students will able to understand the changing water forms around us

#### **Skill objective**

Students will understand how salt is obtained from sea water.

#### **Previous knowledge testing**

Previous knowledge testing student will be asked-

- ❖ Why do wet clothes dry after sometime?

- ❖ What is steam?
- ❖ What is ice?
- ❖ What is water cycle how rain clouds are formed?
- ❖ How rain clouds are formed?

### **Teaching Aids**

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

### **Pedagogical strategies**

Teacher will explain about the three forms of water. She will explain about water flow and does not have it shape. She will explain about water cycle. She also explain about rain cloud how salt is prepared from sea water.

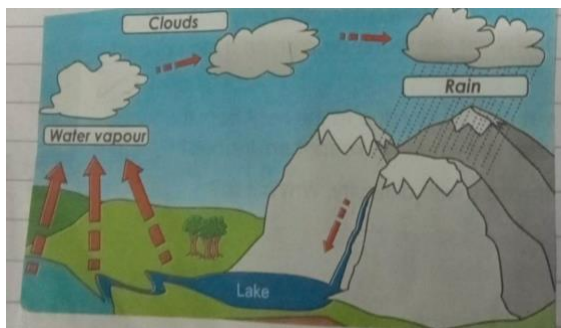
### **Hand on activity (Experiential Learning)**

Students will do an activity why water droplet are formed on a glass of cold water. They will learn that water vapour is always present in air around us. It cool down when it purchase any cold surface. This is the reason why we see water droplet on a glass of cold water.



### **Art integration**

Student will draw water cycle they will make it creative by using craft paper coloured paper etc.



## **Interdisciplinary linkage and infusion of life skill**

Student will be able to know the concept of water cycle. They will learn about different form of water how she water is collected from sea.



## **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

## **Assessment items**

To check the conceptual clarity various type of assessment will be done. Exercises in the textbook workbook will be done. Revision assignment will be given. Question answer in the workbook will be done. Dictation test will be held practice worksheet will be given.

## **Feedback and remedial teaching**

Students slow learner will be ask to watch more videos related to the topic. They will encourage to read the lesson carefully and do practice of diagram and spellings.

## **Inclusive practices and full participation without discrimination**

- ❖ Group activity
- ❖ Reading books
- ❖ Watching videos
- ❖ Models
- ❖ Charts

❖ Hands on learning

❖ Collaboration

## **AUGUST**

L-7 light and its sources

Number of days required to complete the topics: 10

### **Learning Outcomes**

#### **Knowledge objectives**

Students will learn about natural (the sun, the star) and the artificial (oil lamp)(candle) sources of light.

#### **Understanding objectives**

Students will be able to understand the discovery of fire as a source of light.

#### **Application objectives**

Students will learn about the use of solar energy like solar panel.

#### **Skill objective**

Student will learn about light source sources that useless electricity like LED and CFL bulbs.

#### **Previous knowledge testing**

Students will ask

- ❖ What are natural sources of light?
- ❖ What are artificial sources of light?
- ❖ How you see firefly?
- ❖ Why sun is the most important natural source of light?

#### **Teaching Aids**

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

### **Pedagogical strategies**

The teacher will explain different type of natural and artificial sources of light. They will learn about the discovery of fire. How the discovery of electricity affect the life of human. Student will learn about the use of solar energy in the form of solar panel, water heater and solar cooker. Teacher will explain about the sources of light that use less electricity.

### **Hand on activity (Experiential Learning)**

Student will be taken to the science lab. they will be shown solar cooker. teacher will explain the working of solar cooker to the students.



### **Art integration**

Students will be asked to draw and paste pictures of each natural and artificial sources of light.



### **Interdisciplinary linkage and infusion of life skill**

Students will be able to know the various use of solar energy they will learn about use of electricity.

Recapitulation will be done oral revision will be given.



## **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

## **Assessment items**

To check the conceptual clarity various type of assessment will be done. Exercises in the textbook workbook will be done. Revision assignment will be given. Question answer in the workbook will be done. Dictation test will be held practice worksheet will be given.

## **Feedback and remedial teaching**

Students slow learner will be asked to watch video related to the topic. They will be encourage to read the lesson carefully and do practice of the spelling.

## **Inclusive practices and full participation without discrimination**

- ❖ Group activity
- ❖ Reading books
- ❖ Watching videos
- ❖ Models
- ❖ Charts
- ❖ Hands on learning

❖ Collaboration

**September**

Revisions and Half yearly exam

**Term 2**

**October**

**Lesson – 8 Composition of Air**

Number of days required to complete the topics: 10

**Learning Outcomes**

**Knowledge objectives**

Students will be able to learn about component of air.

**Understanding objectives**

Students will be understand here as a mixture. They will come to know air contains water vapour.

**Application objectives**

Students will understand what is air pollution and its effects.



## **Skill objective**

Students will come to know about the bad effect of burning firecrackers.

## **Previous knowledge testing**

Students will be asked

- ❖ What is air?
- ❖ Name any one gas present in the air?
- ❖ What is harmful effect of smoke?

## **Teaching Aids**

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

## **Pedagogical strategies**

Teacher will explain to the student composition of air. She will explain about pollution, air pollution. Student will come to know about the ways of keeping the air clean like planting trees, stop burning garbage etc, they will also learn that firecrackers are made up of the chemical, it is dangerous to work in the place where they are made or stored.

## **Hand on activity (Experiential Learning)**

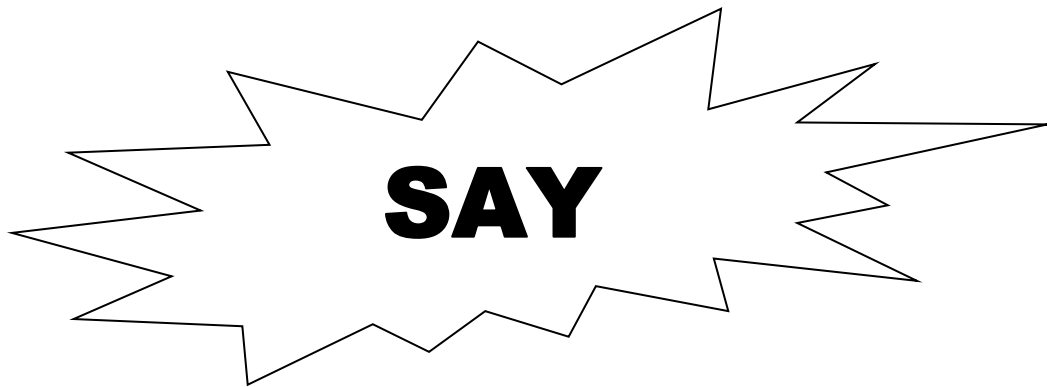
They will observe the change in the air quality

- ❖ With vehicles and without vehicle on the road
- ❖ With the firecracker and without firecracker at diwali.



## **Art integration**

Students will make a poster on say no to cracker on Diwali.



### **Interdisciplinary linkage and infusion of life skill**

Student will be able to understand the importance of wearing a mask and they will come to know the importance of clean air.

Recapitulation will be done oral revision will be given.



### **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

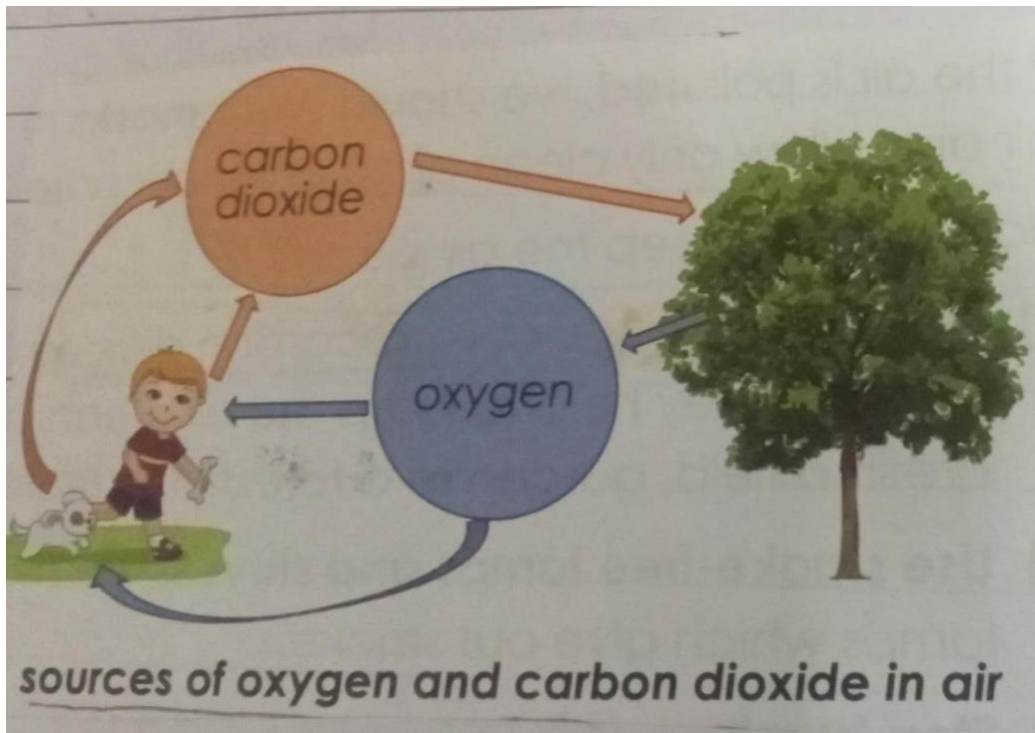
To check the conceptual clarity various type of assessment will be done. Exercises in the textbook workbook will be done. Revision assignment will be given. Question answer in the workbook will be done. Dictation test will be held practice worksheet will be given.

### **Feedback and remedial teaching**

Students slow learner will be asked to watch video related to the topic. They will be encourage to read the lesson carefully and do practice of the spelling.

**Inclusive practices and full participation without discrimination**

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



**Topic**

**Lesson - 9 Stems and Leaves**

**Number of teaching days required to complete the topic-12**

**Learning Outcomes**

### **Knowledge objectives**

Students will be learn about the different type of stems and leaves.

### **Understanding objectives**

Students will know about the function of stem and leaves.

### **Application objectives**

Students will learn about the uses of stems and leaves.

### **Skill objective**

students will come to know about why plants shed leaves.

### **Previous knowledge testing**

Students will be asked

- ❖ What is a stem?
- ❖ What are leaves?
- ❖ Which portion of a plant is above the ground?

### **Teaching Aids**

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

### **Pedagogical strategies**

Teachers will explain the student about different type of stems, branches and leaves. Students will come to know about the different type of leaves and their medicinal value.

They will learn about the different type of stem and their functions. How do leave make food will be explained by the teacher.

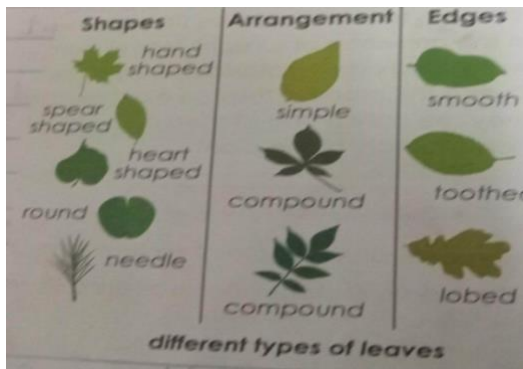
### **Hand on activity (Experiential Learning)**

Students will be taken to the school garden. They will come to know about various type of stems and leaves present in the different type of plants.



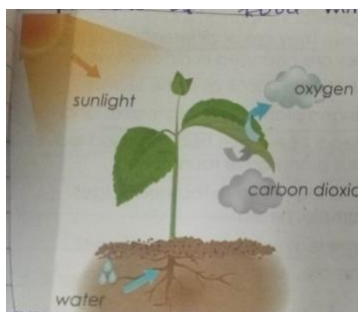
### Art integration

Student will collect five leaves of different shapes trace the shapes in the notebook and colour them.



### Interdisciplinary linkage and infusion of life skill

Students will be able to know the process of food making in plants.



### Resources including ICT

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### Assessment items

To check the concept clarity various type of assessment will be done. Exercise in the text books will be done. Assignment will be given. Test will be held. Practice worksheet will be given.

### **Feedback and remedial teaching**

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

### **Inclusive practices and full participation without discrimination**

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

November

### **Lesson -10 Uses of Animals**

**Number of days required to complete the topics: 8**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will learn about the animal products.

#### **Understanding objectives**

Students will come to know about trained animals.

### **Application objectives**

Students will understand people who depend on animals for their livelihood.

### **Skill objective**

Students will learn that they should show kindness towards animals.

### **Previous knowledge testing**

Students will be asked

- ❖ What are Mith animals?
- ❖ What things we get from animals?
- ❖ What is cooking gas?
- ❖ What are honey combs?

### **Teaching Aids**

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

### **Pedagogical strategies**

Teacher will explain the students about animals products. She explains students how animals waste is used to produce cooking gas. Students will know about animals that help in transport. How dogs are trained to help us in many ways. They will learn that animals like elephants, monkeys and parrots are trained to do tricks?

### **Hand on activity (Experiential Learning)**

Students will be taken to science lab. They will be shown chart of different types of animals. They will also learn about how to take care of animals.



### **Art integration**

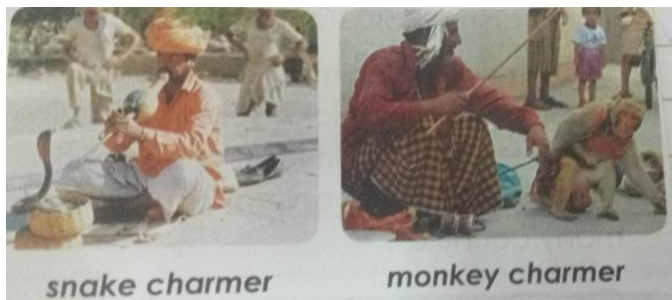
Students will be asked to draw or paste two pictures of each of the following

- ❖ Mitch animals
- ❖ Animals that give us wool and leather.

### **Interdisciplinary linkage and infusion of life skill**

Students will be able to know about different types of animals and they will learn about how to take care of animals.

Recapitulation will be done oral revision will be given.



### **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

To check the conceptual clarity various type of assessment will be done. Exercise in the text books will be done. Assignment will be given. Q/Ans in



the workbook will be done. Dictation Test will be held. Practice worksheet will be given.

### **Feedback and remedial teaching**

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

### **Inclusive practices and full participation without discrimination**

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

## **Lesson - 11 Food Diversity**

### **Number of teaching days required to complete the topic-10**

### **Learning Outcomes**

#### **Knowledge objectives**

Students will come to know about the food diversity.

#### **Understanding objectives**

Students will be able to understand the reasons for food diversity

#### **Application objectives**

Students will know about changes in the food habits of people.

## **Skill objective**

Students will know about the importance of food crops in India.

## **Previous knowledge testing**

Students will be asked –

- ❖ Which dishes you like the most?
- ❖ What is staple food?
- ❖ Which dish you eat on special occasions?

## **Teaching Aids**

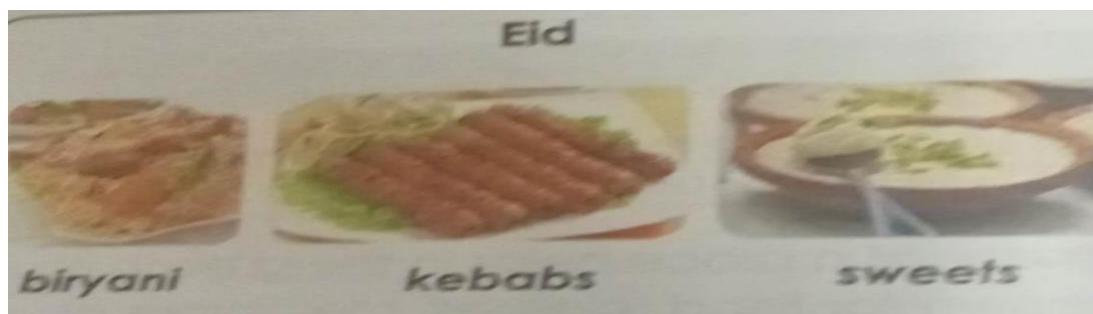
Chalk, blackboard, duster, charts, models, videos, lab books.

## **Pedagogical strategies**

Teachers will explain the student about different types of food eaten in different states. Students will come to know about what is staple food. They will know about the Chinese food, American food and Italian food. Teachers will explain about the culture and tradition of different religious.

## **Hand on activity (Experiential Learning)**

Children will write about the dishes prepared during local festivals and special occasions.



## **Art integration**

Students will write two cuisines/dishes of the following states.

States – Punjab, Rajasthan, West Bengal, Kerala and Gujarat.



### **Interdisciplinary linkage and infusion of life skill**

Students will be able to know that food diversity is there. They will know about the food habits depend on the type of work people do. According to the age of the people , different types of food are prepared at home.

### **Resources including ICT**

E-books,worksheets,internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

To check the conceptual clarity, various types of assessment will be done. Exercise in the textbook, workbook will be done. Revision assignment will be given. Q/A in the workbook will be done. Dictation test will be held. Practice worksheet will be given.

### **Feedback and remedial teaching**

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

### **Inclusive practices and full participation without discrimination**

- ❖ Group activity
- ❖ Reading books
- ❖ Watching videos
- ❖ Models
- ❖ Charts

- ❖ Hands on learning
- ❖ Collaboration

## **December**

### **Lesson - 12 Types of Houses**

Number of days required to complete the topics: 10

#### **Learning Outcomes**

##### **Knowledge objectives**

Students will come to know about the different types of houses.

##### **Understanding objectives**

Students will understand the reasons for diversity in types of houses.

##### **Application objectives**

Students will know about how to keep your house clean.

##### **Skill objective**

They (students) will come to know about the effects of extreme weather on houses.

##### **Previous knowledge testing**

Students will be asked :

- ❖ Where early humans live?
- ❖ What are kuccha houses?
- ❖ What are pucca houses?
- ❖ What are stilt houses?

##### **Teaching Aids**

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

### **Pedagogical strategies**

Teachers will explain the students about different types of houses. They can be huts, bungalows as apartments. Students will come to know about reasons for diversity in types of houses. They will learn about tree houses, nomads, house boats etc.

### **Hand on activity (Experiential Learning)**

Students will write the names of different materials used to build house. Students will also visit science lab. Charts of different types of houses will be shown.



### **Art integration**

Students will paste the pictures of pucca houses and kutcha houses.

### **Interdisciplinary linkage and infusion of life skill**

Students will understand special homes like orphan age, old age home.



### **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

To check the conceptual clarity various types of assessment will be done.

Exercise in the textbook, workbook will be done. Revision assessment will be done. Exercise in the textbook, workbook will be done. Dictation test will be held. Practice worksheet will be given.

### **Feedback and remedial teaching**

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

### **Inclusive practices and full participation without discrimination**

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

### **January**

#### **Lesson -13 Travel with Family**

Number of days required to complete the topics: 8

#### **Learning Outcomes**

#### **Knowledge objectives**

Students will come to know about planning a tour.

### **Understanding objectives**

Students will understand about travelling for adventure.

### **Application objectives**

Students will come to know about travelling with friends.

### **Skill objective**

They will know about the need for travel.

### **Previous knowledge testing**

Students will be asked:

- ❖ What is a journey?
- ❖ Which places have you visited?
- ❖ What do you know about travel?
- ❖ What do you mean by adventure sports?

### **Teaching Aids**

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

### **Pedagogical strategies**

Teachers will explain the students about the things to be kept in mind while planning a tour. Students will understand need for travel. They will come to know about adventure sport like hiking, mountaineering, sky diving etc.

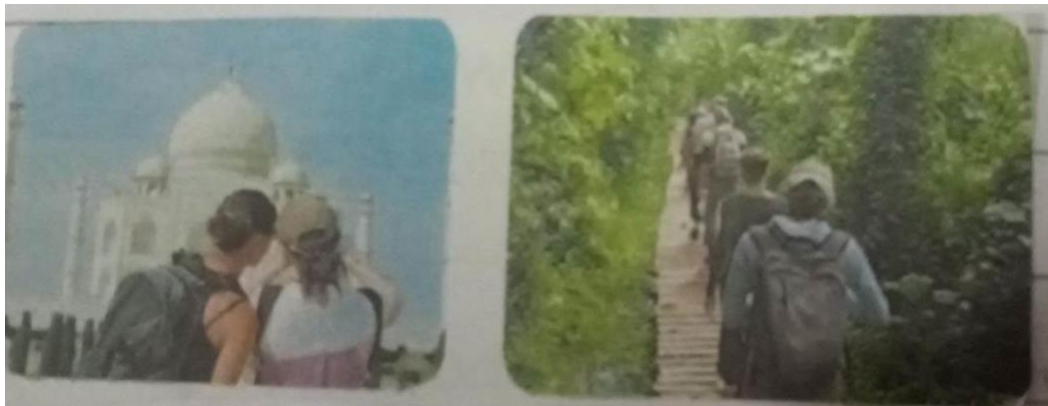
### **Hand on activity (Experiential Learning)**

Students will visit a new place and write an experience of learning by travelling.



### **Art integration**

Students will paste the pictures of the places they will visit during holidays.



### **Interdisciplinary linkage and infusion of life skill**

Students will be able to know that need to travel. They will come to know about Pangong Tso Lake. The water in this lake has multiple colours.

### **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

Students will be able to know that need to travel. They will come to know about tso lake. The water in this lake has multiple colours.

### **Feedback and remedial teaching**



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

### **Inclusive practices and full participation without discrimination**

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

### **Lesson - 14 Communication without speaking**

#### **Number of teaching days required to complete the chapter-8**

#### **Learning Outcomes**

##### **Knowledge objectives**

Students will learn about communication and its types.

##### **Understanding objective**

Students will understand types of gesture and expressions.

##### **Application objectives**

Students will come to know about sign language.

##### **Skill objective**

Students will come to know about Braille language.

## Previous knowledge testing

Students will be asked:

- ❖ What do you mean by communication?
- ❖ Have you watched cartoon movies like tom and jerry?
- ❖ How does traffic police control the traffic?

## Teaching Aids

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

## Pedagogical strategies

Teacher will explain about communication i.e with words and without words. Students will come to know about gestures and expression. They will learn about different types of gestures. Teachers will explain students about sign language.

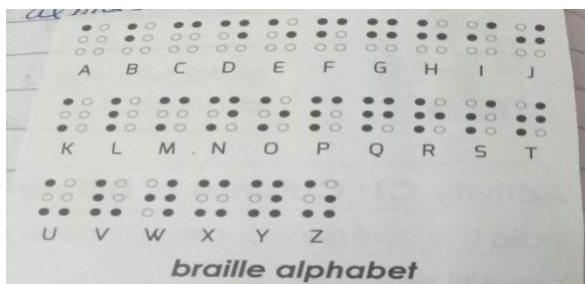
## Hand on activity (Experiential Learning)

Students will practice numbers using sign language.



## Art integration

Students will write their name using Braille alphabets.



### **Interdisciplinary linkage and infusion of life skill**

Students will be able to know about difference between gestures and expressions.

Recapitulation will be done. Oral revision will be given.

### **Resources including ICT**

E-books, worksheets, internet

<https://youtube.com/watch?v=PS15Xbgj9rg&feature=share>

### **Assessment items**

To check the conceptual clarity various types of assessment will be done.

Exercise in the textbook, workbook will be done. Revision assessment will be done. Exercise in the textbook, workbook will be done. Dictation test will be held. Practice worksheet will be given.

### **Feedback and remedial teaching**

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

### **Inclusive practices and full participation without discrimination**

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

## **February**

Revisions for final examination and parameters

## **March**

Annual Examination