

**LESSON PLAN**

**CLASS 4**

**SUBJECT -EVS-1**

**SESSION -2024-25**

| Part | Lesson No. | Lesson Name   |
|------|------------|---|
| 1    | 1          | Growing up with Family  |
| 1    | 2          | Digestive System  |
| 1    | 3          | Excretory System  |
| 1    | WB         | Practice Worksheet 1  |
| 1    | 4          | Diseases  |
| 1    | 5          | Keeping Our Neighbourhood Clean   |
| 1    |            | Inside the Lab – A<br>Activity A1: Digestive System<br>Activity A2: Disease Prevention Charades |
| 1    | 6          | Water Storage and Quality   |
| 1    | WB         | Practice Worksheet 2  |
| 1    | 7          | Importance of Soil  |
| 1    | 8          | Roots and Flowers   |
| 1    | WB         | Practice Worksheet 3  |
| 1    | TB         | Think Like a Scientist  |

|   |    |                      |
|---|----|----------------------|
| 2 | 9  | Birds                |
| 2 | 10 | Animal Behaviour     |
| 2 | WB | Practice Worksheet 4 |

= MYA, SA2 = AA

| Grade 4 Science |            |  |
|-----------------|------------|--|
| Part            | Lesson No. | Lesson Name  |
| 2               |            | Inside the Lab – B<br>Activity B1: Soil's Capacity to Hold Water<br>Activity B2: Simple Water Filter |
| 2               | 11         | Food Storage   |
| 2               | 12         | Building Materials   |
| 2               | 13         | Types of Cloth   |
| 2               | 14         | Fuels  |
| 2               | WB         | Practice Worksheet 5   |
| 2               | 15         | Ways of Communication  |
| 2               | 16         | Force and Work   |
| 2               | 17         | Forms of Energy  |
| 2               | WB         | Practice Worksheet 6   |
| 2               |            | Inside the Lab – C<br>Activity C1: Building a Shelter<br>Activity C2: Power of Solar Energy          |
| 2               | TB         | Think Like a Scientist   |

## **APRIL**

### **Topic- L-1 Growing up with family**

No of days required to complete the topic -8

#### **Learning outcomes**

**1 Knowledge objective-** Students will be learn about the young ones / babies, siblings and cousins.

**2 Understanding objective:** Students will be able to differentiate young the ones of different animals They will know about the orphans and adoption.

**3. Application objective :-** Students will understand how the parents take care of their young ones.

**4 Skill Objective:** Students will be able to know about the children who have lost their parents ( orphans) and children who are adopted.

**Previous knowledge Testing** Students will be asked

1) Where do the young ones come from?

2. Who takes care of the young ones?

3) What happens when a young one loses its mother?

**Teaching Aids** :- Chalk, duster, blackboard, chart, videos, textbook

**Pedagogical strategies:** The teacher will explain about ones of different animals (eg dog, cow, hen the) Definitions of orphans adoption and adoptive parents will be done. Topics like care of young will be discussed ones and orphans “Important term adoption will also be discussed Lesson will be read by the students Difficult words will be underlined.



**Hands on Activity (Experiential learning)** Students will be asked their parents about their childhood who looked after them did they like to do as children? If

children have adopted a puppy, they will take tell in the class how they care of the puppy.

**Art Integration** Children will paste their photographs when they were one year, four years and eight years old.

**Interdisciplinary linkages and infusion of Life skills--**

Students will be able to understand when young take care of they are born very weak and cannot take care of themselves.

**Recapitulation** will be done Oral revision will be given.

**Resources including ICT / Information and communication technology)** e books, internet ,work books <https://youtu.be/hYxn8-SOVMw>

**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 / And 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 twice and do practice of diagrams carefully and spellings

**Inclusive Practices and full participation** without discrimination Group activity ,Reading books –,watching Videos, charts ,books ,Hands on learning , collaboration.

## **Topic- L-2 Digestive System**

**Number of teaching days**

**required to complete the topic-**

**10**

### **Learning Outcomes**

**1 Knowledge objective:** Students will be able to learn about the process of digestion and the organs of digestive systems

**2. Understanding objective:** Students will know about the importance of digestive system They will be able to differentiate between hunger and famine.

**3.Application objective :-** Students will understand that they should chew the food properly. They will also learn about the Importance of eating food at regular intervals.

**4.Skill Objective :** Children will be able know that they should eat healthy food and care of different organs of the digestive system should be taken.

**Previous Knowledge Testing –** Students will be asked - What do they use to chew the food, at what time do you eat your different meals. What will happen if we do not eat food?

**Teaching aids :** Blackboard, chalk, duster models and charts of digestive system, videos.

**Pedagogical strategies :-** The teacher will explain about the different organs of Digestive system and their functions definitions of digestion, indigestion, hunger and famine will be done .Important terms like saliva,bile juice, stomach juices, absorption will be discussed and

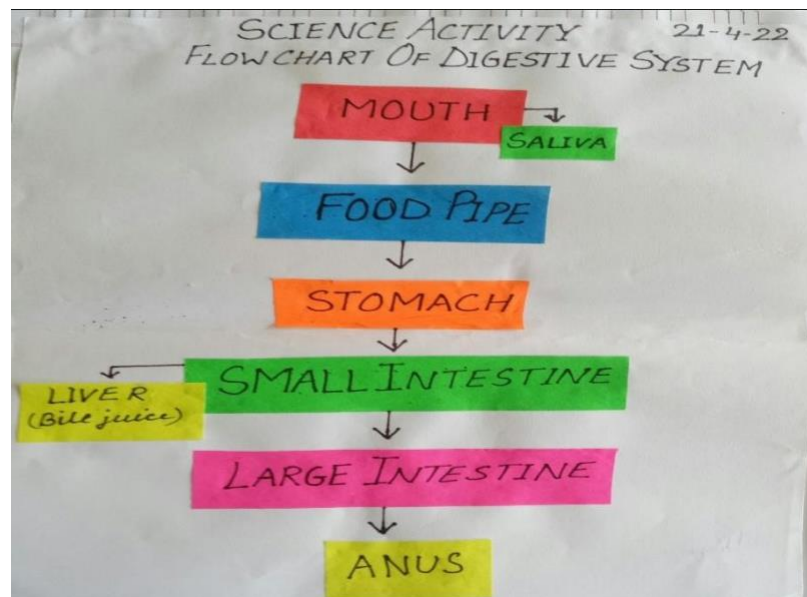


explained. lesson will be read by students. Difficult and important terms will be underlined.

### **Hands on activity (Experiential learning)**

Children will ask their parents about why is it important to chew the food properly and talk about the importance of eating food at regular intervals.

**Art Integration** - Children will draw a flow Chart showing different parts of digestive system.



**Interdisciplinary linkages and infusion of life skills;** Role play of parts of digestive Divide the class into five groups. Children will prepare placards or hoarding of the particular organ and speak two to lines of that organ.

**Recapitulations** will be done. Oral revision will be given.

**Resources including ICT / Information and communication technology** workbooks, internet ,e books <https://YouTube.com/watch?>

**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.

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 to practice of diagrams and spellings.

**Inclusive Practices and full participation without discrimination** Role play by students, Reading book

,Watching videos,Charts,Hands on learning  
,Collaboration.

**MAY**

**Topic: L-3 Excretory system**

Number of teaching days required to complete the topic-10

**Learning Outcomes**

**1 Knowledge objective:** Students will be able to learn about the process of excretion and excretory system.

**2 Understanding objective:** Students will be able to learn about the importance of excretory system.

**3 Application objective :-** Students will learn to avoid the formation of kidney stones and how they healthy can keep their kidneys.

**4 Skill objective** Students will be able to know about the solid waste liquid waste they will learn about the formation of kidney stones due to excess of salts and minerals in the urine.

**Previous knowledge testing** Students will be asked

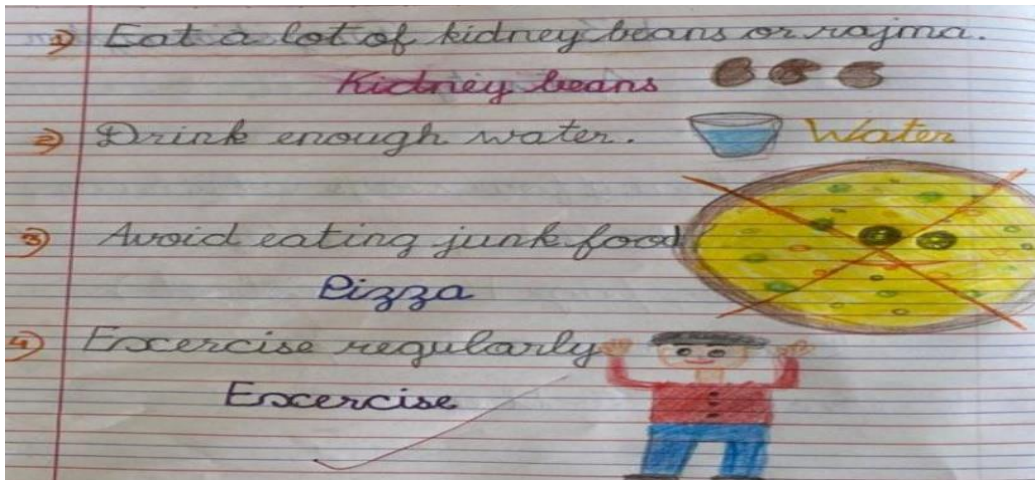
1. What happens to the water we take in? 2. From where do we get energy to work?

3. Which fruits and vegetables help us to keep our kidney healthy?

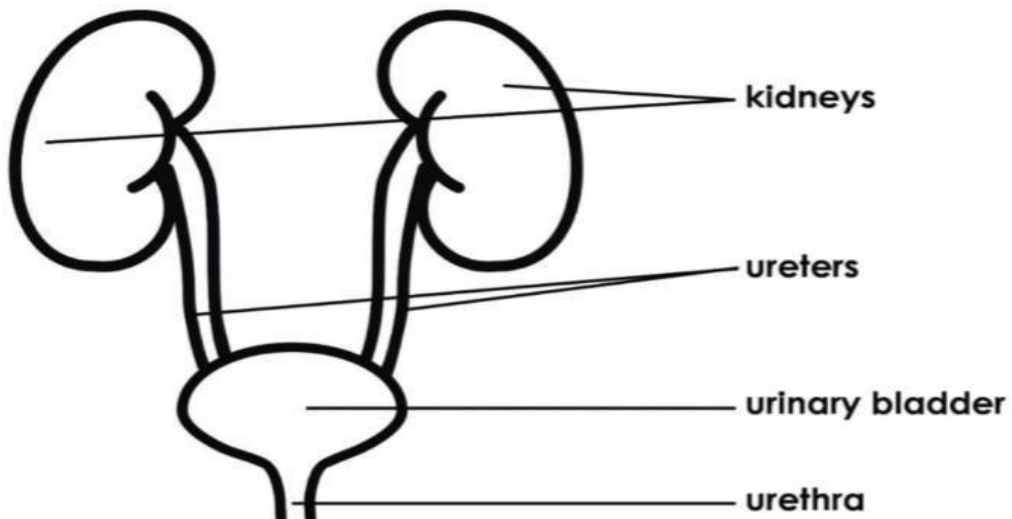
**Teaching aids** : Chalk, duster, blackboard, charts, videos, models in the lab.

**Pedagogical strategies-**: The teacher will explain about the different parts of the excretory system (Kidneys, ureter, urinary bladder, urethra) Definitions of excretion, peeing, pooping will be done. Functions of skin and lungs during excretion and some important terms will be discussed (urine, sweat etc) Lesson will be read by students New words will be underlined.

**Hands on activity :- (Experiential learning)** Children will ask their parents about how they can take care of the organs in the excretory system and to keep the kidneys healthy.



**Art integration** Children will draw the diagram showing different parts of excretory system using coloured craft paper in the notebook.



**Interdisciplinary linkage and infusion of life** Children will write any four ways in which they can keep their kidneys healthy in the notebook. They will learn how to keep the

kidneys skin and lungs clean by doing various breathing exercises, by bathing with soap and water and by drinking enough water.

**Recapitulation** will be done. Oral revision will be given.

**Resources including ICT (Information and communication technology)** internet workbook, eBooks, <http://youtu.b/2SebQw5XS5c>

**Assessment items** :- To check the conceptual clarity ,types of assignment will be done. Exercises in the textbook, workbook will be done .Revision 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 videos related to the topic .They will be encouraged to read the lesson carefully and to learn spellings and practice of diagrams.

**Inclusive Practices and full participation without discrimination** will be ensured by

Reading books, Videos, Charts, Hands on learning  
,Collaboration

### **Topic L-4 Diseases**

**No. of teaching  
days required to  
complete the  
topic-10**

### **LearningOutcomes**

**1 Knowledge objective** – Students will be able to learn about the different types of diseases and prevention of various types of diseases.

**2 Understanding objective-** Students will able to differentiate between airborne diseases and waterborne diseases they will also learn about the diseases that do not spread through germs.

**3 Application objective :** - Children will learn about the different ways of preventing the diseases that spread

from one person to another.

**4 Skill objective:** Students will be able to know about the different types of diseases that spread through germs



like covid-19, common cold etc and also about the diseases that are caused due to lack of certain vitamins and minerals.

**Previous knowledge Testing:** Students will be asked-

1. Every time when you come back from the playground why your mother asks you to wash your hands and legs?
2. When you are unwell, which external signs are shown by your body?
3. How are diseases spread?

**Teaching aids:** - Chalk, board, chart, videos, books

**Pedagogical strategies:** The teacher will explain different types of diseases and their prevention. Definitions of diseases, symptoms, airborne diseases, diagnosis, waterborne disease, epidemics will be done. Golden rules to prevent diseases will be discussed.

**Hands on activity (Experiential learning)** Children will notice some external signs on the body when somebody

is unwell. The signs could be headache, stomach pain, runny nose, fever, cough etc. The terms symptoms and then disease can be explained. Children will be told to discuss their experiences during covid time.

**Art Integration:** Children will make a table showing the names of the diseases and its causes and make it colourful. They will also write the names of airborne and waterborne diseases.

### **Interdisciplinary linkages and infusion of life skills-**

Students will be able to know about six golden rules to prevent diseases. They will also learn about health and hygiene which are important to keep ourselves safe from diseases.

**Recapitulation** will be done .Oral revision will be given. MCQs will be given . Practice worksheet will be given.

**Resources including (Information and communication technology).** eBooks, workbooks, internet

<http://Youtu.be/8919Zm8Gi4U>

**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/Ans 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 Practice and full participation without discrimination** will be ensured by Group activity, Reading, Watching videos. Charts, Hands on learning, Collaboration.

**JULY**

## **Topic- Keeping our neighbourhood clean**

Number of teaching days required for the topic -8

### **Learning Outcomes**

- 1. Knowledge objective** Students will be able to learn about the different types of waste and their disposal.
- 2. Understanding objective:** Students will be able to differentiate b/w wet waste and dry waste, solid waste / liquid waste and gaseous waste
- 3 Application objective :-** Students will understand how to manage by waste 3Rs Reduce, Reuse and recycle -
- 4 Skill objective :** Students will be able to know how dispose of waste affects our planet. They will also learn about the harmful affects of burning plastic and pollution.

Previous Knowledge Testing :- Students will be asked

1. What is waste?
2. Where do you throw away waste?
3. What happens if we do not get rid of waste ?

**Teaching Aids :-** Chalk, duster, board charts, videos, models, lab, books.

**Pedagogical strategies.** The teacher will explain the different types of waste (dry, wet, solid, liquid and gaseous wastes) and their management. Definitions of waste disposal, liquid waste, gaseous waste, waste disposal, reuse and recycle will be done. Terms like pollution, recycling will be discussed. Lessons will be by students New words will be underlined.



**Hands on activity (Experiential learning) :-** Four dustbins of different colours will be kept in the class. Students will

bring waste from their home and they will put the waste in the particular dustbin according to the names labelled on the bins .



**Art Integration** : Pictures of different types of wastes will be pasted . The students will be taken to lab to show charts and models

Children will draw and colour the pictures of different garbage bins for different types of waste kept at home.

**Interdisciplinary linkages and infusion of life skills** :- The students will be able to know that 3R's is a method to manage waste carefully. They will become aware about keeping their environment clean .They will also learn about three more R's – Rethink Recover Repair

**Recapitulation** will be given . Oral revision will be done.

**Resources including ICT** ( Information and communication technology) internet ,eBooks, workbooks,<https://youtube.com/watch?>

**Assessment items** – To check the conceptual clarity, various types assessment will be done. Exercises in the textbook and workbook will be done. Q/Ans 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 all be encouraged to read the lesson carefully and do practice of diagrams and spellings.

**Inclusive Practiced and full participation**

**without discriminations** will be ensured by

Group activity, Watching videos, Model,

Charts, Hands on learning , collaboration.

## **Topic-(L-6)Water Storage and Quality**

**No. of teaching days required to complete the topic-10**

### **Learning outcomes**

**1 Knowledge objective** – Students will be able to learn about water storage and water purification methods.

**2 Understanding objective:** Students will be able to differentiate between old water storage systems and new water storage system.

**3 Application objective** Students will apply different water purification methods at home and make water fit for drinking.

**4 Skill objective** – Students will be able to know about water pollution and several harmful effects on us and be cautious in future.

**Previous Knowledge Testing** Students will be asked-

1. From where does the dam get the water in its reservoir?

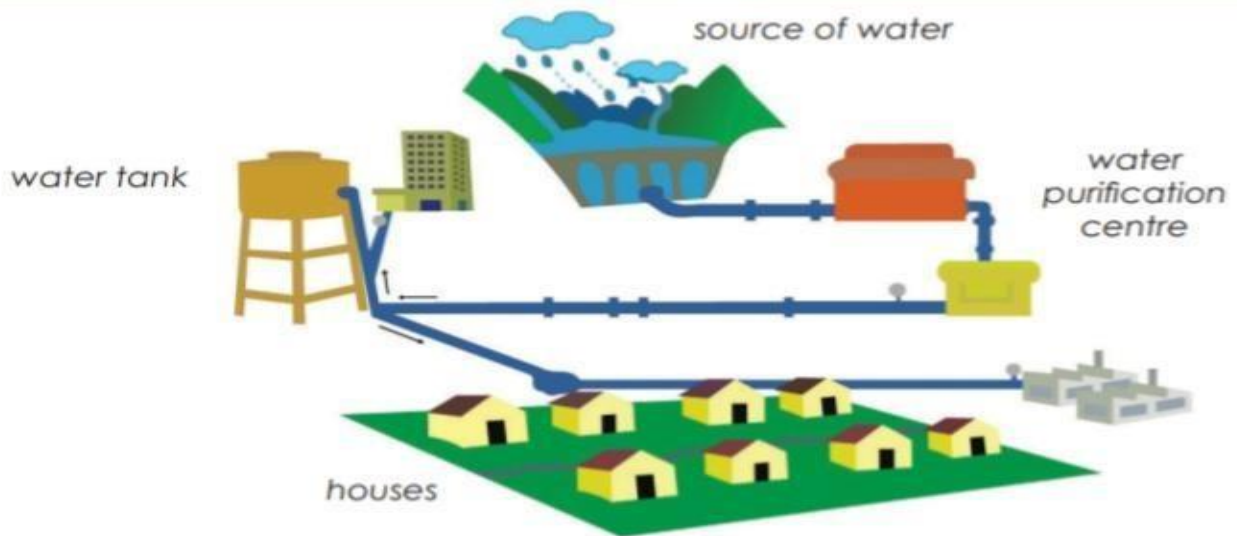


2. What is the main source of water on the earth?

How do you store water at home?

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

**Pedagogical strategies** Teachers will explain about old water storage systems (wells, water, tanks in the forts, river bunds) and the new water storage systems (Dams, Borewell, water tanks) Definitions of Purification filtration, chlorination, water pollution will be done. Some important terms like potable, river bunds, alum will be discussed Lesson will be read by students. New words will be underlined.



**Hands on Activity (Experiential Learning)** – Students can visit any village to observe the old storage system for water like well ,water tank in the forts. They will also visit any dam to gain knowledge about new water storage systems

**Art Integration:** Students will draw or Paste pictures types of different of Traditional water storage systems still used in India( well, earthen pot, water tank etc)

**Interdisciplinary linkages and infusion of life Skills**

Students will be able to know that water purification is water fit for drinking. They will learn about important to make several causes of water pollution and learn about some the remedies to prevent the sources of water from getting polluted.

**Recapitulation** will be will be done. Oral revision will be done.

**Resources Including ICT** ( Information and communication technology) Internet, e-books ,workbooks <https://youtu.b/KuLuopRohsc>

**Assessment Items :-** To check the conceptual clarity types of assessments will be done .Exercises in the textbooks, workbook will be done .Revision assignment will be given.Q Ans will be given in the workbook . Dictation text 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** will be ensured by

Group activity, Reading books, Visit to villages and dams, Watching videos Models,Charts,Collaboration, Hands on learning

## **AUGUST**

### **Topic- Importance of soil( L-7)**

Number of teaching days required for the topic-10

#### **Learning Outcomes**

**1.Knowledge objective:-** Students will be able to learn about the importance of soil and the living things within the soil.

**2. Understanding Objective:** - Students will be able to differentiate between soil erosion and soil conservation .They will know about soil pollution.

**3.Application Objective :-** Students will understand how to take care of soil and how the soil plays an important role in supporting life on the earth

**4.Skill Objective:** Students will be able to know about the different ways to prevent pollution.

**Previous Knowledge Testing** Students will be asked –

1.Name the living things that live within the soil.

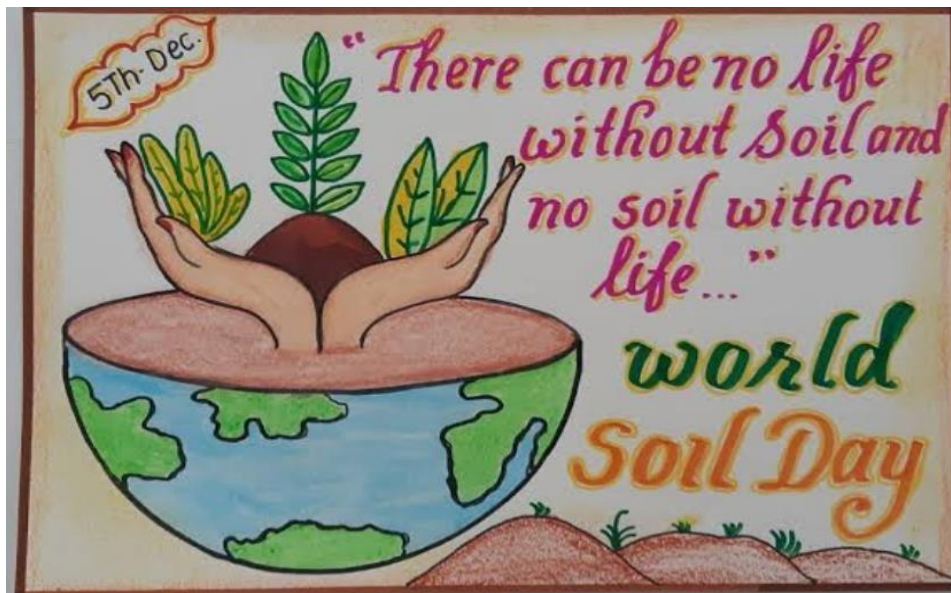
2. What is added to the soil to make it rich in nutrients?
3. How can we prevent soil pollution?

**Teaching Aids** Chalk, duster, board, chart, models, videos, lab, books.

**Pedagogical strategies:-** The teacher will explain about the importance of soil, uses of soil and about soil erosion. III- effects of soil pollution on plants, animals and human beings as well will be discussed. Some important terms like agriculture, fertile, humus, microorganisms, organic will also be explained. Lesson will be read by students. New words will be underlined.

**Hands on activity (experiential learning)** Children will plant a flowering plant in their garden with the help of their parents. They can see the earthworms coming out of soil during rain. They will observe the difference between sand and soil on the seashores and in farms / fields respectively.

**Art integration:** Students will write a slogan on soil conservation and make it creative and colourful. They will also paste pictures- how we prevent soil erosion? (eg planting trees and bunds across the farm.



**Interdisciplinary linkages and infusion of life skills**  
students will be able to know about the measures to prevent soil erosion and become aware of the importance of soil.

**Recapitulation** will be done. Oral revision will be given .

**Resources including ICT** ( Integration and communication technology) Internet, e-books, workbooks

<https://youtu.b/XfqaJqm5nCk>

**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/Ans in the workbook will be done. 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

**Topic-Roots and Flowers( L-8)**

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

**Learning outcomes**

**1 Knowledge objective-** Students will be able to learn about functions of roots and flowers, and their uses.

**2 Understanding objective** Students will be able to differentiate between tap roots and fibrous root .They will know about the functions of roots and flowers.



**3 Application objective** Students will understand that plants reproduce with the help of their plants.

**4 Skill objective** Students will be able to know about the colourful part (petals) of the flowers. They will also learn about the uses of roots and flowers.

**Previous knowledge testing :** Students will be asked

(1) Name the most colourful part of a flower.

(2) What do you see when you pull out some grass from the soil?

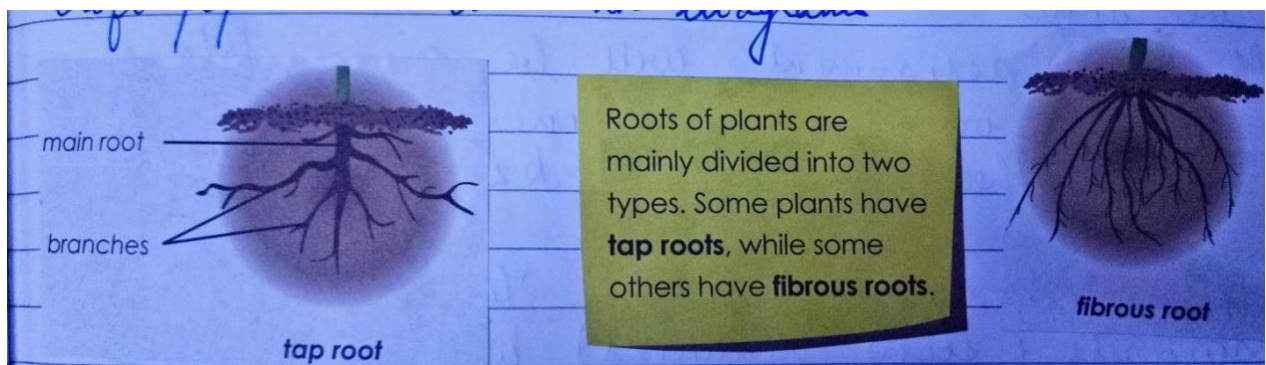
(3) Why the plants are erect that is fixed in the soil?

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

**Pedagogical strategies.** The teacher will explain the parts of tap root and fibrous roots, parts of a flower, functions of roots and flowers, uses of roots and flowers. Definitions of tap root , fibrous root will be done. Important terms like nutrients, spices Bouquets , spices seasonal will also be discussed .Lesson will be read by students. New words will be underlined.

**Hands on activity (Experiential learning)** Children will take one potted flowering plant and take care of it. They will keep it green, healthy and blooming. By doing this, they will take responsibility of another living being. Students will be taken to school garden to show plants with tap root and fibrous roots.

**Art Integration** Types of roots tap root and fibrous roots will be drawn and labelled. Students can use thread, wool, craft paper to draw the diagrams.



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

Students will be able to know about the uses of roots and flowers. They will also learn that some roots store food in them.

**Recapitulation** will be given. Oral revision will be done.

**Resources including ICT** ( Information and communication technology) – Internet e-books, work books,[https://youtube.com/watch?v=s61FRrEX\\_b8&feature=share](https://youtube.com/watch?v=s61FRrEX_b8&feature=share)

**Assessment Items** - To check the conceptual clarity, various types of assessment will given.

Exercises in the textbook, workbook will be done .Revision assignment will be given. Dictation test will be done. 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 will be ensured by Group activity , Reading

books ,Watching Videos,Models,Charts, Hands on learning , Collaboration.

## **September**

Revisions and Half yearly exam

## **Term 2**

### **October**

#### **Topic - L-9 Birds**

Number of teaching days required for the topic-10

## **Learning Outcomes**

**1. Knowledge objective**-Students will be able to learn about the body parts of the birds and birdwatching.

**2. Understanding objective** - Students will be able to differentiate between the beaks, claws and sounds of birds. They will also learn about extinct and endangered birds.

**3. Application objective** - Students will understand about different types of beaks on the basis of their food habits.

**4. Skill objective** Students will be able to know that birds travel from place to another. ( migratory birds)

**Previous knowledge Testing** Students will be asked

1. What makes birds look different from other animals ?
2. What is the difference between a dog and a bird?
3. Why do some birds make sharp and loud sounds?

**Teaching Aids** – Chalk, duster, board, chart, videos, model, lab, books.

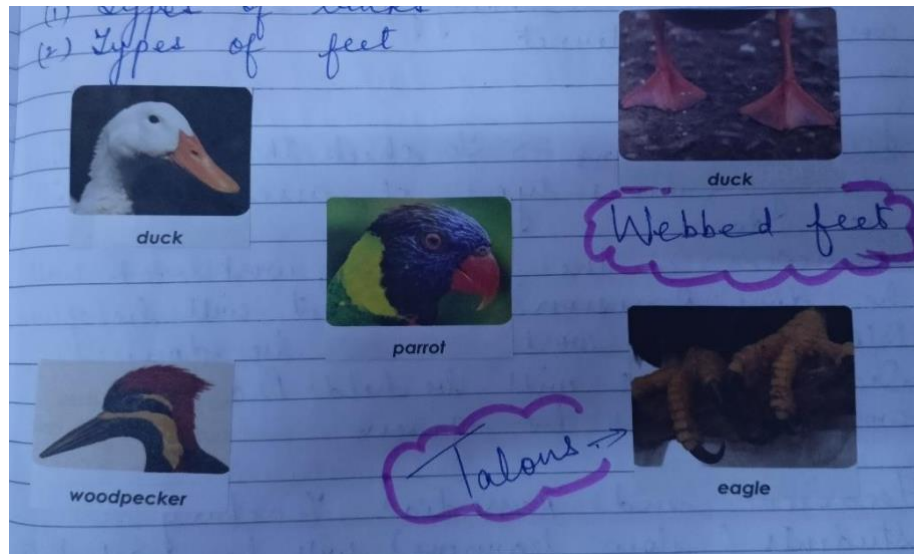
**Pedagogical strategies** -The teacher will explain the body parts of birds, beaks, claws and sounds of birds. Topics like eating habits of birds ,types of feathers ,functions of birds ,migration of birds ,extinct and endangered birds will be explained and done. Definitions of talons, extinct , endangered and migration will be done. lesson will be read by students. New words will be underlined.

**Hands on activity (Experiential learning)** Children will go for a nature walk .They will observe different types of birds around them .They can have bird watching and photography as their hobbies .children will discuss about food habits, shapes of beaks and claws with their parents.

**Art integration** Children will draw or paste two pictures of birds on the following basis -

Types of beaks

## Types of feet



### **Interdisciplinary linkages and infusion of life skills-**

Students will be able to know about the beaks, claws and migration of birds. They will also be able to know about the binoculars.

**Recapitulation** will be done. Oral revision will be given.

**Resources including ICT** ( Information and communication technology) workbooks, internet books.

<https://youtube.com/watch?v=C7gT18Zuf9Y&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 . Dictation test will be held  
.Practice worksheet will be given.

**Feedback and Remedial Teaching** Students ( slow learner) will be asked to watch 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,Chart,Hands on Learning, Collaboration



## **Topic -L-10 Animal Behaviour**

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

### **Learning Outcomes**

- 1. Knowledge objective** Students will be able to learn about the behavior and physical features of animals.
- 2. Understanding objective** Students will be able to understand the benefit of different behaviour and physical features of animals

**Application objective-** Students will be able to know about the similarities in animal and human behaviour.

**3.Skill objective** Students will be able to know about the animal behaviour based on senses.

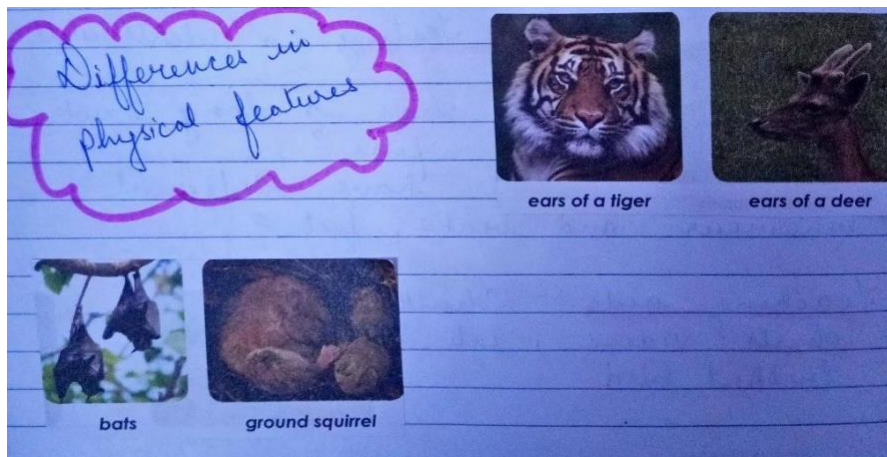
**Previous knowledge Testing** – Students will be asked-

1. Why an elephant has a long trunk?
2. Why fish has fins?
3. Why do animals have different feet and beaks?

**Teaching aids** ,-Chalk, duster, board, charts, videos, lab, books, nest of bulbul bird, nest of weaver bird.

**Pedagogical strategies** -The teacher will explain about the variations in animal behaviour, different physical features of animals, benefits of different animal behaviour. Important term like herd, shoal, tail of kangaroo trunk, will be discussed. Lesson will be read by students. New words will be underlined.

**Hands on activity (Experiential learning)** Children will visit a zoo with their will parents and a observe the differences in the physical features of animals They will also discuss the benefits of differences in the animal behaviour.



### **Interdisciplinary linkages and infusion of life skills-**

Students will learn about the different physical features and animal behaviour from the charts and visit to a zoo. they will learn about the specific behaviour of animals like area marking, migration of some animals.

**Art Integration** Students will draw a tree diagram to show variations in the animal behavior and their physical features and make it colourful.

**Recapitulation** will be done. Oral revision will be given.

**Resources Including ICT** (Information and communication Technology) Internet e. Books, workbooks <https://youtu.be/CKy39yJwqmg>

**Assessment Items** To check the conceptual clarity, various types of assessments will be done. Exercises in the textbook, workbook be done . Revision assignment will be given. Q/Ans in the work book 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.

**November**

**Topic -L-11 Food Storage**

Number of teaching days required for the topic-10

**Learning Outcomes**

**1. Knowledge objective** Students will be able to learn about food spoilage and steps to keep the food fresh.

**2. Understanding objective** Students will be able to know about the causes for food spoilage and learn about certain steps to identify the spoiled food.

**3. Application objective** Students will understand how to buy food items from the market and check the date till when the food will remain good.

**4 Skill objective** Students will be able to know about natural methods to store food. They will also learn about the different methods used to preserve different types of food.

**Previous knowledge testing** Students will be asked

1. Have you sense a bad smell from the food you left in your lunch box after one or two days?
2. Did they observe any fluffy white growth on the food?
3. Where do you store milk ,fruits, chilli powder etc.?

**Teaching Aids** Chalk, duster, charts, videos, Lab and books

**Pedagogical strategies-** – The teacher will explain the meaning of food storage, food spoilage ,identification of spoiled food, different methods of food preservation. Definitions of food spoilage, food storage and food preservation will be done. Important terms like microorganisms, expiry date, frozen, pickling will be explained. lesson will be read by students. New words will be underlined.

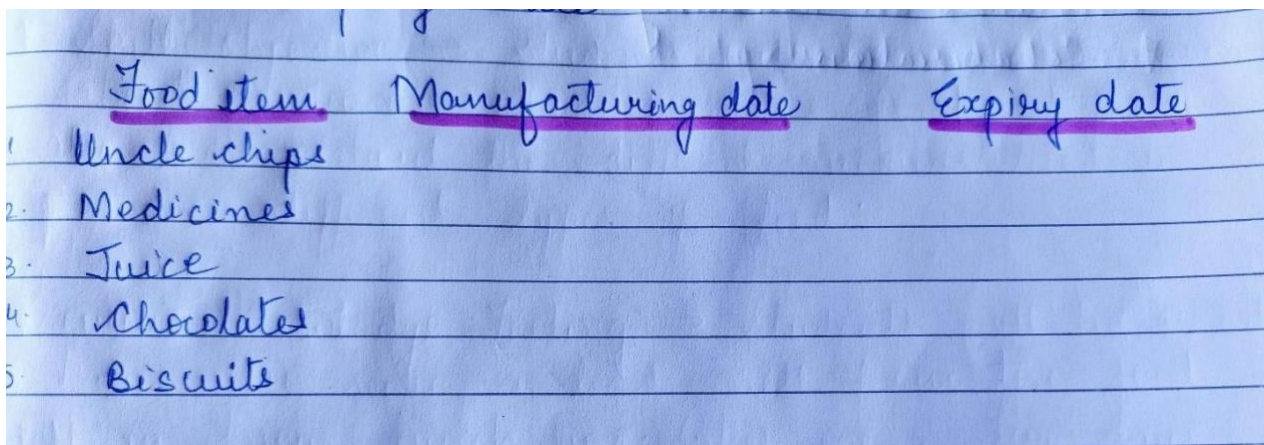
**Hands on Activity (Experiential learning)** Children will be asked

Where do you store food items like milk, Dal, salt, apples and chilli powder in their house, Children will also understand that cooked food items like roti, curry ,Dal

extra get spoiled faster than packed food items like biscuits, chips and so on.

Art Integration Children will paste pictures showing different methods of preservation like drying, refrigeration pickling etc.

Students will collect the given food items and write their manufacturing date and expiry date in a tabular form



A photograph of a handwritten table on blue-lined paper. The table has three columns: 'Food item', 'Manufacturing date', and 'Expiry date', each with its header underlined in purple. The first column contains a numbered list of items: 1. Uncle chips, 2. Medicines, 3. Juice, 4. Chocolates, and 5. Biscuits. The other two columns are currently empty.

| <u>Food item</u> | <u>Manufacturing date</u> | <u>Expiry date</u> |
|------------------|---------------------------|--------------------|
| 1. Uncle chips   |                           |                    |
| 2. Medicines     |                           |                    |
| 3. Juice         |                           |                    |
| 4. Chocolates    |                           |                    |
| 5. Biscuits      |                           |                    |

**Recapitulation** will be done. Oral revision will be given.

**Resources including ICT** (Information and communication technology) eBooks, workbooks, Internet

<https://youtu.be/z6NZKcjdAS4>

**Assessment items** To check the conceptual clarity, various types of assessments will be done. Exercises in the textbook and workbook will be done. Revision assignment will be given. Question answers 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, models, charts, hands on learning, collaboration.

**Topic L-13 Types of cloth**

**No of teaching days-10**

**Learning outcomes**

**1. Knowledge objective** Students will be able to learn about different types of cloth material.



**2. Understanding objective** Students will be able to differentiate between natural fibres and synthetic fibres.

**3 Application objective-** Students will be able to understand how cloth is made from fibres.

**4.Skill objective** Students will be able to learn about block printing and taking care of clothes.

**Previous Knowledge Testing :-** Students will be asked –

1. Why some clothes are rough while some others are smooth?

2. Which type of clothes do you wear in summers and

winters? (3) How do we take care you of your clothes?

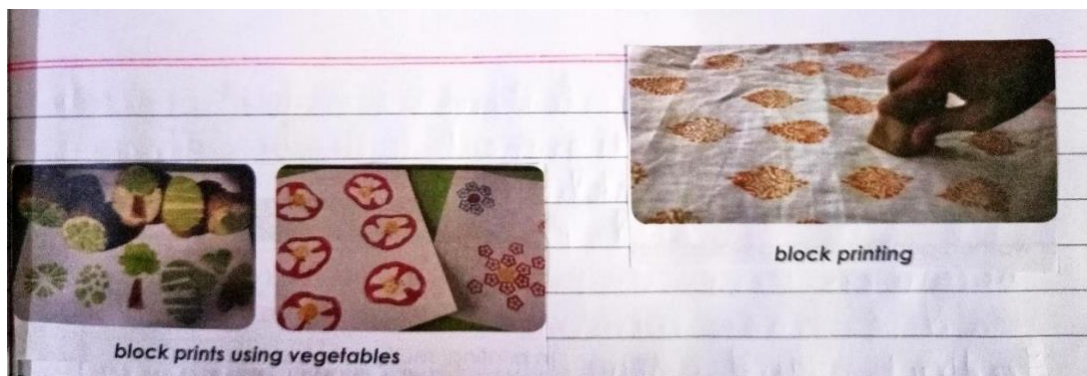
**Teaching Aids-** Chalk duster, board, chart videos model, lab, books

**Pedagogical strategies** The teacher will the different types of cloth material, making cloth from fibres, colouring cloth, taking care of clothes, natural fibres synthetic fibres ,yarn, bolls, block printing will be done. Important terms like dying, printing, wrinkle free,

dry cleaning, mothballs will be explained. lesson will be read by students. New words will be underlined.

**Hands on activity (experiential learning)** Children will identify different fabrics of bedsheets, silk sarees, blankets, curtains, gunny bags with the help of their parents. They will also touch the fabric of each to understand the difference. Children will paste pieces of different fabrics in their scrapbook.

**Art Integration** Children will make a block printed design using vegetables ( potato, capsicum, ladyfinger) on A4 sheet using water colours.





### **Interdisciplinary linkages and infusion of life skills-**

Students will be able to learn about the care of clothes. They will also- learn about the storage of silk and woollen clothes using moth balls or dried neem leaves.

**Recapitulation** will be done Oral revision will be given.

**Resources including ICT** ( Information and communication technology) internet e book, workbooks

[https://youtu.be/h8M39j\\_TjL0](https://youtu.be/h8M39j_TjL0)

**Assessment item** 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. Dictation test will be held. Practice work sheet will 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 spellings.

**Inclusive Practices and full participation without discrimination** Group activity, Reading books, Watching Videos, Models, Charts, Hands on learning, Collaboration.

## **November**

Topic – L-14 Fuels

Number of teaching days required for the topic-10

**Learning outcomes-**

**1. Knowledge objective** Students will be able to learn about different types of fuels e g motor fuels, fossil fuels etc .

**1. Understanding objective** Students will be able to differentiate between solid fuels, liquid fuels and gaseous fuels.

**2. Application objective** Students will be able to learn the need to use fuels carefully without wasting them.

**3. Skill objective** Students will learn about the most common fuels used in cars and two wheelers today (petrol, diesel, CNG and LPG)

**Previous knowledge testing** : Students will be asked →

1. What gives energy to your body?
2. What gives energy to your vehicle to run?
3. Name any one fuel which you use at your home?

**Teaching aids** chalk, duster, board, charts Videos , models, labs, books.

**Pedagogical strategies:** The teacher will explain the different types of fuel, motor fuel, ways to save fuel, renewable and non renewable fuels .Definitions of fossil

fuels motor fuels, renewable and non-renewable fuel, biofuels will be done. Important terms – compressed natural gas, mining, petroleum power engines, green fuel, carpooling will be discussed. Lesson will be read by the students. New words will be underlined.

**Hands on activity** Teachers will discuss with children how the use of public transport is useful in saving fuels. They will give the examples of carpooling -how some teachers come to school through carpooling and its benefit will be discussed.

**Art integration** Students will list names of different motor fuels using tally marks , represent their use in different types of vehicles.

Children will write a slogan to create awareness regarding **“Save Fuel”**



### **Interdisciplinary linkages and infusion of life skills**

Teachers will be able to learn about use of green fuels which burn without causing air pollution. They will learn about the importance of the ways to save fuel by switching off lights and vehicles when not in use. They will use these measures in their everyday life

**Recapitulation** will be done. Oral revision will be done.

**Resources Including ICT** ( Information and communication technology) workbooks internet, eBooks  
[https://youtube.com/watch?v=i0OoA\\_BSI9U&feature=share](https://youtube.com/watch?v=i0OoA_BSI9U&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/Ans in the workbook will be done. Dictation test will be held. Practice work sheet 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 practice of diagrams and spellings.

**Inclusive practices and full participation without discrimination** will be ensured by

Group activity, Reading books,

Models ,Charts, Hands on learning Collaboration.

**December**

**Topic- L-15 Ways of communication**

No.of Teaching days required for the topic-8



**Learning Outcomes 1. Knowledge objective** Students will be able to learn about the different ways of communication eg newspaper, postcard, emails etc.

**2. Understanding objective** Students will be able to learn about the benefits and problems of modern communication devices and apps

**3. Application objective** Students will understand how communication takes place by writing letters, television, telephone, emails and so on.

**4. Skill objective:** Students will be able to know about the working of radio waves. They will also learn about social networking media of communication.

### **Previous knowledge Testing**

1. Students will be asked to identify models and pictures of television, radio etc.

2. How do you pass information from one place to another?

3. How do we learn about what is happening in far away place or country?

**Teaching aids:** Chalk, duster board, charts, Videos, models labs, books.

**Pedagogical strategies:** The teacher will explain about the modes of communication, communicate by writing letters, audio-visual communication using mobile phones, working of radio waves, benefits and problems of modern communication devices and apps. Important terms communication, emails, postcard, inland letters, post box, Facebook, Instagram will be explained. Lesson will be read by students. New words will be underlined.

**Hands on activity(Experiential learning)**-students will perform a role play activity of writing a letter to their friends and put it in the post box, delivering the letter to the home by the postman.

**Art integration** Children will paste a postcard, inland letter and two stamps in their notebook.



## **Interdisciplinary linkages and infusion of life skills**

Students will be able to know the different ways of communication their benefits and problems. They will come to know how easy is communication nowadays through mobile phones and internet.

**Recapitulation** will be done. Oral revision will be given.

**Resources including ICT** ( Information and communication technology) e-books, workbooks, Internet <https://youtu.be/C-rW3Fdgbas>

**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 Dictation test will be held.  
Practice work sheet will be given.

**Feedback and remedial Teaching** Students (slow learner) 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, Model Charts, Hands on learning, Collaboration

**January**

**Topic -L-16(Force and Work )**

Number of teaching days required for the topic-10

**Learning Outcomes**

**1. Knowledge objective** Students will be able to learn how force causes objects to move, to slow, to stop or to change their direction.

**2. Understanding objective** Students will be able to differentiate between the different types of forces like gravity, friction.

**3. Application objective** Students will understand the effects of force, advantages and disadvantages of friction.

**4. Skill objective** students will be able to understand why the raindrops fall down and the ball thrown up always comes down due to gravity.

**Previous Knowledge Testing** Students will be asked

1. What do we do to stop bicycle while riding it.
2. Do you pull the raindrops towards the ground?
3. Have you noticed that oil on our hands makes it more slippery?
4. Have you observed that tyres of your bicycle have grooves and spikes in them?

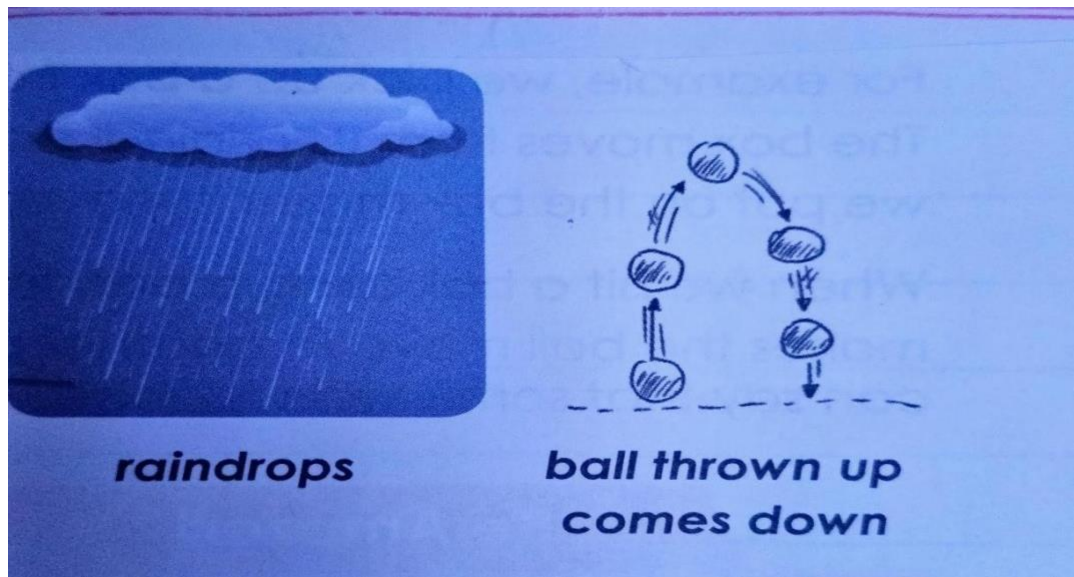
**Teaching Aids** chalk, duster, board, videos models, lab, books chart

**Pedagogical strategies** The teacher will explain → the concept of force- types of forces, story of Isaac Newton, gravity, friction, work during different activities. Definitions of terms-force, gravity, friction, work, roughness and smoothness. Lesson will be read by the students. New words will be underlined.

**Hands on activity (experiential learning)** Students will observe the groups and spikes on the bicycle. They will be told to throw the erasers in the air and they come down to their hands (Gravity). They will be told to move their pencil box from one place to another. This is how they will learn that work is done when things move from their place.

**Art integration** Students will draw or paste the pictures to show the force of gravity and friction.

1. Raindrops falling towards the ground.
2. Ball thrown up comes down.



### **Interdisciplinary linkages and infusion of life skills**

Students will learn the concept of work which is calculated by multiplying the force applied with the distance then and object covers.

$$\text{Work} = \text{Force} * \text{Distance}$$

They will also learn about the activities where work is not done.

**Recapitulation** will be done. Oral revision will be given.

**Resources including ICT**( Information and communication Technology) workbooks Internet, eBooks

<https://youtube.com/watch?v=SaMDrE3vOfA&feature=s>  
hare

**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/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



## **February**

Revisions for final examination and parameters

## **March**

Annual Examination