

LESSON PLAN
EVS- 2
CLASS - 4
SESSION 2024-2025

Month April

Number of teaching days required to complete the topic: 23

Topic-Measuring time in history (Lesson -1)

Ideas that changed our lives (Lesson- 2)

Lesson -1 Measuring time in history

Learning outcome:-

1. Knowledge objective:

Students will be able to learn about timeline and calendar.

2. Understanding objective:

Students will be able to differentiate between BC and AD.

3. Application objective:

Students will understand how to maintain their records dates wise and month wise.

4. Skill objective:

Students will be able to know about the timeline of life of Alexander and the timeline of life of Akbar.

Previous Knowledge Testing:-

- 1) Students will be asked about their date of birth and date of birth of their siblings and parents.
- 2) Have they heard about Mughal Empire ,Ashoka The Great.

Teaching aids : Chalk, ,duster ,board, chart, videos, books

Pedagogical Strategies:

The teacher will explain different ways to measure time i.e clocks and calendar. She will explain about calendar that how days ,weeks and months are organised on it.

Uses of calendar in our day to day life will also be discussed. Lesson will be read by the students. The teacher will explain about timeline that how events are marked on it from earliest and latest events with an example. She will explain about BC and AD with the help of timeline of life of Alexander and Akbar the great. Lesson will be read by the students. New words will be underlined.

Hands on Activity:-

Experimental learning- Students will stand in a queue month wise starting from January to December (according to their month of birth) to represent a timeline

Art Integration:

- 1) Timeline of the life Alexander when counting years on the BCF- side of the line will be drawn.
- 2) Timeline of the life of Emperor Akbar when counting years on the CE side of the line will be drawn.

Interdisciplinary Linkages and Infusion of Life Skills:

Students will be able to know about the bravery of rulers of earlier period .Students will learn about the importance of teamwork.Students will learn about the respect for all the religions.

Recapitulation:-

Will be done.Oral revision of the chapter will be done in the class.

Resources including ICT (Information and Communication Technology):-

E books ,workbooks, internet

[https://youtube/VrULHP4dmXc,](https://youtube/VrULHP4dmXc)

<https://youtube/Y21-HlgNKcg>

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 questions/answers 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 more videos related to the topic. They will be encouraged to

read the lesson carefully and do practice of the timeline and spellings.

Inclusive Practices and Full Participation Without Discrimination:-

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

Lesson- 2 Ideas that Changed Our Lives

Learning Outcomes:-

1. Knowledge objectives-

Students will be able to learn about exploration discovery and invention.

2. Understanding objectives-

Students will be able to differentiate between exploration ,discovery and invention.

3. Application objectives-

Students will learn to find a sea route from one place to another.

4. Skill objectives-

Students will compare the planets in the solar system.

Previous Knowledge Testing :

Students will be asked what they think are some ideas that could have changed life for human beings .

Students will be asked about latest inventions and discoveries.Students will be asked that who was the first European to discover a sea route to India from Europe.Students will be asked the about Yuri Gagarin, Rakesh Sharma and so on.

Teaching Aids :

chalk ,duster, board, chart, videos ,books

Pedagogical Strategies:

The teacher will explain why new routes needed to be discovered in the older days and how this made lives easier.The teacher will explain about the important discoveries made by early human beings was finding out how fire could be created and used.The teacher will also explain about the important inventions that made the life of human beings easier.She will explain about the invention of wheel, paper and ballpoint pen.

Hands on Ativity:

Experimental Learning-

Students will be asked to draw a land and sea route used by traders and explorers

Art Integration: Students will be asked to paste pictures of famous explorers and discuss about the sea routes or work done by them in the class. Draw and colour picture

of bonfire and take a thumbprint of your friends and family members.

Interdisciplinary Linkage and Infusion of Life Skills:

Students will be able to know about the bravery of explorers of earlier period. Students will learn about the importance of teamwork in our daily life.

Recapitulation:-

Will be done. Oral revision of the chapter will be done in the class.

Resources Including ICT (Information and Communication Technology):-

E books, workbooks, internet

<https://youtube/VrziUTP3dmXa>,

<https://youtube?Z4I-HTgNKMCg>,

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. Questions/answers 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 more videos related to the topics .They will be encouraged to read the lesson carefully and do practice of reading at home and learn spellings.

Inclusive Practices and Full Participation Without Discrimination:-

- Group activities
- Reading books
- Watching videos
- Charts
- Hands on learning
- Collaboration

Month May

Number of Teaching days required to complete the topic-16

Topics -The Shape of the Earth (Lesson-3)

-Latitudes and Longitudes (lesson-4)

Continents and Oceans

Lesson-3 The Shape of the Earth

Learning outcomes:

1. Knowledge Objectives-

Students will be able to learn about the shape of the Earth and its movements.

2. Understanding Objective-

Students will be able to know why the earth is an oblate spheroid.

3. Application Objectives-

Students will understand how we know that the Earth is an oblate spheroid.

4. Skill Objective-

Students will be able to compare the planets in the solar system.

Previous Knowledge Testing:

Students will be asked about the solar system and the head of the solar system. Students will be asked about the planet nearest to the sun.

Teaching Aids:

Chalk ,duster, board ,chart, model of solar system, books

Pedagogical Strategies:

The teacher will explain about the astronomer and what do they study. She will explain about the shape of the Earth and the movements of the Earth i.e Rotation and

Revolution .Teacher will explain that while rotating around its axis ,the Earth also travels around the Sun and while rotating on its axis day and night are formed .Teacher will explain that while revolving around the Sun The Earth's revolution causes seasons. The Earth takes about 24 hours to complete one rotation and the Earth takes 365 1/4 days to complete one revolution around the sun.

Teacher will explain about the shape of earth the Earth. The Earth is not a perfect sphere but an oblate spheroid. She will also explain about the horizon and axis and orbit. Teacher will explain how Ferdinand Magellan proved that the Earth is round in shape.

Hands on Activity :

Experimental Learning-

Students will be divided in three groups and they will make a model of rotation,revolution and solar system.

Art Integration:

Draw and colour the diagram of Rotation and Revolution.

Interdisciplinary Linkages and Infusion of Life Skills:

Students will learn about teamwork cooperation and students will learn about respect for elders.

Recapitulation:

Will be done. Oral revision of the chapter will be done in the class.

Resources Including ICT (Information and Communication Technology) :-

E books, workbook ,internet

<https://youtube/libKVRaOIL8>

<https://youtube/tuaNXSb02T7>

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 . Questions/Answers 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 more videos related to the topic. They will be encouraged to read the lesson carefully and do practice of reading and learn spellings at home.

Inclusive a Practice and Full Participation Without Discrimination:

➤ Group activities

- Reading books
- Watching videos
- Chats
- Hands on learning
- Collaboration

Lesson- 4

Latitudes and Longitudes; Continents and Oceans

Learning Outcomes:-

1. Knowledge objectives-

Students will be able to learn about Latitudes and Longitudes .

2. Understanding objectives-

Students will be able to know about the positions of continents and oceans.

3. Application objectives-

Students will understand about the continental drift

4. Skill objective-

Students will be able to find a sea route from one place to another.

Previous knowledge testing :

Students will be asked about their house address .
Students will be asked that in which continent India is located. Students will be asked about the largest and smallest continent. Students will be asked about four main directions.

Teaching Aids:

Chalk, duster, board ,globe, ball, chart, books

Pedagogical Strategies:

The teacher will explain oceanographer. She will also explain what do they do .She will explain about the four main directions. Teacher will explain that is using these directions we can draw imaginary vertical and horizontal lines on the earth. She will explain Latitudes are imaginary horizontal lines around the Earth running from east to west. Longitudes are imaginary virtual lines connecting the North pole to the South Pole. The teacher will also explain about continents and oceans he will also explain about a continental drift.

Hands on activity:-

Experiment learning-

Students will asked to find the coordinates of India using the Atlas. Students will be asked to draw a road map from school to their house.

Art integration:

Draw diagram of important latitude and longitudes. Colour the continents with different colours on political map of world.

Interdisciplinary Linkages and Infusion of Life Skills:

Students will learn about cooperation teamwork.

Recapitulation:-

Will be done .Oral revision of the chapter will be done in the class.

Resources Including ICT (Information and Communication Technology) :-

E books, workbooks ,internet

<https://youtube/cwUuVdF80hy>

<https://youtube/bxVuDnE70gh>

Assessment Items:-

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

➤ Exercise is in the textbook ,workbook will be done.

➤ Revision assignment will be given. Questions answers 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 more videos related to the topics.They will be encourage to

read the lesson carefully and do practice of reading at home.

Inclusive Practices and Full Participation Without Discrimination:-

- Group activity
- Reading books
- Watching videos
- Charts
- Collaboration

Month July

Number of Teaching days required to complete the topic - 25

Topic- Landforms and Water Bodies (lesson-5)

Understanding Rivers (lesson- 6)

India's Rivers (Lesson-7)

Lesson- 5 Landforms and Water Bodies

Learning Outcomes:-

1. Knowledge objectives-

Students will be able to learn about various landforms and water bodies.

2. Understanding objectives-

Students will be able to learn about climate and vegetation of different landforms.

3. Application objectives-

Students will be able to know that in which land form of India they are living.

4. Skill objective-

Students will be able to know about different sources of water and water bodies.

Previous Knowledge Testing:

Students will be asked that in which state do they live and what type of climate is found in our state .Students will be asked if they have seen any mountains hills or rivers while travelling to different places.

Teaching aids:-

Chalk, duster ,board ,globe ,chart, books.

Pedagogical Strategies:-

The teacher will explain the term “physical features” using the India physical map.She will show the students where different landforms can be found in India .She will explain about different water bodies and their

features, using the India physical map.

She will tell the learners where these different water bodies can be found in India.

Hands on Activity :-

Experimental Learning

Students will be asked her to collect the different types of soil and note down the difference.

Art Integration:-

Draw and colour different types of landforms and water bodies.

Interdisciplinary Linkage and Infusion of Life Skills:-

Students will be able to

Recapitulation:- Will be done.Oral revision of chapter will be done in the class.

Resources Including ICT(Information and Communication Technology)

E books, workbooks, internet

<https://youtube/BvUuNdE70hy>

<https://youtube/bxVuDoF812gh>

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. questions/Answers 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 more videos related to the topic.They will be encouraged to read the lesson carefully and do practice of reading at home.

Inclusive a Practice and Full Participation Without Discrimination :-

- Group activity
- Reading books
- Watching videos
- Charts

Collaboration

Lesson- 6

Understanding Rivers

Learning Outcomes:

1. Knowledge objectives-

Students will be able to learn about rivers and parts of river.

2. Understanding objectives-

Students will be able to understand about the important uses of rivers.

3. Application objectives-

Students will be able to know about the factors that causes pollution of rivers.

4. Skill objectives-

Students will be able to know about the ways to reduce river pollution.

Previous Knowledge Testing:- _ Students will be asked to describe a nearby river . students will be asked what did the river look like was it clean or dirty?

Teaching Aids:-

Duster, board, chart ,videos, books

Pedagogical Strategies:-

The teacher will explain the concept of a river .She will explain that a river is divided into upper, middle and lower courses .She will explain about tributaries and distributaries .She will explain about the uses of rivers .

She will explain about the factors that cause river pollution and the ways to reduce river pollution.

Hands on Activity :-

(Experimental learning)

Students will play a game of a river names with their classmates.

Art Integration:-

Draw and label the diagram of delta.

Interdisciplinary Linkages and Infusion of Life Skills:-

Students will be able to know more names of rivers . This will enhance their vocabulary.They will learn about cleanliness and teamwork.

Recapitulation:-

Will be done.Oral revision of the chapter will be done in the class.

Resources and Closing ICT:-

E books ,workbooks, internet

<https://youtube/RUvIP4dmXC>,

<https://youtube/Y31-HNgKCg>

Assessment Items:-

Exercise in the textbook ,workbook will be done.
Revision assignment will be given questions/ answers 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 more
videos related to the topic.They will be encouraged to
read the lesson carefully and learn spellings at home.

Inclusive Practice and Full Participation Without Discrimination:-

- Group activities
- Reading books
- Watching videos
- Charts
- Collaboration

Lesson- 7

India's Rivers

Learning Outcomes:-

1. knowledge objectives-

Students will be able to learn about the main rivers of India their tributaries and distributaries.

2. Understanding objectives-

Students will be able to know about the sources and features of the main rivers of India.

3. Application objectives-

Students will be able to learn about the main uses of Indian rivers.

4. Skill objectives-

Students will be able to identify the India's River on a map and their uses.

Previous Knowledge Testing:-

Students will be asked the how do rivers help farmers? Students will be asked which is the longest river in India ?

Teaching Aids:-

Chalk, duster ,board ,chart, videos ,map, books

Pedagogical Strategies:-

The teacher will explain that India has many big and small rivers. She will tell about the perennial rivers and non perennial rivers. She will name a few perennial rivers like Ganga Jamuna and Brahmaputra . She will explain about all the rivers that originate from Himalayas. She will also explain about sources of Indian rivers i.e glacier fed rivers and rain fed rivers. She will also explain about the features and important uses of Indian rivers .

Hands on Activity:-

Hydroelectricity is generated from rivers and waterfalls. Students will be asked about what are the other ways in which electricity can be generated? Make a Scrapbook to describe these other methods .

Art Integration:-

Paste pictures of uses of river.

Interdisciplinary Linkage and Infusion of Life Skills:-

Students will be able to know about rivers .
Students will learn about teamwork ,
Co-operation.

Recapitulation:-

Will be done .Oral revision of the chapter will
be done in the class .

Resource Including ICT:-

E books ,workbooks, internet

<https://youtube/BUjY3xK8plg>

<https://youtube/CxjU4xL7lpg>

Assessment Items:-

Exercise in the textbook ,workbook will be
done. Revision assignment will be given.
Questions/ Answers 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 more videos related to the topic they will be encouraged to read the lesson carefully and learn spellings at home

Inclusive Practice and Full Participation Without Discrimination:-

- Group activity
- Books
- Watching videos
- Chats
- Collaboration

Month August

Number of Teaching days required to complete the topic - 23

Topic- The Northern Mountains (Lesson- 8)

The Northern Plains (Lesson- 9)

Lesson – 8

The Northern Mountains

Learning Outcomes:

1. knowledge objectives-

Student will students will learn about the location and extent of the Himalayas .

2. Understanding objectives-

Students will be able to know about three Himalayan ranges and their importance.

3. Application objectives-

Students will be able to learn about the effect of the climate on plants, animals and people.

4. Skill objectives-

Students will learn about the equipment needed while climbing mountains.

Previous Knowledge Testing:-

Students will be asked about their favourite hill station and in which state it is located.

Teaching Aids:-

Chalk ,Duster ,board chart, map, videos ,books

Pedagogical Strategies:-

The teacher will explain about the northern mountains which are like a giant wall. She will explain about the Extent of the Himalayas. The teacher will explain about the three Himalayan ranges i.e The Himadri range ,The Himachal range, The Shivalik Range. She will also explain about the importance of Himalayas. The teacher will also explain about the plants and animals found in these Himalayan ranges.

Hands on Activity:-

Students will be asked to share their experience about the hill station which they have visited.

Art Integration:-

Paste pictures of a tourist places of northern mountains.

Interdisciplinary Linkage and Infusion of Life Skills:-

Recapitulation:-

Will be done. Oral region of the chapter will be done in the class.

Resource Including ICT:-

E books ,workbooks

<https://youtube/BxzY4iT7pgl>

<https://youtube/CzxY5jL6lpg>

Assessment Items:-

Exercise in the textbook, workbook will be done. Revision assignment will be given. Questions/Answers 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 more videos related to the topic. They will be encouraged to read the lesson carefully and learn spellings at home.

Inclusive Practice and Full Participation Without Discrimination:-

- Group activities
- Reading books
- Watching videos
- Charts
- Collaboration

Lesson- 9

The Northern Plains

Learning Outcomes:-

1. Knowledge objectives-

Students will come to know about the location and extent of the northern plains.

2. Understanding objectives-

students will understand about the features of three basins of the northern plains.

3. Application objectives-

Students will come to know about the effects of the features of the basins on plants , animals and people .

4. Skill objectives-

Students will know about the locations related to the northern plains.

Previous Knowledge Testing:-

Students will be asked in which state do you live? In which state do your grandparents live? What is the difference in both the states ? Students will reply that they live in Punjab and the land in Punjab is a plain.

Teaching Aids:-

chalk ,duster, board, chart ,map, videos, books

Pedagogical Strategies:-

The teacher will explain about the northern plains where soil is very fertile. She will explain about the extent of the northern plains .She will also explain about the three basins of the northern plains i.e Indus basin, Ganga basin ,Brahmputra basin .She will explain about the features of three basins in detail .She will also explain about the rivers that Flow in these three basins. The teacher will explain about the plants and animals found in northern plains.

Hands on Activity:-

Students will be encouraged to make use of jute bags because they are environment friendly.

Art Integration:-

Interdisciplinary Linkage and Infusion of Life Skills:-

Recapitulation:-

Will be done.Oral revision of the chapter will be done in the class

Resource Including ICT:-

E books ,workbooks

<https://youtube/5b4JDHvgCE>

<https://youtube/7c4HJDxiBA>

Assessment Items:-

Exercise in the textbook,workbook will be done . Revision assignment will be given .Questions/ Answers 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 more videos related to the topic.They will be encouraged to read the lesson carefully and learn spellings at home.

Inclusive Practice and Full Participation Without Discrimination:-

- Group activity
- Reading books
- Watching videos
- Charts
- Collaboration

Month October

No of teaching days required to complete the topic- 22

Topic – Plateau and Highlands of India (Lesson 10)

The Western Desert (Lesson 11)

Lesson 10 – Plateau and Highlands of India

Learning Outcomes

- 1.** **Knowledge objective** – Students will learn about the location and extend of Peninsular Plateau
- 2.** **Understanding Objective** – Students will be able to know about the features and climate of Peninsular Plateau
- 3.** **Application objective** – Student will learn about

the effect of climate on plants, animals and people

4. Skills objective -

Students will learn how to use maps to find river that flow through the highlands and plateaus.

Previous knowledge testing-Students will be able to ask about plateaus?

1.Which is the highest plateau in the world?

2.Which shape does a plateau have ?

Teaching aids – Chalk, duster, board, chart, map videos and books

Pedagogical strategies – The teacher will explain about the Peninsular plateau which is like a table top. She will explain about the extent of the plateau . She will explain the Peninsular plateau is the region of river and hills. The teacher will explain about Central Highland Features of Central Highlands, Malwa plateau and Deccan plateau will be explained by the teacher. She explains about the climate of Peninsular plateau. The teacher will explain about the effects of climate on plant, animals and people.

Hand on activity (Experiential learning)-

Students will be encouraged to collect different items made by different minerals which are found in Plateau region. For this student of the class will be divided in 3 groups.

Arts integration -

Interdisciplinary linkages and infusion of life skills -

Recapitulation – Oral revision of the chapter will done in the class

Resouces including ICT – E-books worksheets

<http://youtube/8B4TCBHvgCe>

<http://youtube/Tb3THDxjCN>

Assessment items – Exercise in the textbook, worksheet will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held. Practices worksheet will be given.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

*Group discussion

*Watching videos

*Reading books

*Collaboration

Lesson 11

The Western Desserts

Learning outcomes -

Knowledge Objective – Students will come to know about the location and extent of the Western Desert.

Understanding objectives – Students will understand about the effects of the physical features and climate on the region

Application knowledge – Students will learn about the effects of region and climate on plants, animals and people

Skill objective – Students will learn about different ways to save water.

Previous knowledge testing – Students will be asked which animal is mostly seen in deserts? What is dry area covered with sand called?

Teaching Aids – Chalk, duster, chart, map, videos, book

Pedagogical strategies- The teacher will explain about the term “Desert”. She will explain about the extent Great Indian Desert. The teacher will explain about the unique landforms the Thar Desert i.e. Sand Dunes, Oasis. She will explain about the climate of the Great Indian Desert. The teacher will explain how do living things i.e. plants, animals and people survive in the difficult conditions of the Thar desert? She will explain nomads and crops grown in desert region

Hand on activity -

Students will be asked to collect the information about 'Water man of India' i.e. Rajendra Singh and speaks few lines on him in the class

Art Integration – Draws diagram of an oasis /Make model of an oasis. Sand Dunes and Camel

Interdisciplinary linkages and infusion of life skills -

Students will be able to understand the importance of conservation of water as there is shortage of water in the Western Dessert

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

[Http://youtube/NvUXuD812gh](http://youtube/NvUXuD812gh)

Assessment Items – To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

**Inclusive Practice and full participation
without discrimination-**

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts

Month November

**No of teaching days required to
complete the topic – 23**

Topics – The Coastal Plains and Island of India Lesson12
Natural resources. Lesson -13

Lesson 12 The Coastal Plains and Island of India

Learning outcomes -

Knowledge objective – Students will be able to know about the location and the extent of the Coastal Plains and the Islands

Understanding Objectives – Students will understand the features of Coastal plains and Islands

Application Objectives – Students will be able to know the effects of these features on plants, animals and people.

Skills objective –Students will be able to know how to point the coastal cities on a map of India

Teaching Aids – Chalk, duster, board, chart map, books,

Previous knowledge testing – Students will be asked about the cities that lie on the coastal plains of India. Students will be able to identify the Island

Pedagogical strategies- The teacher will explain about the coastal plains. She will explain about the location and extent of the Coastal plains. She will explain the term Island. She will also explain about the two groups of Islands that lie on east and west of India. The teacher will explain about the effects of climate on plants, animals and people.

Hands on Activity -

Students will be asked to collect the cashew nuts and students will be asked to collect the information about the cashew nuts and discuss in the class.

Arts Integration -

Draw a scene of Beach / Islands

Interdisciplinary linkages and infusion of life skills -

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

[Http://youtube/AggMwB3bXNi](http://youtube/AggMwB3bXNi)

<http://youtube/s7FYbwltRJs>

Assessment Items – To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts

Lesson 13 -Natural Resources: Forests

Learning outcomes -

Knowledge objectives - Students will be able to know about the natural resources

Understanding objectives- Students will be able to know about the different types of natural resources

Application Objectives – Students will come to know about the uses of forest in our life

Skills objectives – Students will be able to know about the different items that we get from the forest

Previous knowledge – Students will be asked about the importance of trees in our life. Students will be asked about the different things which we get from trees.

Teaching aids – Chalk, duster, board, map, videos, charts and books

Pedagogical strategies – The teacher will explain about different natural resources i.e. air, water, wood, oil, wind energy, iron and coal. She will explain about the different type of forest and features. She will explain about the features that will affect the vegetation of a place. She will also explain about the effects of deforestation

Hand on activity – Students will be divided into four groups. Each group of students will make a 3D model of different types of forest.

Arts Integration- Draw or paste pictures of different things that we get from forest.

Interdisciplinary linkages and infusion of life skills -

Students will learn about the teamwork cooperation and about the usage of different things that we get from forest.

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

[Http://youtube/CggMnB4BxNi](http://youtube/CggMnB4BxNi)

<http://youtube/n7FgbxwltRJs>

Assessment Items – To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts

Month December

Number of teaching days

required to complete the

topic– 18

Topic- Natural resources: Soil (Lesson-14)

Lesson 14 – Natural resources: Soil

Learning outcomes -

Knowledge objective – Students will come to know about the definition of soil, layers of soil and types of soil found in India

Understanding objective- Students will learn about the effects of soil on plants, animals and people

Application objectives – Students will be able to learn about different ways to preserve and protect soil

Skills objective - Students will be able to learn about making a mind map on how soil help us.

Previous knowledge testing – Students will be asked about what types of crops are grown in our state. How we can protect our soil.

Teaching aids – Chalk, duster, board, maps, videos and books

Pedagogical strategies- The teacher will explain about the term soil. She will explain about different layers of soil. The teacher will explain about different types of soil found in India and different crops that are grown in different types of soil. The teacher will explain about how the soil affects plant life and animal life. She will also explain about the different ways to preserve and protect soil.

Hand on Activity – Students will be encouraged to plant a tree in parts of our city to avoid pollution and soil erosion

Arts Integration – Draw a diagram of different layers of soil and label it

Interdisciplinary linkages and infusion of life skills-

Students will learn about teamwork, cooperation and different ways to protect soil.

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

[Http://youtube/vg5xEcRAD8](http://youtube/vg5xEcRAD8)

<http://youtube/pg6xFbSBE7>

Assessment Items – To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

*Group discussion

*Watching videos

*Reading books

*Collaboration

*Charts

Month January

Number of teaching days

required to complete the

topic- 22

Topics- Lesson 15 Some famous kingdom
of India

Lesson 16 The Mughal Empire

Lesson 15 – Some famous kingdoms of India

Learning outcomes

Knowledge objective – Students will know about the definition of Monarchy and Dynasty

Understanding objectives – Students will come to know about some Indian dynasties ruled

Application objectives – Students will learn about main features of Indian empires

Skills objective – Students will learn how to take decision like a king or queen

Previous knowledge testing -

Students will be asked is India still ruled by them?

Have you heard about Mughals and various other kingdoms

Teaching aids – Chalks, duster, board, videos, maps and books

Pedagogical strategies – The teacher will explain about the term empire. She will also example about the terms like monarchy, dynasties with an example.

The teacher will also explain about some Indian dynasties with an example. She will explain about the period and some famous rulers of Maurya, Chola, Gupta and Mughal dynasties. The teacher will explain about the feature of the kingdoms of India.

Hand on activity -Students will be asked to calculate the time period of different dynasties

Art Integration – Draw or paste the picture of Indian emblem

Interdisciplinary linkages and infusion of life skills – Students will be able to know about the courage and bravery of rulers of India. Students will come to know about the importance of teamwork

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

<http://youtube/UrLhHP4dmXC>

<http://youtube/y31-LHgNSCg>

Assessment Items – To check the conceptual clarity various types of assessments will be done. Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

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Lesson 16 – The Mughal Empire

Learning Outcomes-

Knowledge Objective – Students will know about how the Mughal Empire began?

Understanding Objectives – Students will come to know that who were some other Mughal emperors

Application Objective – Students will learn that how did Akbar and Aurangzeb become emperors?

Skills objective – Students will learn that how were Akbar and Aurangzeb different

Previous knowledge testing – Students will be asked that Do you know who built the Taj Mahal? Have you heard of Mughal Dynasty

Teaching Aids – Chalk, duster, board, maps, videos, charts and books

Pedagogical strategies – The teacher explain that how did the Mughal Empire begin? In 1526 Badur a king from Central Asia, came to India. He set up the Mughal empire in India. She will also explain about how the Humayun, Akbar and Aurangzeb become emperors? And she will explain that how they were similar and how were they different. She will also explain about Bahadur Shah Zafar he was the last Mughal emperor

Hands on Activity-Students will be encouraged to enact a play on the Akbar court

Art integration – Students will paste the pictures of Mughal emperors. Students will make a model of Taj Mahal with cardboard.

Interdisciplinary linkages and infusion of life skills- Students will learn about teamwork, cooperation, responsible leadership qualities

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

[Http://youtube/CvUdF8ohy](http://youtube/CvUdF8ohy)

<http://youtube/bxVuNnE706gh>

Assessment Items – To check the conceptual clarity various types of assessments will be done.

- Exercise in the textbook, workbook will be done
- Revision assignment will be given. Ques/Ans in the workbook will be done. Dictation test will be held.

Feedback and Remedial teaching – Students (slow learners) will be asked to watch more. They will be encouraged to read lesson carefully and learn spellings

Inclusive Practice and full participation without discrimination-

- *Group discussion
- *Watching videos
- *Reading books
- *Collaboration
- *Charts

Month February

Number of teaching days

required to complete the

topic – 23

Topic – The Indian Constitution

Lesson 17- The Indian Constitution

Learning Outcomes

Knowledge objectives – Students learn about the definition of constitution and national symbols

Understanding objectives – Students will come to know about fundamental rights and duties of a citizen

Application objective- Students will learn about the people who wrote the Indian Constitution

Skills objective – Students will be able to learn about the rules of games and sports

Previous knowledge testing - Students will be asked about on which day do we celebrate our Independence Day and Republic Day. Why do we celebrate Republic Day? Why do rules are required in the games and sports?

Teaching aids – Chalk, duster, board, maps, videos and books

Pedagogical strategies – The teacher will explain the meaning of the term Constitution. She will explain that why are country is called a Republic. She will explain about the National symbols. The term Preamble will also be explained by the teacher. The teacher will tell the students about our Fundamental Rights and Fundamental duties in detail.

Hand on Activity – The teacher will tell the students to choose a game that they like discuss the rules with friends that need to be followed while playing the game

Arts integration – Draw or paste a picture of our National symbols and Preamble.

Interdisciplinary linkages and infusion of life skills -

Students will learn about teamwork, cooperation their duties and responsibilities as a good citizens'

Recapitulation- will be done. Oral revision of the chapter will be done in the class.

Resources including ICT (Information and communication technology)- eBook's , worksheets, Internet

[Http://youtube/XvUdNgE7gh](http://youtube/XvUdNgE7gh)

<http://youtube/CvUdEohg8>

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