

**Lesson plan**

**Class 5**

**Subject - EVS-1**

**Session 2024-25**

Part	Lesson No.	Lesson Name
1	1	Muscular System
1	2	Respiratory System
1	WB	Practice Worksheet 1
1	3	Nervous System
1	WB	Practice Worksheet 2
1	4	Floats, Sinks and Mixes
1		Inside the Lab – A Activity A1: Respiratory System Activity A2: Water as a Universal Solvent
1	5	Fruits and Seeds
1	6	Plants and Environment
1	WB	Practice Worksheet 3
1	TB	Think Like a Scientist
2	7	Food for Animals
2	8	Food Production
2	WB	Practice Worksheet 4
2	9	Forests as Shelter

Part	Lesson No.	Lesson Name
2		Inside the Lab – B Activity B1: Seed Germination Activity B2: Food Web
2	10	Space Travel
2	WB	Practice Worksheet 5
2	11	Wildfire
2	12	Cyclones and Floods
2	13	Earthquakes and Tsunami
2	14	Simple Machines
2	WB	Practice Worksheet 6
2		Inside the Lab – C Activity C1: Simple Machine Activity C2: Catapult
	TB	Think Like a Scientist

# APRIL

Topic- Muscular System (L-1).

No. of days required to complete the topic=10

## L-1 (Muscular System )

### Learning Outcomes

1 **Knowledge objective**-Students will be able to learn about muscles and muscular system.

2 **Understanding objective**-Students will be able to differentiate between muscles and bones. They will know about the functions of muscles

3 **Application objective**-Students will understand how to keep their muscles healthy.

4 **Skill objective**-Students will be able to know about injuries related to muscles and fracture.

**Previous knowledge Testing** Students will be asked) Can they feel a soft and spongy material inside upper arm?

2 Can they feel movement inside the upper arm after unfolding it?

3) Have they heard about muscle injury?

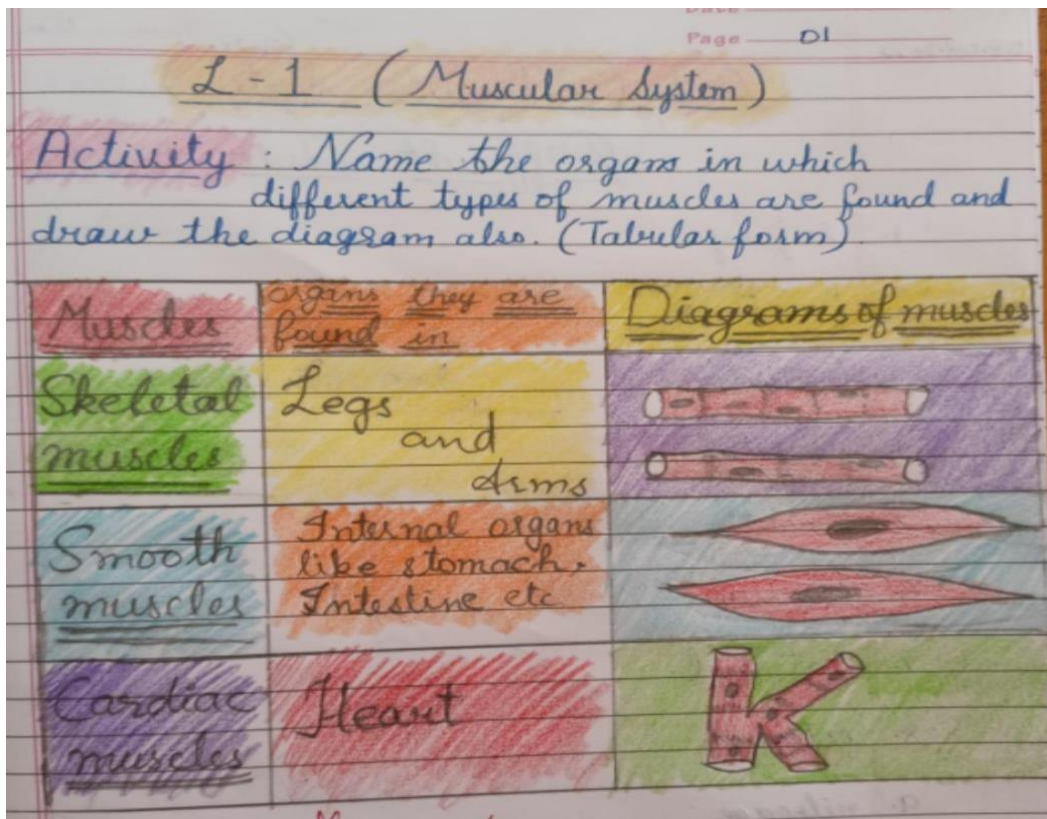
**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain different types of muscles and the organs. (skeletal, cardiac, smooth). Definitions of muscles and muscular system will be done. Functions of muscles, how

to keep muscles healthy and some important terms will be discussed bruises, strain, tendons. Hamstring injury will also be discussed. Lesson will be read by students. New words will be underlined.

**Hands On Activity (Experiential Learning)** Make a fist, tighten & loosen it What do you feel? Tightening and loosening of muscles help in movement like a spring or a rubber bend .To bend our hand, some muscles will become tight or loose. Students will do this activity in the class.Muscles becoming tight and loose.

**Art Integration** Types of muscles will be drawn and labelled. The students will be taken to lab to show charts and models.



**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know that healthy muscles help them move freely, enjoy sports, dancing, swimming and other activities.

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

**Resources including ICT** eBooks, work books, Internet, <https://youtu.be/V&ULL> , <https://youtu.be/X21-HLq2KCg>, <https://youtu.be>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the text book, work book will be done. Revision assignment will be given Q/Ans in the work book 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 encouraged to read the lesson carefully and do practice of diagrams.

**Inclusive practices and Full participation without discrimination**

Group activity

Reading books

Watching

Models

Charts

Hands on learning

Collaboration

## **L-2 (Respiratory System)**

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

### **Learning outcomes**

**Knowledge objective** -Students will be able to learn about respiration and respiratory system.

**Understanding objective**- Students will be able to learn about the organs of respiratory system and. steps of respiration.

**Application Objective**-Students will come to know about breathing rate and how blowing air can warm up or cool down things

**Skill objective**-Students will be able to know about the importance of a stethoscope.

**Previous knowledge Testing**- Students will be asked-- Have you ever noticed someone breathe? What does the person do? Which gas do we breathe in and out?

**Teaching Aids**- Board, chalk, duster, books, chart, model, videos, lab.

**Pedagogical strategies**- The process of respiration, organs of respiratory system, inhale and exhale etc will be explained. Breathing rate will be discussed wrt daily life example, Blowing air can warm up for cool down things. Importance of stethoscope will be discussed. Difference between heartbeat and breathing will be explained the concept of Altitude sickness will also be described. Students will read the lesson

and new words will be underlined .They will be taken to Science lab to show related charts and models.

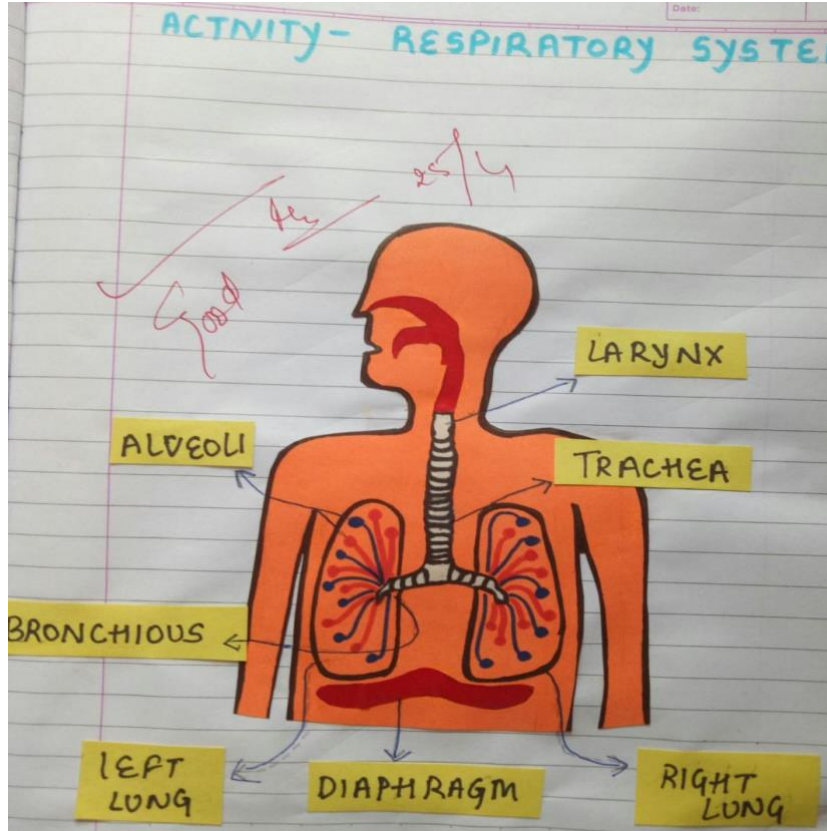


**Experiential learning** → (Group Activity),

Students will be divided into 3-4 groups They will be explained how to make a stethoscope with simple steps, Cut 40cm of old bottle with scissors Make the funnels on both ends of the hose Use the clay to fix it. Place one end of the funnel on your chest and the other on your ear listen carefully .sound of heartbeat and breathing can be heard. Run for 3 mins Check the beats again. The change will be noticed.

**Art Integration**-Diagrams of Respiratory System (organs), process of breathing in and out will be drawn. Students (interested) can make a model of the system with pulses.





**Interdisciplinary linkages and infusion of Life Skills**-Students will be able to know that our body can survive up to 3 weeks without food and 1 week without water But we can live only for 3 -4 mins without oxygen will be able to understand altitude sickness caused due to low level of oxygen at high altitudes. They can correlate the symptoms of headache, tiredness, stomach ache, dizziness and sleep disturbance to it .They will learn about the importance of stethoscope.They will be able to know about the significance of fresh oxygen, yoga exercise and keeping the lungs healthy.

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

**Resources including ICT-**eBooks, videos, Internet,  
<https://youtube.com/watch?v=ul>,

**Assessment Items-**To make the concepts clear, assessment will be done Exercises In the book / work book will be done . Q/Ans will be done Revision assignment (MCQs) will be given.

**Feedback and Remedial Teaching-** Students will be asked to watch videos related to the topic. They will be encouraged to do practice of spellings and read the lesson 2-3 times. To improve handwriting, one page will be given on alternative days

**Inclusive practices and Full participation without discrimination)** will be ensured. Group activity, Watching videos, Models, Charts, collaboration, hands on activity

## **MAY**

Topic -L-3 (Nervous System)

No. of Days required to complete the topic →10

### **L-3 (Nervous System)**

#### **Learning Outcomes**

1.**Knowledge objective-** Students will learn about the parts of nervous system.

2.**Understanding objective-**Students will be able to learn about working of Nervous System, importance of brain and spinal cord

3 **Application objective** Students will be able to apply their knowledge about Nervous System to keep their sense organs healthy.

**4.Skill Objective-** Students will be able to understand the working of brain with closed eyes.

**Previous knowledge Testing-**Students will be asked about various questions. What do we do if we touch hot or cold vessel with our hands? How do we come to know that the vessel? Is hot and we should drop it?

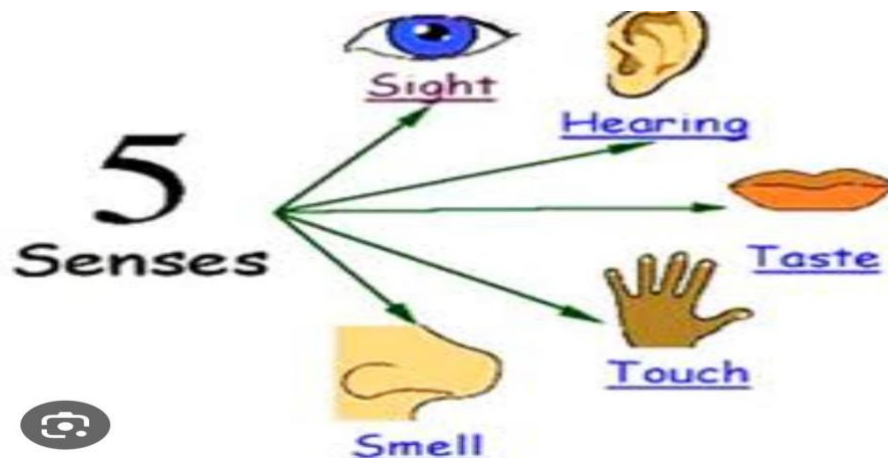
**Teaching Aids-** Board, chalk, videos, audios, Science lab, charts, models, books.

**Pedagogical Strategies** The lesson will be read by students. Parts of the brain. Cerebrum, cerebellum, medulla, spinal cord, nerves etc will be explained. Sense organs will be described. The control system of right and left side of the brain will be discussed. Students will be taken to lab to show charts models related to the topic

**Experiential Learning (Hands on learning)**

Students will be asked to keep different food items while different vessels (tiffins). Close your eyes while putting these food items Blindfold yourself smell each food item try to guess the food by the feel. If you could not find it out from smell of feel, taste it.

**Art Integration-**Make a flow chart on sense organs or 'My senses' poem.



**Interdisciplinary linkages and infusion of Life Skills**-Students will be able to know that the skin helps to feel heat / cold. Ears help to hear with the help of messages from brain Games like Spelling Bee' can increase the memory of that brains and vocabulary. They now will know that the brain is control centre of body.It talks to entire body through spinal cord and nerves. We should wear helmet while riding a bicycle or any two wheeler as it protects are brain from injury.

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

**Resources including ICT**->eBooks, videos, Internet [https //youtu.be/App q Fb JZT Gg](https://youtu.be/AppqFbJZTGg), [https://youtu.be/TLF-IC 6 g Shg](https://youtu.be/TLF-IC6gShg)

**Assessment Items**- To make the concept clear, assessment will be done. Exercises will be done in books and work books Dictation test will be given. Q/Ans will be done . Practice work sheet will be done..

**Feedback and Remedial Teaching**-Students will be asked to watch videos related to the topic. They will do practice of spellings. They will be given one or two pages for writing. They will be asked to prepare MCQs and read the lesson twice

**Inclusive practices and Full participation without discrimination**- will be ensured by following →

Hands on activity, Reading books, Watching videos, Models,Charts,Collaboration, Group discussion

**Topic (L-4) Floats, Sinks and Mixes**

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

**Learning Outcomes**

**1. Knowledge objective-** Students will be able to learn about different substances that float, sink or mix

**2. Understanding objective-** Students will be able to understand about solutes, solvents and solutions.

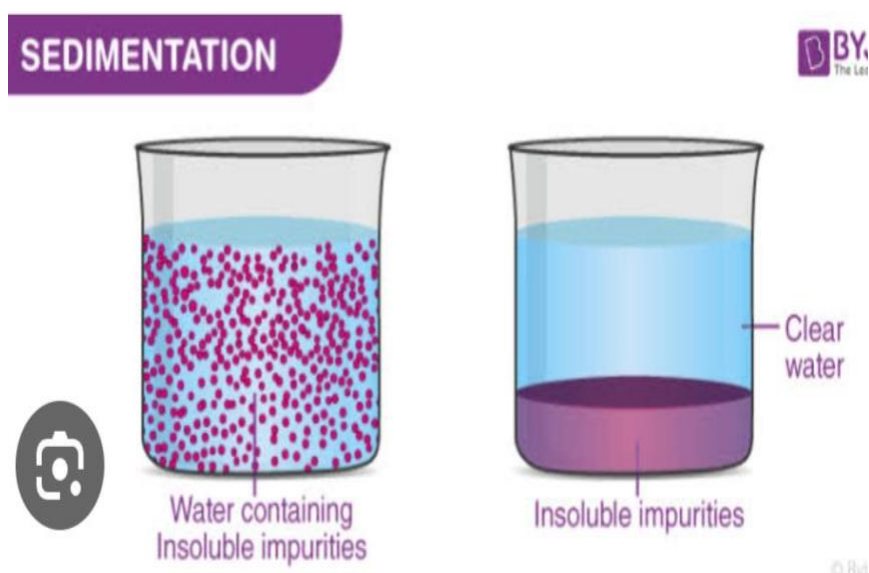
**3 Application objective-** Students can apply their knowledge about solute / solvent in making various solutions.

**4. Skill objective** Students will be able to make lemonade, separate oil from solvent (water), to clean dirty clothes (stains (oily)).

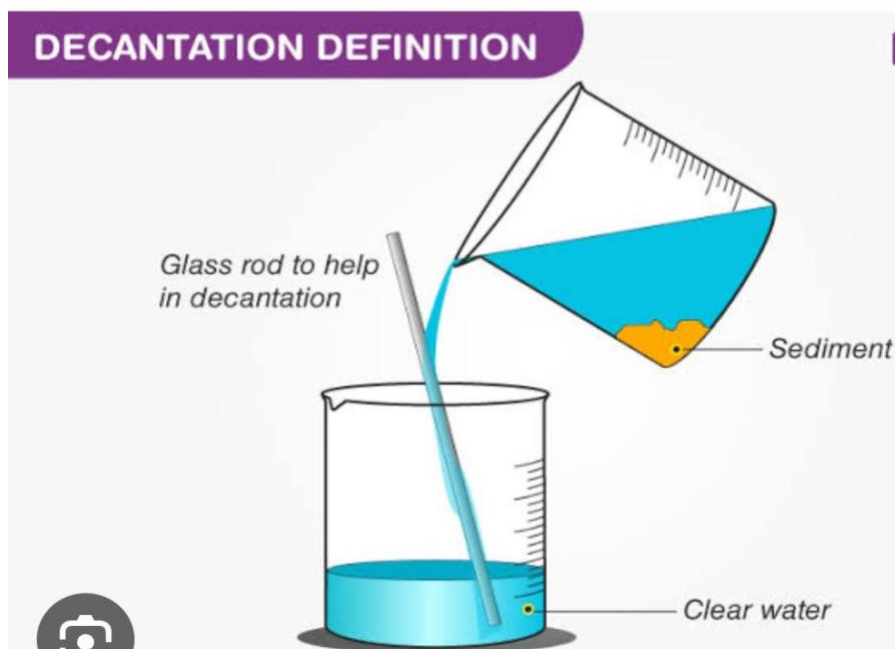
**Previous knowledge Testing** – Students will be asked if they have added sugar in lemon tea so much that it settles at bottom ? Do you know that the tea will not be sweet if you fail to dissolve the sugar?

**Teaching Aids-** Black board, chalk, books, lab, audios, videos, charts, models, water, lemon, sugar, salt, spoon etc.

**Pedagogical strategies-** Lesson will be read by students. Solute, solvent, solution, universal solvent (water) will be described .How do solvents work will be explained. Do all the substances we add to water get dissolved in it ?-will be described. Soluble /insoluble substances will be explained. Substances sink | float will be studied wrt chalk, wood, salt,



Sugar, paper, oil, turmeric etc. Various solvents (oil, honey, water, milk, air etc) will be studied. Students will be taken to lab to show charts, experiments etc.



**Experiential Learning (Experiments)**->Children will be taken to Science lab to perform experiments, sugar dissolves in water (in beaker) sugar--solute, water --solvent and sugar syrup—solution. Ink when mixed in water makes it blue. Chalk piece sinks in water. Paper floats on water.

**Art Integration**-Students will be asked to prepare a chart (in tabular form) made of various solutes /solvents .They will make it colourful in scrap files.

**Interdisciplinary linkages and infusion of Life skills**- Students will be able to learn about which items from their kitchen can dissolve in water lemonade is made up of water, lemon juice and sugar. Some wall paints are not water soluble. Other solvents like petrol, ether etc are used in dry cleaning, gets dissolved in petrol/ether and clothes get cleaned

Kerosene /petrol can wash away paint. We can float on dead sea will be understood.

**Recapitulation**-The lesson will be revised. Oral test will be given. Board revision will be done.

**Resources including ICT**—eBooks, videos, internet <https://youtu.be/1>

**Assessment Items**- To make the concepts clear, assessment will be done .Dictation test will be given , short Q/ Ans will be done. MCQs will be given.

**Feedback and Remedial Teaching**- Students will be asked to watch more videos on the topic. MCQs will be practised. Spellings will be given to learn.

**Inclusive practices and Full Participation without discrimination**- will be ensured by experimentation in lab., group activities & watching videos, collaboration , hands on experiences, group discussion, charts.

## July

### Topic (L-5) Fruits and Seeds

No of days required to complete the topic. -10

#### Learning outcomes-

**1.Knowledge objective** – Students will be able to learn about different fruits

**2.. Understanding objective** – Students will be able to understand the dispersal and germination of seeds.

**3. Application objective**- Students can apply the knowledge of uses of seeds for their health in daily life.

**4. Skill objective** – Students will be able to collect the seeds, make sprouts for healthy body-

**Previous Knowledge Testing**-Students will be asked about different fruits having one seed, no seed, few seeds and many seed. They will be asked how does a plant grow from a seed.

**Teaching Aids**- Blackboard, chalk, books, audio, videos, charts, Dandelion, xanthium seeds, different edible seeds.

**Pedagogical strategies** – Lesson will be read by the students. How do seeds produce new plants? – will be explained. How do seeds disperse from one place to another – will be described – Through wind, water, animal and explosion Conditions necessary for germination -moisture, air, warmth and light – will be discussed. Different types of seeds used as food. Will be explained. Students will be shown different edible seeds.

**Experiential Learning** – Students will be told to grow few seeds(red-Kidney beans, grams etc)on wet cotton to know the process of germination very well.

Children will collect different varieties of seeds available in their house. Separate the seeds based on their shape, size and colour. Paste them directly in scrap book or you can put them in small bags to make samples .write the use of these seeds.

**Art Integration** - Students will be asked to draw four columns and write two examples of each of the following -fruits with one seed,few seeds no seeds and many seeds. They will paste pictures also .Children will do Maths fun activity .Draw a bar graph to represent the data.





**Interdisciplinary linkages and infusion of Life skills-** Students will be able to know how a flower can be grown into a fruit. They will come to know how seeds are dispersed through different modes and are grown naturally to plants. They will know different stages of germination from a seed to a plant. Now, they will know the importance of different seeds as food, how sprouted moong dal, are healthy for them. The nuts like cashewnuts, groundnuts are actually seeds that we eat. Healthy benefits of seeds will be known to students.

**Recapitulation-** The lesson will be revised. Oral revision will be given.

**Resources including ICT.** E-books, videos, internet

**Assessment Items** – To make the concepts clear, assessment will be done. Dictation test will be given. Short Q/Ans will be done. MCQs will be done.

**Feedback and Remedial Teaching-** Difficult spellings will be given to learn. Videos will be sent to make the concept more clear. MCQs will be given.

**Inclusive practice and Full participation without discrimination** will be ensured –by – group activity, Readingbook, Watching video,Model, charts, collaboration, Hands on activity

**August**

**Topic –(L-6) Plants and Environment**

Number of teaching days required for the topic-10

**Learning outcomes**

- 1.Knowledge objective** – Students will learn about habitat and habits of plants.
- 2.Understanding objective**– Students will understand the adaptation of plants.
- 3.Application objective**-Students will be able to apply their knowledge for the protection of plant environment.
- 4.Skill objective** – Students will be able to understand the measure to be taken to save trees and environment.

**Previous Knowledge Testing** – Students will be asked various questions – what type of plants have they seen in their garden? Have they ever seen plants on hilly areas and in water? How can plants support the environment? etc

**Teaching Aids** – Board, chalk, videos, audio charts, books, models etc

**Pedagogical Strategies** – Lesson will be read by the students. Plants that are grown on land and be explained . Further, types land plants and water plants will be discussed. Their adaptation will be explained with the help of videos. Adaptation of plants according to food habits will be explained ( Parasitic plants, Insectivorous plant etc.) • How do human activities affect the environment and what the measures are being taken by the government will be explained.

**Experiential Learning-** Students will be taken to the school garden to show land or them different types of will be. terrestrial plants. They will be shown how plants support their environment by photosynthesis and how roots hold the soil firmly which helps to prevent soil erosion.

**Art Integration** Students will be told to do. Moths fun activity. They will write the formula for production in plants.

**6 parts of CO<sub>2</sub>+6parts of H<sub>2</sub>O+ sunlight ---1 part of food +6parts of O<sub>2</sub>**

Students will paste their picture while planting a sapling in their garden and will write a slogan on **Save Trees**

**“PLANT A TREE AND GET COLD AIR FOR FREE”**

**Interdisciplinary linkages and infusion of Life skills** Students will be able to know how plants are important for the environment. They will know that human activities like deforestation, introducing new plants from places are destroying the natural habitat of plants and animals, Measures are being taken the government will be understood. Importance of **Van mahotsav** to conserve trees will be understood. This will arouse love for the nature among the students.

**Recapitulation**-The lesson will be revised. Oral test will be given .Board revision will be done.

**Resources including ICTeBooks, videos, internet**

**Assessment Items** – Assessment will be done to make the concepts clear. Dictation test will be given. Short Q/Ans will be done. MCQs will be given.

**Feedback and Remedial Teaching** Students (slow learners)will be encouraged to read the lesson carefully. They will be sent more videos related to the topic. MCQ will be practised.

**Inclusive practices and full participation** by group activity, Reading books, Watching video, Charts, Group discussion taking care of environment.

## **September**

Revisions and half yearly exam

## **Term-2**

## **October**

### **Topic-L-7 Food for Animals**

No. of days required to complete the topic-10

### **Learning Outcomes**

**1 Knowledge objective**-Students will be able to learn about variety of food for different type of animals.

**2 Understanding objective**-Students will able to differentiate between herbivores, carnivores and omnivores.

**3 Application objective**-Students will understand food chain ,food web etc.

**4 Skill objective**-Students will be able to know about adaptations of various animals and knowledge about extinction of animals.

**Previous knowledge Testing** Students will be asked ...from where squirrels find their found?Why does a cow eat grass and a lion eats flesh whereas humans may be both vegetarians or non vegetarians? Have they seen sparrows?

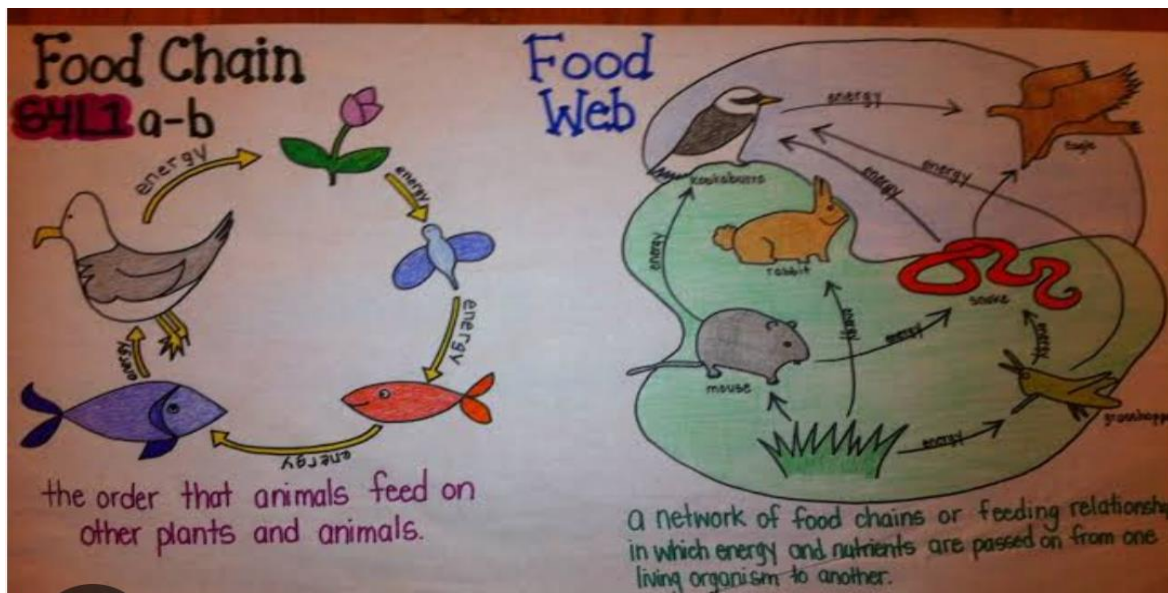
**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain different types of animals with respect to herbivores, carnivores omnivores ,scavengers and decomposers. Different types of animals have different types of senses e.g. sense of hearing, sight or smell. Types of teeth will be discussed. Mode of eating and catching prey will be explained. Food chain and food web will be explained with the help of group activity . Lesson will be read by the students. New words will be underlined. Exercises will be done in the book.

**Role play (Experiential Learning)**

Students will be asked to play role of different type of animals. They will speak a few lines on the type of food they eat or mode of catching prey etc. They can make masks or draw on sheets.

**Art Integration** Students will draw and label food chain and food web diagrams. The students will be taken to lab to explain the concepts better way.



**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know that the all food chains start from plants. Plants and animals show different adaptations to live. Some animals have already become extinct and some are on the verge of extinction.

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

**Resources including ICT** eBooks, work books, Internet, <https://youtu.be/7b-kvJFsxPI>, <https://youtube.com/watch?v=x9JKuL1HcK8&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the text book, work book will be done. Revision assignment will be given Q/Ans in the work book will be done Dictation test will he 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 encouraged to read the lesson carefully and do practice of diagrams.

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

Group activity

Reading books

Watching National Geographic Channel

Models

Charts

Role play

Collaboration

### **L-8 (Food Production)**

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

**Learning Outcomes**

**1 Knowledge objective**-Students will be able to learn about how farmers grow food plants .

**2 Understanding objective**-Students will able to know the journey of food from the farms to our homes.

**3 Application objective**-Students will understand the process of growing crops in farms.

**4 Skill objective**-Students will be able to know about harvesting seasons. granaries ,godowns and transportation of food to local market.

**Previous knowledge Testing** Students will be asked ...what are your favorite fruits and vegetables? Have you ever thought about from where these food items come from and how do they reach your homes?

**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain who grows crops in the farms w.r.t. ploughing, sowing, sprinkling, harvesting.journey of food from farms to local market will be described. Significance of godowns will be discussed. Lesson will be read by the students. New words will be underlined. Exercises will be done in the book.

**Group Discussion (Experiential Learning)**



Students will be divided into groups. They will explain different practices of food production. They can use placards or banners if required.

**Art Integration** Students will draw diagrams to show germination of food .They will also sow bean seeds and see the plants grow to understand the concepts better way. They will be taken to lab to show the charts related to the topic.

**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know that some farmers still do not use chemicals on their farms. They will come to know about crop rotation and how to grow crops without harming the environment.

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

**Resources including ICT** eBooks, work books, Internet,  
[https://youtube.com/watch?v=Im\\_qFKRkiXY&feature=share](https://youtube.com/watch?v=Im_qFKRkiXY&feature=share),  
<https://youtube.com/watch?v=v7HNTGXwQd0&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the text book, work book will be done.Revision assignment will be given Q/Ans in the work book will be done Dictation test will he 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 encouraged to learn spellings and MCQs related to the topic.

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

Group discussion

Reading books

Watching videos

Models

Charts

Collaboration

## **November**

### **Topic-Forests as Shelter**

No. of days required to complete the topic-10

### **L-9(Forests as Shelter)**

#### **Learning Outcomes**

1 **Knowledge objective**-Students will be able to learn about different types of forests and their uses to living things.

2 **Understanding objective**-Students will able to understand the life in forests.

3 **Application objective**-Students will be able to know the need to protect forest cover of the earth.

**4 Skill objective**-Students will be able to know about different type of forest animals. They can develop photography as their hobby.

**Previous knowledge Testing** Students will be asked ...How many types of birds do they find in cities? Have you seen some trees and plants that grow on their own? What type of trees do you find in hilly areas?

**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain the concept of forests. Shelters provided by forests will be discussed. Mangrove forests will be shown through videos. Level of carbon dioxide increases with decrease of forest cover....will be discussed. Lesson will be read by the students. New words will be underlined. Exercises will be done in the book.

**Hands on Activity (Experiential Learning)**

Students will be asked to click pictures of different types of plants /trees and paste in scrap book.

**Art Integration** Students will be asked to write a slogan on SAVE TREES .They will also speak a few lines about the uses of forests. The students will be taken to lab to show the model of a forest to make them understand the concepts better way.

**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know about the SUNDERBANS, AMAZON RAIN FOREST and MANGROVE FORESTS. They will be able to know why they should save

trees .forests and thereby environment as they will come to know the shelters and various other uses of forests.

**Recapitulation** will be done. Oral revision

will be given. Videos will be shown to them related to the lesson.

**Resources including ICT** eBooks, work books, Internet,  
<https://youtube.com/watch?v=cZytCLexlUMwM&feature=share>,  
<https://youtube.com/watch?v=VhbIGTZy4BM&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the text book, work book will be done.Revision assignment will be given Q/Ans in the work book will be done Dictation test will he 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 encouraged to read the lesson carefully and learn spellings as well as MCQs.

**Inclusive practices and Full participation without discrimination**

Hands on activity

Reading books

Watching videos

Models

Charts

Slogan writing

Collaboration

Team work.

### **L-10(Space Travel)**

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

#### **Learning Outcomes**

**1 Knowledge objective**-Students will be able to learn about space, spacecraft and astronauts etc.

**2 Understanding objective**-Students will be able to understand the routine followed by astronauts.

**3 Application objective**-Students will be able to know how to become an astronaut.

**4 Skill objective**-Students will be able to know about spacecrafts,spaceships and space stations etc.

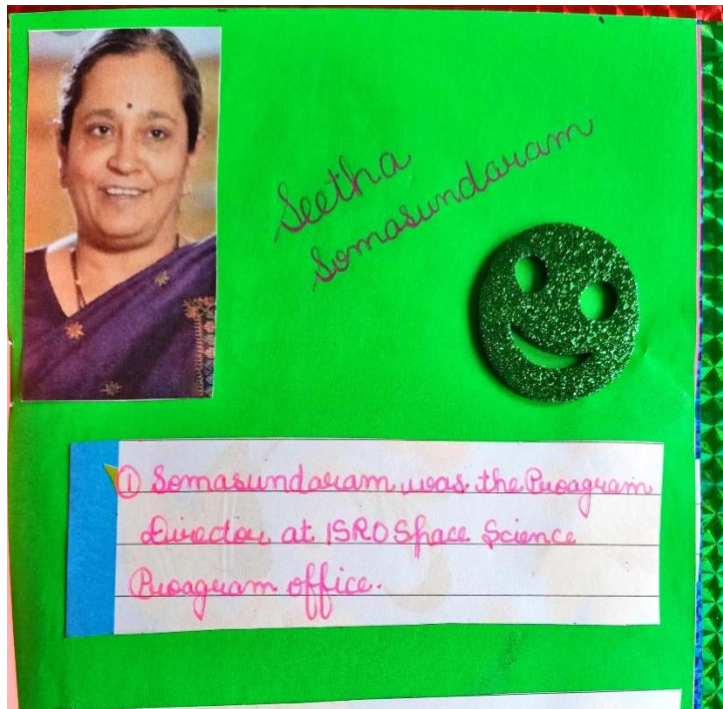
**Previous knowledge Testing** Students will be asked ...What is an atmosphere? How can we travel to space ? what are heavenly bodies? What do astronauts do in space?

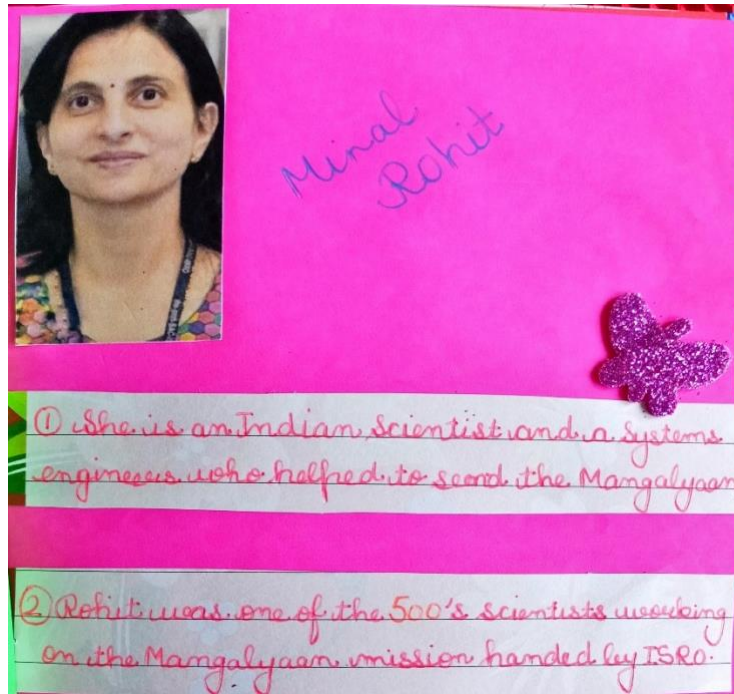
**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain heavenly bodies, atmosphere, space, spacecrafts, astronauts of India space food, aliens shown in movies, astronaut training etc. Lesson will be read by the students. Students will be taken to lab to show charts and models. New words will be underlined. Exercises will be done in the book.

**Flash card activity (Experiential Learning)**

Flash cards related to space and astronauts will be prepared. Students will be asked to pick a flash card and say a few lines on it.





**Art Integration** Students will be asked to paste pictures of three Indian Scientists and write their contribution. You can write a poem also.

**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know about the Project 'MARS ONE' Indians shortlisted for the next round and the design of human colonies on the planet MARS.

**Recapitulation** will be done. Oral revision will be given. Videos will be shown to them related to the lesson.

**Resources including ICT** eBooks, Internet,  
<https://youtube.com/watch?v=lagxlpCvMI4&feature=share>,  
<https://youtube.com/watch?v=JuzQrXOIGMw&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the text book, work book will be done. Revision assignment will be given Q/Ans in the work book 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 encouraged to read the lesson carefully and learn spellings as well as MCQs.

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

Flash card activity

Reading books

Watching videos

Models

Charts

Poem writing

Collaboration

Watch a short film 'SNAPSHOTS FROM AFAR'

**December**



## **Topic-L-11-Wildfire**

No. of days required to complete the topic-8

### **Learning Outcomes**

1 **Knowledge objective**-Students will be able to learn about wildfires, their causes and effects.

2 **Understanding objective**-Students will be able to understand the natural disasters.

3 **Application objective**-Students will be able to know how to control wildfires.

4 **Skill objective**-Students will be able to know about fire triangle and prevention of wildfires.

**Previous knowledge Testing** Students will be asked ...Do you know about any natural disaster that has occurred recently? Do you know that sometimes fire breaks out in forests? Have you heard about fire triangle?

**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain the definition of natural disasters. The reason of wildfires will be discussed. The importance of FIRE TRIANGLE wrt. heat source, fire and oxygen will be discussed. Control measures of wildfires and effects will be explained. Students will be taken to lab to show the models and charts on the topic. Lesson

will be read by the students. New words will be underlined. Exercises will be done in the book.

**Enactment (Experiential Learning)** Students will be encouraged to enact like a group of people who go to a forest and keep burning campfire resulting in wildfire.

**Art Integration** Students will be asked to write slogans on SAVE FORESTS and make everyone in their surroundings aware of human activities that lead to wildfires.



**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know that nine out of ten wildfires break out due to human activities. No burning material should be thrown away in a forest or woods. Forest fires help to burn thick layers of dried leaves and branches. They burn to produce ash that is rich in nutrients thereby helping in plant growth.

**Recapitulation** will be done. Oral revision

will be given. Videos will be shown related to the lesson.

**Resources including ICT** eBooks, Internet,

<https://youtube.com/watch?v=DNFJ4Y9aZ1s&feature=share>,

<https://youtube.com/watch?v=S38h6cjGg3k&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the text book, work book will be done. Q/Ans in the work book will be done Dictation test will be held. MCQ test 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 learn spellings They will be given a page for writing to improve.

**Inclusive practices and Full participation without discrimination**

Enactment

Reading books

Watching videos

Models

Charts

Slogan writing

Collaboration

## **L-12 (Cyclones and Floods)**

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

### **Learning Outcomes**

**1 Knowledge objective**-Students will be able to learn about cyclones, floods and their effects.

**2 Understanding objective**-Students will be able to understand that flood water may cover and wash away farms, roads, buildings etc.

**3 Application objective**-Students will be able to know that during such natural disasters, people need support, food and drinking water.

**4 Skill objective**-Students will be able to know about How does Govt. help the people in cyclone or flood affected area.

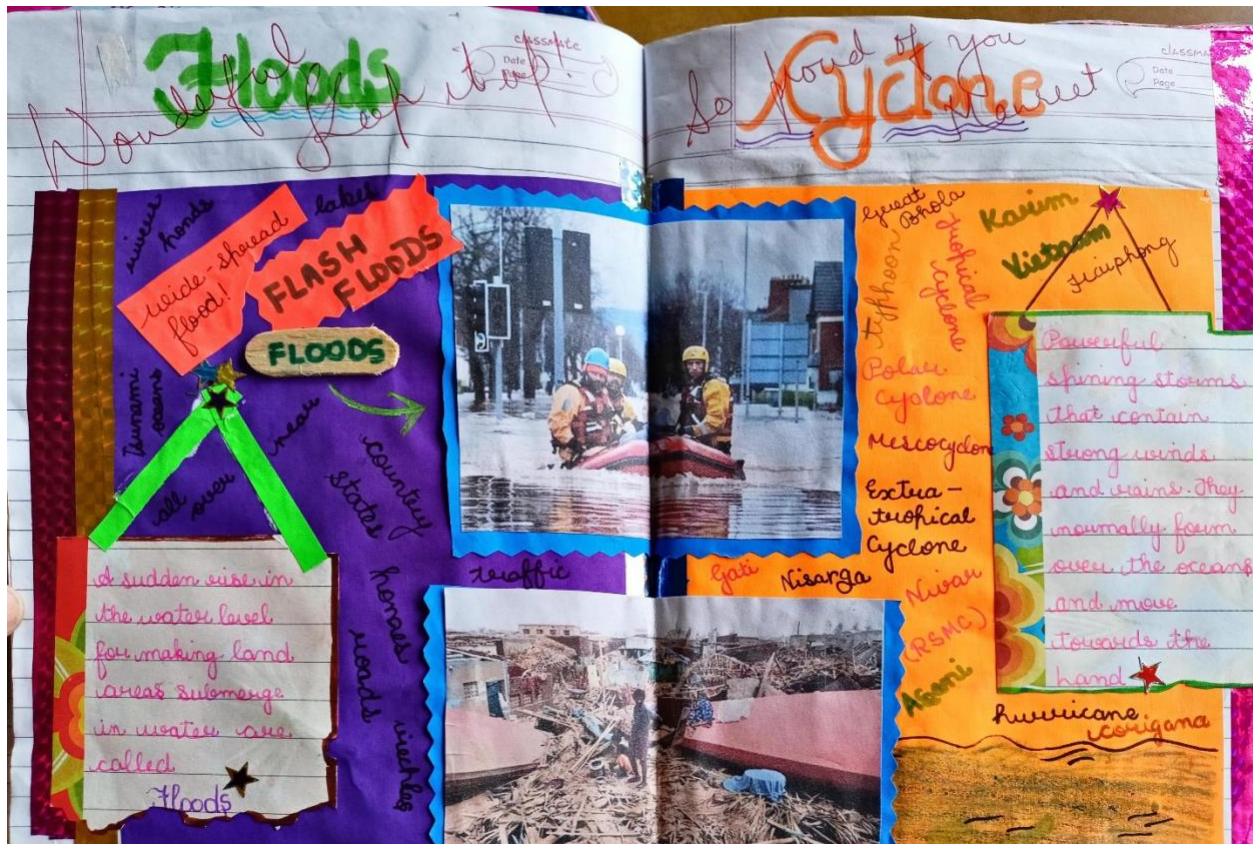
**Previous knowledge Testing** Students will be asked ...Do you know about any natural disaster that has occurred recently? What is the difference between a cyclone and wind? Flood is a certain rise in water level making land area submerge Have you ever seen flood?

**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain the cause and effects of cyclone and floods. Temporary shelters and medical camps will also be discussed. Interestingly cyclones are given names like Ockhi, Vardah, Hudhud and so on. Flood water can stay stagnant and may cause various diseases .The Govt. arranges rescue camps for the affected people.. will be explained. Students will be taken to lab to show the models and charts on the topic. Lesson will be read by the students. New words will be underlined. Exercises will be done in the book.

**Group activity(Experiential Learning)** Students will be perform group activity on flood and cyclone .They will learn the safety measures of the disasters.

**Art Integration** Students will be asked to prepare safety measures and share their knowledge regarding these disasters with their neighbours.They can make models on these topics.



.Interdisciplinary Linkages and infusion of Life Skills-Students will be able to know about disaster management. We all should know about safety measures when get trapped in this kind of situation.

**Recapitulation** will be done. Oral revision

will be given. Videos will be shown related to the lesson.

**Resources including ICT** eBooks, Internet,

<https://youtube.com/watch?v=qYJlrzIB8Kw&feature=share>,

[https://youtube.com/watch?v=Zf0\\_FNaVDcY&feature=share](https://youtube.com/watch?v=Zf0_FNaVDcY&feature=share)

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the work book will be done. Q/Ans in the work book will be done Dictation test will be held. MCQ test will be given. Practice sheet will be done.

**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 learn spellings They will be given a page for writing to improve.

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

Group activity

Reading books

Watching videos

Models

Charts

Banner writing

Collaboration

**January**

**L-13 (Earthquakes and Tsunami)**

No. of days required to complete the topic-10

**Learning Outcomes**

**1 Knowledge objective**-Students will be able to learn about Earthquakes, Tsunami and their effects.

**2 Understanding objective**-Students will be able to understand causes and harmful effects of earthquakes.

**3 Application objective**-Students will be able to know the precautions to earthquakes and tsunami.

**4 Skill objective**-Students will be able to know about How does Govt. help the people in relief camps, control earthquake and tsunami.

**Previous knowledge Testing** Students will be asked ...Do you know about any natural disaster that has occurred recently? Have you ever heard about tsunami? What happened in the earthquake in Indian ocean in 2004?

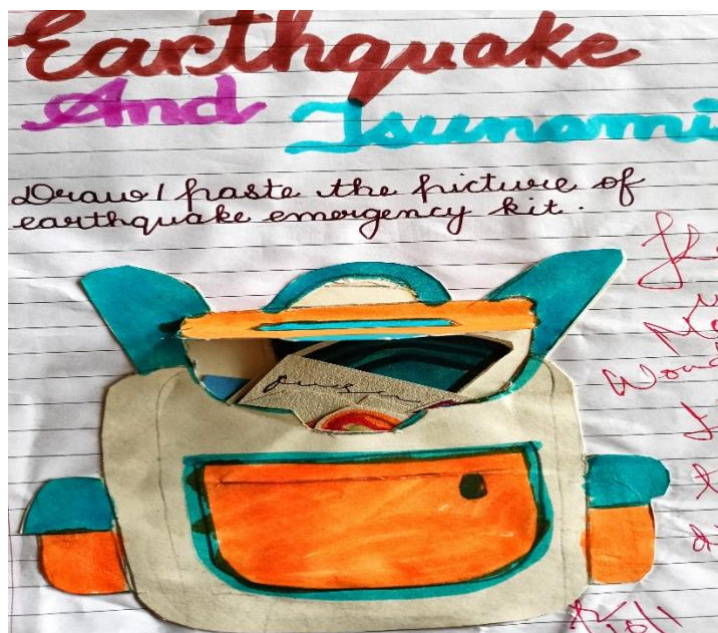
**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books



**Pedagogical Strategies** The teacher will explain the cause and effects of earthquakes and tsunami. How to prepare for natural disasters will be discussed. The Govt. arranges relief camps for the affected people.. will be explained. Pacific ring of fire ,harbor waves wrt broken layers of the earth will be explained. Students will be taken to lab to show the models and charts on the topic. Lesson will be read by the students.

New words will be underlined. Exercises will be done in the book  
**Hands on activity (Experiential Learning)** Students will take a few cardboard pieces. Arrange them on a table close to one another. Place a few pens,pencils,erasers sharpeners etc on them.Now pull two adjacent cards apart The things on them shake and tumble..Now push two cards against each other.Their edges may bend or one of them slide over the other. Earthquakes happen exactly like this.

**Art Integration** Students will be asked to prepare an earthquake safety kit ready for help in emergencies..



**Interdisciplinary Linkages and infusion of Life Skills**-Students will be able to know about disaster management. We all should know about safety measures when get trapped in this kind of situation.

**Recapitulation** will be done. Oral revision will be given. Videos will be shown related to the lesson.

**Resources including ICT** eBooks, Internet,  
<https://youtube.com/watch?v=dJpIU1rSOFY&feature=share>,  
<https://youtube.com/watch?v=yk1dLEZ6gbs&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the work book will be done. Q/Ans in the work book will be done Dictation test will be held. MCQ test will be given. Practice sheet will be done.

**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 learn spellings.

**Inclusive practices and Full participation without discrimination**

Hands on activity

Reading books

Watching videos

Models

Charts

Making of First aid kit

Collaboration

## **L-14 (Simple Machines)**

No. of days required to complete the topic-10

### **Learning Outcomes**

**1 Knowledge objective**-Students will be able to learn about what are simple machines?

**2 Understanding objective**-Students will able to understand the types of simple machines.

**3 Application objective**-Students will be able to know the uses of simple machines.

**4 Skill objective**-Students will be able to know about the simple machines in human body.

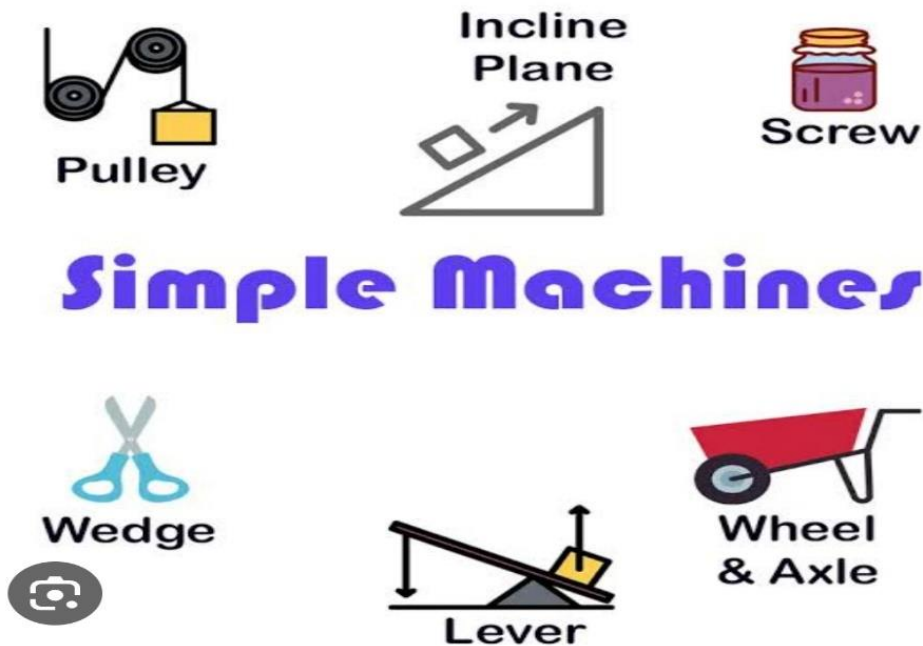
**Previous knowledge Testing** Students will be asked ...Have you ever played on a see saw? How can it lift you up and bring you down? How do people load and unload heavy loads? What does a carpenter use while fixing a nail in a wall? How do people draw water from a well?

**Teaching Aids** Chalk, Duster, board, chart, videos, models, lab, books

**Pedagogical Strategies** The teacher will explain the definition, types and examples of simple machines wrt inclined plane, pulley, wedge, screw, wheel and axle and lever. Various classes of lever will also be discussed. Students will be taken to lab to show the models and charts on the topic. Lesson will be read by the students. New words will be underlined. Exercises will be done in the book

**Group discussion (Experiential Learning)** Students will be divided into groups and they will discuss different types of simple machines. They can make models also.

**Art Integration** Students will be asked to show the positions of fulcrum, effort and load in a nail cutter, stapler and a scissors. They will also draw the diagrams.



**Interdisciplinary Linkages and infusion of Life Skills**-Simple machines are useful in many ways. Students will be encouraged to understand

the type of simple machine they are using in daily life and that our body parts also work like a simple machine. Teeth cut like wedge, knees and shoulder joints work like wheel and axle, bones and muscles act like levers. Joint where bones meet become fulcrum, muscles provide with the effort.

**Recapitulation** will be done. Oral revision

will be given. Videos will be shown related to the lesson.

**Resources including ICT** eBooks, Internet,

<https://youtube.com/watch?v=Uh0Dn6MAkFo&feature=share>,

<https://youtube.com/watch?v=tk9iUjMEnaY&feature=share>

**Assessment Items** -To check the conceptual clarity, various types of assessments will be done. Exercises in the work book will be done. Q/Ans in the work book will be done Dictation test will be held. MCQ test will be given. Practice sheet will be done. Diagrams will be drawn.

**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 learn spellings. Types of simple machines will be explained repeatedly.

**Inclusive practices and Full participation without discrimination**

Group Discussion

Reading books

Watching videos

Models

Charts

Leadership quality

Collaboration

## **February**

Revision tests for final examination

Completion of parameters

## **March**

Annual Examination

