

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/ Chapter	Chapter 1-Myself	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make learners know various details about themselves.
2. To make learners aware of their birthday and acquaint them with their peers.

Specific Objective:

1. To make learners identify their name, their age, their birthday, and the class that they study in.
2. To make learners introduce themselves in the class.

Learning Outcomes:

1. Learners begin to speak their name, their age, their birthday, and the class that they study.
2. Learners begin to introduce themselves in the class.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Learners/Pre-preparation Before Taking the Session:

1. To collect data about the name, the birth date, and age of all the students in the class.
2. To prepare name tags of all the students of the class.
3. To explore different activities to be conducted in the class for introducing students to each other.

Teaching Aids:

1. Stationery/TL Aids: Name tags and soft ball
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:.

Methodology:

Session/Period 1 (Topic): Name, Age, and Birthday

Aim: To make learners identify their name, their age, their birthday, and the class that they study in.

Strategy: The teacher to:

- ❖ Lay the name tags in front of the students and call out their names loudly.
- ❖ Encourage the students to raise their hands and say “YES” aloud when they hear their name.
- ❖ Hand over the tags to the students and help them pin their names.

- ❖ Discuss their birthdate and the age from the collected data.
- ❖ Inform the students that the class that they study in is LKG.

Expected Skills achieved by the learners: Development of communication and early language, literacy, and numeracy

Session/Period 2 (Topic): Introduction to the Class

Aim: To make learners introduce themselves in the class.

Strategy: The teacher to:

- ❖ Instruct learners to sit in a circle.
- ❖ Instruct learners to pass the soft ball to the student sitting next to them.
- ❖ Make the learners pass the ball through the entire circle.
- ❖ Ask the learner holding the ball to introduce their name and their birth date to the students.
- ❖ Pass the ball and instruct learners to say their name and their birth date in the similar way one by one.

Expected Skills achieved by the learners: Cognitive skills, sensory skills, and Development of communication and early language, literacy, and numeracy

Activities /Project /Integration/Research Work:

1. **Integration:** ((Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.

Public Speaking

The teacher to encourage students to come in front of the class and share about one thing they like.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do page-9 of the main book as class work.
(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered as class work.)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to recite the lines of the poem on page-

10 of the main book and instruct the students to repeat after them.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the birthdays of different students.

Note: – Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-5 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have an interactive session with the learners about discuss and the name, birth date, and the age of some of the students in the class.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 2-My Body	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make learners identify their different body parts and also name them.
2. To make the learners understand the uses of different body parts.

Specific Objective:

1. To make learners recognise their body parts and name them.
2. To make the learners understand the uses of different body parts.

Learning Outcomes:

1. Learners begin to recognise their body parts and name them.
2. Learners begin to understand the uses of different body parts.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Learners/Pre-preparation Before Taking the Session:

1. To explore different activities to help the learners recognise and name their body parts.
2. To plan out certain activities that will help the learners understand the uses of different body parts.

Teaching Aids

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Session/Period 1(Topic) : Recognising Body Parts

Aim: To make learners recognise their body parts and name them.

Strategy: The teacher to:

- ❖ Take the learners outside in the play area/open space where they can see plants and flowers.
- ❖ Ask the following questions to the learners and elicit responses from them.
 - a. If you want to smell the flowers which body part will you use?
 - b. If you want to touch and feel the plant, which body part will you use?
 - c. For seeing the plants around, which body part are you using?
- ❖ Similarly, elicit responses from the learners on the uses of different parts of the body.

- ❖ Answer their queries, if they have any.
- ❖ **Expected Skills achieved by the learners:** Cognitive skills, sensory skills, and Development of communication and early language, literacy, and numeracy

Activities /Project /Integration/Research Work:

1. **Integration:** ((Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to provide some clay to the learners and instruct them to make any of the body parts of their own choice.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the learners to do the related pages of the main book as class work.
(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered as class work.)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to instruct the learners to tell the names of their body parts by pointing at them.

Revision:

1. As a revision, teacher to discuss the uses of different body parts.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

1. The teacher to ask the learners do the page-6 of the workbook.

Assessment Means:

1. Have an interactive session with the learners about the uses of different body

parts.

(To be further decided by the teacher to assess the learners by oral test/ interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 4-My Senses	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners identify their five senses which are their sense organs.
2. To make the learners understand the use of each of their five senses for identifying different objects surrounding them.

Specific Objective:

1. To make the learners identify the sense organs.

2. To make the learners use each of their five senses for identifying different objects.

Learning Outcomes:

1. Learners begin to identify their sense organs.
2. Learners begin to understand and use their five senses for identifying different objects.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Learners/Pre-preparation Before Taking the Session:

1. To explore different activities to make the learners understand about the sense organs and their uses.

Teaching Aids

1. Stationery/TL Aids: marbles, beans, water, cloves, cardamom, or any other eatables, lemon juice and sugar (for different stations)
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://youtu.be/q1xNuU7gaAQ>

Session/Period 1(Topic): Identifying the Sense Organs

Aim: To make the learners identify the sense organs.

Strategy: The teacher to:

- ❖ Take the learners out in the open space and instruct them to observe and list down the things that they can see like plants, flowers, playground, etc.
- ❖ After a while, instruct them to list down few sounds that they hear.
- ❖ Instruct them to smell different flowers.
- ❖ Lead a discussion on the same and introduce the three sense organs—eyes, ears, and nose.

- ❖ Take them back to the class and ask them to touch and feel different objects with them or let them identify different objects with rough and smooth surfaces from the classroom environment.
- ❖ Ask them the following questions to elicit responses for taste.
 - a. How does a lemon taste?
 - b. What is the taste of a chickoo?
- ❖ Introduce the rest of the two sense organs—skin and tongue.

Expected Skills achieved by the learners: Fine motor, Gross motor, and Kinesthetic
Session/Period 2 (Topic): Uses of Five Senses

Aim: To make the learners use each of their five senses for identifying different objects.

Strategy: The teacher to:

Activities /Project /Integration/Research Work:

1. Integration: (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to make the learners draw their sense organs.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do the related pages of the main book as class work.

(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to show a video on sense organs to the learners.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the uses of different sense organs.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-7 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have a discussion with the learners on how they use their senses and how often they go outside with their parents or on a trip.

(To be further decided by the teacher to assess the learners by oral test/ interactive session/activity)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 5-My Family	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make the learners understand the types of families and use correct vocabulary with proper pronunciation for their family members.
2. To make the learners understand the importance of family members by knowing each other's roles and responsibilities.

Specific Objective:

1. To make the learners understand the types of families and the vocabulary related to family members.
2. To make the learners understand the importance of family members.

Learning Outcomes:

1. Learners describe their family members using the correct vocabulary.
2. Learners begin to understand the importance of family members and respect each of the family members.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore about different activities through which learners can be engaged in understanding the vocabulary related to family members.
2. To plan out value added sessions wherein the learners will be able to understand the importance of their family members.

Teaching Aids

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media /Video link:

Session/Period 1(Topic): Vocabulary Related to Family Members

Aim: To make the learners understand the vocabulary related to family members.

Strategy: The teacher to:

- ❖ Conduct circle time with the learners to have a discussion about their family members.
- ❖ Describe words related to family members with correct pronunciation and write the same on the board.

- ❖ Explain the learners about big family and small family.
- ❖ Read aloud from pages 20 in main book and bring the family tree to the learners' notice which is given on page 21.
- ❖ Conclude the session by asking the learners to describe a few words about their family members.

Expected Skills achieved by the learners: Literacy and Early Communication

Methodology:

Session/Period 2 (Topic): Importance of Family Members

Aim: To make the learners understand the importance of family members.

Strategy: The teacher to:

- ❖ Ask the following questions to the learners.
 - a. What are the roles of your family members?
 - b. How do you help your family members?
- ❖ Encourage the learners to talk about the different roles of their family members.
- ❖ Emphasise that the roles of different family members are different in all families.
- ❖ Read aloud the rhyme given on page 23 of main book.
- ❖ Instruct the learners to repeat the same.

Expected Skills achieved by the learners: Literacy and Early Communication

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to instruct the learners to create their own family tree by drawing or pasting pictures of their family members.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to encourage the learners to talk about any memorable incident with their family.

(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to talk about different types of families –big and small.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the vocabulary related to family members and how families love and support each other.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do page-8 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Encourage the learners to describe their family members using some words from their mother tongue.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 6 and 7-Fruit Day and Vegetables	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make the learners become familiar with different fruits and name them.
2. To make the learners become familiar with different vegetables and name them.
3. To make the learners understand why eating different fruits and vegetables is good for our health and the importance of the same.

Specific Objective:

1. To make the learners identify different fruits.
2. To make the learners identify different vegetables.
3. To make the learners understand the importance of eating different fruits and vegetables.

Learning Outcomes:

1. Learners begin to identify and describe different fruits by using the correct vocabulary.
2. Learners begin to identify and describe different vegetables by using the correct vocabulary.
3. Learners begin to understand the importance of eating different fruits and vegetables.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways in which the learners can identify different fruits and vegetables using the correct vocabulary.
2. To research on activities to be done with the learners to make them understand the importance of eating different fruits and vegetables.

Teaching Aids

1. Stationery/TL Aids: Fruit chart, Vegetable chart, Clay
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology: (Pls add more sessions/periods and details if required)

Session/Period 1 (Topic): Fruits

Aim: To make the learners identify different fruits.

Strategy: The teacher to:

- ❖ Conduct a circle time with the learners to discuss different fruits that they like to eat.
- ❖ Show them a fruit chart and let them identify the name of the fruits one after the other.
- ❖ Have a discussion on the different types of fruits that we eat.
- ❖ Also elicit responses from the learners regarding the fruits that have seeds and the fruits that do not have seeds.
- ❖ Discuss about the fruits that can be eaten without removing their outer skin.
- ❖ Read aloud the names of fruits and let the learners also repeat them with the correct vocabulary.

Expected Skills achieved by the learners: Literacy and Cognitive

Session/Period 2 (Topic): Vegetables

Aim: To make the learners identify different vegetables.

Strategy: The teacher to:

- ❖ Start the session by asking the learners which vegetables they ate the previous day.
- ❖ Ask them about their favourite vegetables.
- ❖ Show them a vegetable chart and say the names of different vegetables.
- ❖ Make them read aloud the names of different vegetables given in the textbook using the correct vocabulary.

Expected Skills achieved by the learners: Literacy and Cognitive

Session/Period 3 (Topic): Importance of Eating Fruits and Vegetables

Aim: To make the learners understand the importance of eating different fruits and vegetables.

Strategy: The teacher to:

- ❖ Ask the students why we eat food.
- ❖ Elicit responses from the learners and note down the key pointers on the board.
- ❖ Ask them why we need to eat different fruits and vegetables.

- ❖ Explain them how fruits and vegetables are very important for our health as they help us grow and keep us safe from various diseases.
- ❖ Emphasise why eating all the fruits and vegetables is very important.

Expected Skills achieved by the learners: Cognitive and Early Communication

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to instruct the learners to make 1 fruit and 1 vegetable of their own choice using the clay.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to encourage the learners to say the names of different fruits and vegetables using the correct vocabulary.
(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher make the learners do the related pages of the textbook.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the importance of eating fruits and vegetables.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the related pages of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have an interactive session with the learners on discussing the importance of

fruits and vegetables.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

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Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 8 and 9-Animals Around Us, Wild Animals	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners understand about pet animals and domestic animals and also understand their uses.
2. To make the learners understand about wild animals.

Specific Objective:

1. To make the learners understand and identify pet animals, domestic animals and their usefulness.
2. To make the learners understand and identify wild animals.

Learning Outcomes:

1. Learners begin to differentiate between pet animals and domestic animals, and also understand the usefulness of the animals.
2. Learners begin to identify the wild animals.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways in which the topic of pet animals, domestic animals and wild animals can be explained to the learners.
2. To explore different ways in which the learners can be explained the usefulness of different animals.

Teaching Aids

1. Stationery/TL Aids:
2. Printed Material/Books: Boo
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology: (Pls add more sessions/periods and details if required)

Session/Period 1(Topic): Pet Animals and Domestic Animals

Aim: To make the learners understand and identify pet animals and domestic animals.

Strategy: The teacher to:

- ❖ Ask the learners how many of them have pets in their homes.

- ❖ Discuss how they take care of their pets.
- ❖ List down the names of different pet animals on the board.
- ❖ Explain to the students that the animals that live with us in our homes are considered as pet animals.
- ❖ Discuss about the animals that live on a farm. Bring to their notice page no. 31 of the main book to see different farm animals.
- ❖ Tell them that the animals that live on the farm are called domestic animals.
- ❖ Discuss with them how different animals are useful to us and also elicit responses from the learners regarding the same.
- ❖ Conclude the session by listing the names of different pet animals and domestic animals on the board and reading them aloud.

Expected Skills achieved by the learners: Literacy and Cognitive

Session/Period 2 (Topic): Wild Animals

Aim: To make the learners understand and identify wild animals.

Strategy: The teacher to:

- ❖ Reiterate the learnings of the previous session.
- ❖ Discuss about the animals that live in the jungle and in the zoo.
- ❖ Elicit responses from the learners on the names of different wild animals and write the same on the board.
- ❖ Take them through page no. 34 and 35 of the main book to see different wild animals.
- ❖ Ask them which wild animals they have seen.

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Storytelling

The teacher to tell the learners any story related to animals.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to make the learners do the related pages of the mainbook as their class work.

(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to discuss about the difference between the pet animals, domestic animals, and wild animals.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the importance of animals to us.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to instruct the learners do the related pages of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have an interactive session with the learners to discuss the things that we get from animals.

(To be further decided by the teacher to assess the learners by oral test/ interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 10-Travel	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners understand the three means of transportation and the vehicles used therein.
2. To make the learners choose or analyse the appropriate means of transportation.

Specific Objective:

1. To make the learners understand the three means of transportation.

2. To make the learners understand which means of transportation is appropriate to travel—within the city, outside the city, outside the country.

Learning Outcomes:

1. Learners understand the three means of transportation.
2. Learners choose or analyse the appropriate means of transportation.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways in which the learners can be explained the topic of means of transportation.
2. To explore different ways in which the learners can analyse appropriate means of transportation.

Teaching Aids

1. Stationery/TL Aids: Flash cards of means of transportation, clay dough
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: :

Methodology : (Pls add more sessions/periods and details if required)

Session/Period 1(Topic) : Means of Transportation

Aim : To make the learners understand the three means of transportation

Strategy : The teacher to:

- ❖ Ask the following questions from the learners.
 - a. How do you come to school?
 - b. Have you ever travelled in a bus or a train?
 - c. Have you ever travelled in an airplane?
- ❖ Elicit responses from the learners on different means of transportation.

- ❖ Explain about different means of transportation—land transport, air transport, and water transport.
- ❖ List down the names of vehicles under land transport, air transport, and water transport on the board.
- ❖ Show flash cards of different means of transportation.

Expected Skills achieved by the learners: Literacy and Cognitive

Session/Period 2 (Topic) : Choosing Appropriate Means of Transportation

Aim: To make the learners understand which means of transportation is appropriate to travel—within the city, outside the city, outside the country

Strategy: The teacher to:

- ❖ Ask the following questions from the learners.
 - (a) If you want to travel within the city, which means of transport will you use?
 - (b) If you want to travel from one state to another, which means of transport will you use?
 - (c) If someone wants to travel from one country to another, which means of transport will they use?
- ❖ Explain when to choose which means of transportation and let them analyse the same.

Expected Skills achieved by the learners: Cognitive and Early Communication

Activities /Project /Integration/Research Work:

1. Integration: (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to instruct the learners to make any means of transportation using the clay dough given to them.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to make the learners do page no. 40 and 41 of the main book as their classwork.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to revise the concept of means of transportation.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to list down the names of different types of vehicles on the board and categorise them under different heads of land transport, water transport and air transport.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-14 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Encourage the learners to share the name of the means of transportation that is used in their routine life, i.e. while coming and going to school, while going out with their parents and so on.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 11 - Colours	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners recognise different colours in their surroundings.
2. To make the learners identify different objects from their daily life based on their colours.

Specific Objective:

1. To make the learners recognise different colours.
2. To make the learners identify different objects based on their colours.

Learning Outcomes:

1. Learners begin to recognise different colours.
2. Learners begin to identify different objects based on their colours.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways in which the concept of colours can be introduced.
2. To explore different ways in which the learners can identify different objects based on their colours.

Teaching Aids

1. Stationery/TL Aids: Flash cards of colour, any available manipulatives (to show their colours)
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Session/Period 1(Topic) : Recognition of Colours

Aim : To make the learners recognise different colours.

Strategy : The teacher to:

- ❖ Instruct the learners to play the game ‘Colour, Colour, Which Colour?’
- ❖ In this game, learners will ask the teacher ‘Colour, Colour, which Colour?’ And the teacher has to say the name of the colours one after the other and the learners have to touch those objects of the same colour.
- ❖ Continue this warm-up activity until all the colours mentioned in the main book are covered.
- ❖ Show flash cards of colours to the learners, one after the other, and introduce the name of the colours one after the other.
- ❖ List the name of the colours on the board and read them aloud.

Expected Skills achieved by the learners : Literacy and Kinesthetic

Session/Period 2 (Topic) : Objects and Their Colours

Aim : To make the learners identify different objects based on their colours.

Strategy : The teacher to:

- ❖ Show different objects in the classroom surroundings like the board, pencil, floor, or any other classroom objects.
- ❖ Show them the green board and ask them to think of other green objects and say the name of the same.
- ❖ Brainstorm the learners to identify different objects based on colours.
- ❖ Show them different objects from page no. 44 of the main book and elicit responses from them on the basis of colours.

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to instruct the learners to draw any two objects of different colours.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to encourage the learners to do the picture talk given on page no.43 of the main book.

(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered as class work.)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to show any available manipulatives of different colours to the learners.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to make the learners do page no. 15 of the workbook.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home:

1. The teacher to ask the learners do the page-45 of the main book.

Assessment Means: (Pls add more if need be as per the plan)

1. Encourage the learners to talk about the colour of any 5 objects at their home.
(To be further decided by the teacher to assess the learners by oral test/ interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 12-Air and Water	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners understand the uses and importance of air.
2. To make the learners understand the importance of water.

Specific Objective:

1. To make the learners understand the uses and importance of air.
2. To make the learners understand the importance of water.

Learning Outcomes:

1. Learners begin to understand the uses and importance of air.
2. Learners begin to understand the importance of water.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

- 1.
- 2.
- 3.

Teaching Aids

1. Stationery/TL Aids: popsicle sticks, rubber bands, small paper cut-outs
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: https://youtu.be/_jF-4QRoQ7U

Session/Period 1(Topic): Uses and Importance of Air

Aim: To make the learners understand the uses and importance of air.

Strategy: The teacher to:

- ❖ Demonstrate by blowing a balloon and ask the learners, 'What did I blow inside the balloon?'
- ❖ Show inflated and deflated balloons to the learners and elicit responses from them to identify the differences between them.
- ❖ Explain the uses of air and also tell them how air is important for our existence.
- ❖ List the pointers of importance of air on the board.

Expected Skills achieved by the learners: Literacy and Sensory

Session/Period 2 (Topic): Importance of Water

Aim: To make the learners understand the importance of water.

Strategy: The teacher to:

- ❖ Elicit responses from the learners on the uses of water in their daily life.
- ❖ List down the uses of water on the board.
- ❖ Explain about the uses of water to the learners.

Expected Skills achieved by the learners: Literacy

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to instruct the learners how to make a harmonica using the popsicle sticks and rubber bands.

https://youtu.be/_jF-4QRoQ7U

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to make the learners do page no. 48 as classwork.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, the teacher to reiterate the concepts of importance of air and water.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-16 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Encourage the learners to talk about any four uses of water at their home.

(To be further decided by the teacher to assess the learners by oral test/interactive

session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/Chapter	Chapter 13,14-Fancy Dress and Clothes	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make the learners understand vocabulary related to different types of clothes that they wear in their daily life.
2. To make the learners understand about different clothing items that are worn on different occasions.

Specific Objective:

1. To make the learners understand different vocabulary related to different types of clothes that they wear in their daily life.
2. To make the learners understand about different clothing items that are worn on different occasions.

Learning Outcomes:

1. Learners begin to understand vocabulary related to different types of clothes.
2. Learners begin to understand about different clothing items that are worn on different occasions.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

Teaching Aids

1. Stationery/TL Aids: flash cards of different clothes
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology : (Pls add more sessions/periods and details if required)

Session/Period 1(Topic) : Vocabulary Related to Different Types of Clothes

Aim : To make the learners understand vocabulary related to different types of clothes.

Strategy : The teacher to:

- ❖ Show flashcards of different clothes to the learners.
- ❖ Introduce vocabulary like shorts, pants, t-shirt, kurta-pyjama, salwar-kameez, and frock.

- ❖ Also, list down these terms on the board.
- ❖ Also elicit responses from the learners on their favourite clothing.

Expected Skills achieved by the learners: Literacy and Sensory

Session/Period 2 (Topic) : Different clothing items

Aim : To make the learners understand about different clothing items that are worn on different occasions.

Strategy : The teacher to:

- ❖ Ask the learners which are the different types of clothing they wear on different occasions, i.e. on different festivals.
- ❖ Elicit responses from the learners on the same.
- ❖ List down the names of clothes that people wear on different occasions on the board (note down the key responses of the learners)

Expected Skills achieved by the learners: Literacy and Cognitive

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Art and Craft

The teacher to instruct the learners to draw and colour any 2 different clothing items.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to revise the concept of different types of clothes.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, the teacher to reiterate different clothing items that we wear on different occasions.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-17 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Encourage the learners to speak about different clothing items that they wear in their culture during festivities.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/ Chapter	Chapter 16 - House	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make learners understand the importance of living in a house.
2. To teach the learners about the vocabulary of different rooms in the house.
3. To enable learners to recognise different types of houses.

Specific Objective:

1. Learners will be able to tell why people live in a house.

2. Learners will be able to name the different rooms in a house.
3. Learners will be able to identify different kinds of houses.

Learning Outcomes:

1. Learners begin to understand why people live in a house.
2. Learners begin to say the names of different rooms in the house.
3. Learners begin to identify the different kinds of houses.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways to explain the different rooms in a house.
2. To explore different activities to be conducted in the class for recognising different types of houses.

Teaching Aids

1. Stationery/TL Aids: Flashcards
2. Printed Material/Books: Book and flashcards of living room, bedroom, kitchen, dining room, bathroom, tent, igloo, houseboat, and caravan
3. Worksheets/Workbook: Workbook and worksheet
4. Multi media / Video link: <https://www.youtube.com/watch?v=qZyJPZxsmZk>
<https://www.youtube.com/watch?v=TbfaacV1s6k>

Session/Period 1(Topic) : Why Do We Live in a House?

Aim : To make learners understand why people live in a house.

Strategy : The teacher to:

- ❖ Ask the learners the following questions.
 - (a) Where do you live- in a flat or an apartment?
 - (b) What would happen if you would go out in the rain?
 - (c) Would you go out if it is too hot outside?

(d) Who all live in your house?

- ❖ Explain the students that a house protects us from heat, cold, and rain.
- ❖ Elaborate to the students that various family members live in the house and one feels safe inside the house.

Expected Skills achieved by the learners: Cognitive development

Session/Period 2 (Topic) : Rooms of the House

Aim: To make learners name the different rooms in a house.

Strategy : The teacher to:

- ❖ Show the house song video.
- ❖ Recite the house song and ask the students to repeat.
- ❖ Describe various rooms in the house and discuss the importance of each room in the house.
- ❖ Display the flashcards and play a game with students.
- ❖ Ask each student one by one to come and touch the flashcard of the room where they perform activities like- watch tv, cook food, sleep, take a bath, etc.

Expected Skills achieved by the learners: Cognitive development and physical and motor development.

Session/Period 3 (Topic): Types of Houses

Aim: To make learners identify different kinds of houses.

Strategy: The teacher to:

- ❖ Show the types of houses video.
- ❖ Discuss the various types of houses.
- ❖ Say the names of the types of houses and make the students repeat.

Expected Skills achieved by the learners: Cognitive development and social-emotional-ethical development

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Sticking Pictures

The teacher to provide a worksheet with an empty house and pictures of different rooms

to the students. The students can then stick the pictures of different rooms in the house.

2. (Pls specify about project work / research work and details as per the activities)

The students to find out more about different types of houses from YouTube videos.

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do page-58 and 59 of the main book as class work.

(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to make the students do page 18 of the workbook.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the names of the different rooms in the house.

Note : Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-19 of the workbook.

Assessment Means : (Pls add more if need be as per the plan)

1. Have an interactive session with the learners about the types of houses and their need with the students in the class.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

LESSON PLAN

EVS FS-2

Date (Date/Period Of Execution)			
Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/ Chapter	Chapter 17 – Our Helpers	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make learners understand the meaning of helpers.
2. To make learners identify and name the helpers like florist, doctor, electrician, nurse, policeman, teacher, and firefighter.

Specific Objective:

1. Learners will be able to tell how various people help us.

2. Learners will be able to name different helpers.

Learning Outcomes:

1. Learners begin to explain how various people help us.
2. Learners begin to say the names of different helpers.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways to identify different helpers.
2. To explore different activities to be conducted in the class for recognising the role of different helpers.

Teaching Aids

1. Stationery/TL Aids: Colourful sheet, crayons, pencil, eraser
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology: (Pls add more sessions/periods and details if required)

Session/Period 1(Topic): Role of Helpers

Aim: To make learners understand the role that helpers play in the society.

Strategy: The teacher to:

- ❖ Ask the learners the following questions.
 - (a) Where does your mother work?
 - (b) Where does your father work?
 - (c) Where would you go if you want to buy cake?
 - (d) Who drives the school bus when you come to school?
- ❖ List down different jobs that helpers do in the community.

Expected Skills achieved by the learners: Cognitive development and social-emotional-ethical development

Session/Period 2 (Topic): Names of the Helpers

Aim: To make learners name the different helpers.

Strategy: The teacher to:

- ❖ Inform the students a few days prior and arrange a fancy dress competition where they dress as helpers.
- ❖ Discuss with the students the role of different helpers in the class.
- ❖ Ask the student to think and share what they would like to become when they grow up.

Expected Skills achieved by the learners: Cognitive development and physical and motor development

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Card Making

The teacher to ask the students to make a 'Thank You' card for the helpers around them and give it to them. The teacher should guide and help the students wherever there is a need.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do page-62 of the main book as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to recite the poem on page 63 of the main book and ask the students to repeat.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the names of the different helpers.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-20 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have an interactive session with the learners about the roles of the helpers with the students in the class.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

EVS FS-2

Date (Date/Period Of Execution)			
Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/ Chapter	Chapter 18 –Places Around Us	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make learners aware of the art of storytelling and the importance of the places in our neighbourhood.
2. To make learners identify and name the places in the neighbourhood like parks, post office, market, hospital, fire station, bank, and school.

Specific Objective:

1. Learners will be able to understand how the places around us are useful.
2. Learners will be able to name the different places in the neighbourhood.

Learning Outcomes:

1. Learners begin to understand how the places around us are useful.
2. Learners begin to say the names the different places in the neighbourhood.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways to understand how the places around us are useful.
2. To explore different activities to be conducted in the class for recognizing the names of different places in the neighbourhood.

Teaching Aids

1. Stationery/TL Aids: Flashcards with the names and pictures of different places like post office, library, school, fire station, hospital, market, bank, park, etc.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology: (Pls add more sessions/periods and details if required)

Session/Period 1(Topic): Where are we going?

Aim: To make learners understand how the places around us are useful.

Strategy: The teacher to:

- (i) Play a game with the students- Snake follow.
- (ii) Arrange the flashcards of various places in different places in a play room
- (iii) Instruct the students to hold hands and form a straight line, as if it were a snake.

- (iv) Say out loud the activities that can be performed in a particular place, for example- I want to play and swing and slide. The students should then visit the place with the picture of a park. Different activities can then be said out loud and line of students will reach the place together while holding each other's hands.

Expected Skills achieved by the learners: Physical and motor development

Session/Period 2 (Topic): Names of the places around us.

Aim: To make learners name the different helpers.

Strategy: The teacher to:

- ❖ Raise the flashcards with the pictures and names of the places printed on it.
- ❖ Say the name and instruct the students to repeat the name of the place out loud.

Expected Skills achieved by the learners: Cognitive development

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling etc)

Narrating an episode

The teacher to encourage the students to come forward and narrate what they do if they go to a park, a school, a hospital, a market, etc.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do page-66 of the main book as class work.
(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to ask the learners to complete page 67 of the mainbook.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to discuss the names of the different places in the neighbourhood.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-21 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have an interactive session with the learners about the roles of the helpers with the students in the class.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/ Chapter	Chapter 19 – Keeping Fit	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make learners understand the importance of keeping fit.
2. To make learners list the activities like brushing the teeth twice daily, taking a bath everyday, eating healthy and fresh food, washing hands before and after eating, and playing and practicing yoga every day.

Specific Objective:

1. Learners will be able to understand the importance of staying healthy.
2. Learners will be able to list various habits that should be followed regularly to stay healthy.

Learning Outcomes:

1. Learners begin to understand the importance of staying healthy.
2. Learners begin to understand various habits that should be followed regularly to stay healthy.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways to understand the importance of keeping fit.
2. To explore different activities to be conducted in the class for listing good habits.

Teaching Aids

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology: (Pls add more sessions/periods and details if required)

Session/Period 1(Topic): Importance of Staying Healthy

Aim: To make learners understand the importance of staying healthy.

Strategy: The teacher to:

- ❖ Ask the students the following questions.
 - (a) How did you look like when you were a baby?
 - (b) How do you look different now?

(c) How do you think you would look 10 years from now?

- ❖ Discuss the importance of staying healthy.
- ❖ Ask the students what they do daily to stay healthy.

Expected Skills achieved by the learners: Cognitive development

Session/Period 2(Topic): Good Habits

Aim: To make learners list various habits that should be followed regularly to stay healthy.

Strategy: The teacher to:

- ❖ List down various good habits on the board.
- ❖ Make the students repeat the habits written on the board.
- ❖ Pick one action for each habit so that students can remember the habits easily.

Expected Skills achieved by the learners: Physical and motor development

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

My growth

The teacher to encourage the students to stick a picture of them as a baby, as a toddler and a picture of them now.

2. (Pls specify about project work / research work and details as per the activities)
The students to perform fun exercises at their home, record a short video and share it with the teacher. The teacher to show all the videos in the class.

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do page-69 of the main book as class work.
(The teacher may use the teaching aids and discussion to give repetition/ practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to recite the poem on page 69 of the main book and ask the students to repeat after him/her.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to ask the students to list down the good habits with the

help of actions.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-22 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. Have an interactive session with the learners about importance of good health with the students in the class.

(To be further decided by the teacher to assess the learners by oral test/ interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

LESSON PLAN

EVS FS-2

Date

(Date/Period Of Execution)

Class LKG	Section _____ (To Be Filled By The Teacher)	No. of Learners (To Be Filled By The Teacher)	_____ Learners
Subject	EVS	Duration of Period	_____ Minutes
Theme/Content/ Chapter	Chapter 20 – Weather	Unit/Sub-Unit	
Name of The Teacher(S) (To Be Filled By The Teacher)			_____

Stage 1- Desired Results

General Objective:

1. To make learners understand the different types of weather like sunny, cloudy, rainy, and snowy.

Specific Objective:

1. Learners will be able to name various types of weather conditions.

Learning Outcomes:

1. Learners begin to name various types of weather conditions.

Stage 2- Learning Plan

Pre-Preparation Before taking the Session:

1. To explore different ways to understand the various types of weather conditions.
2. To explore different activities to be conducted in the class for listing the types of weather.

Teaching Aids

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook and weather worksheet- rainy, sunny, snowy, and cloudy
4. Multi media / Video link: <https://www.youtube.com/watch?v=rD6FRD-d9Hew>

Methodology: (Pls add more sessions/periods and details if required)

Session/Period 1(Topic): Types of Weather

Aim: To make learners understand the importance of staying healthy.

Strategy: The teacher to:

- ❖ Show various pictures to the students and ask them to guess the weather based on the activity shown in the picture. For example- A boy eating ice cream, a girl holding an umbrella, a boy wearing a sweater, a girl making a snow man, etc.
- ❖ List down the various types of weather on the board.
- ❖ Instruct the students to say the names of the types of weather out loud.

Expected Skills achieved by the learners: Cognitive development

Activities /Project /Integration/Research Work:

1. **Integration:** (Pls specify the details of integration of the above methods across subjects and/or integration with art and craft, sports, storytelling, etc.)

Types of Weather

The teacher to give a worksheet where students can colour different types of weather and fill in the letters to name the weather.

2. (Pls specify about project work / research work and details as per the activities)

NIL

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Teacher to ask the learners to do page-71 of the main book as class work.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. To reinforce the concepts, the teacher to show the video on weather.

Revision: (Pls write the key points that teacher will revise)

1. As a revision, teacher to ask the students to list down the types of weather.

Note: Respective teacher to further plan the session based on the understanding reflected by the learners in the class. Teacher can also suggest the learners to inquire further.

Homework/Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-23 of the workbook.

Assessment Means: (Pls add more if need be as per the plan)

1. The teacher to ask the learners do the page-24 of the workbook.

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP