

# LESSON PLAN

EVS FS-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	I Am Growing	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand the changes that occur as one grows up.
2. To get an idea of how one is different from another person.
3. To understand the things that one does daily and that one does during free time.

### Specific Objective:

1. To identify the changes in the looks, likes, and dislikes as one grows up.
2. To recognise the things that make each one special.
3. To differentiate between hobbies and routine work.

### Learning Outcomes:

1. Learners begin to identify the changes in the looks, likes, and dislikes as one grows up.
2. Learners begin to recognise the things that make each one special.
3. Learners begin to differentiate between hobbies and routine work.

**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to identify the changes in the looks, likes, and dislikes as one grows up.
2. To research about the methods that help them differentiate between hobbies and routine work.

**Teaching Aids:**

1. Stationery/TL Aids: An early childhood photo, a recent photo, clay, sheets of paper with pictures of routine work and hobbies
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic):** Changes As We Grow

**Aim:** To identify the changes in the looks, likes, and dislikes as one grows up

**Strategy:** The teacher to:

- Ask the students to share their photographs from when they were and the most recent one.
- Display photographs of one or two students in the class.
- Discuss the changes that the students observe in these photographs.
- Ask them to compare the photographs with the student right now.
- Explain them about the members of the family.
- Tell the story of Kalpana Chawla as a child to her journey of becoming an astronaut.
- Ask the students to note down two things in their notebook that they could do now which they could not last year.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills, Social skills

**Session/Period 2(Topic):** We are Special

**Aim:** To recognise the things that make each one special

**Strategy:** The teacher to:

- Instruct the students to work in pairs.

- Ask them to talk about themselves, the members of their family, their likes and dislikes.
- Encourage a couple of pairs to come forward and share each other's likes and dislike.
- Explain them how each of them is unique and special.
- Make them say the statement out loud- "I am special", "You are Special", "We all are special".

**Expected Skills achieved by the learners:** Linguistic skills, Social Skills

**Session/Period 3(Topic):** Our Hobbies

**Aim:** To differentiate between hobbies and routine work

**Strategy:** The teacher to:

- Explain them the meaning of routine work as well as hobbies.
- List down the activities which can be termed as hobbies and routine work.
- Play a game with the students where each student comes forward, picks up a picture and puts under the column of hobbies and routine work drawn on the board.
- Question the students to name the activities stuck by them on the board at the end of the game.

**Expected Skills achieved by the learners:** Physical and Motor skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

#### Clay Art

Ask the students to bring clay of different colours to school on the day prior to the conduction of the activity. Instruct the students to shape the clay into their favourite food. Assist the students wherever required. Interrogate the students about why they chose a particular food as their favourite food.

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

Encourage the students to find out about the differences in the likes, dislikes and appearances in their cousins.

(To be further elaborated by the teacher)

#### Class work:

1. Teacher to ask the students to do page-10 and 11 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 ask the students to describe the changes that occur in one's body as they grow up.

#### Revision:

1. As a revision, teacher to ask the students to discuss on what makes each person special.

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 to do the page-5 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to list down the activities as routine work and hobbies.  
(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	My Body	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To identify the external organs and their importance.
2. To identify the sense organs and their importance.
3. To identify the internal organs and their importance.

### Specific Objective:

1. To list down external organs and their functions.
2. To list down sense organs and their functions.
3. To list down internal organs and their functions.

### Learning Outcomes:

1. Learners begin to understand about external organs and their functions.
2. Learners begin to understand about sense organs and their functions.
3. Learners begin to understand about internal organs and their functions.

**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to identify different organs of the body and understand their functions.

**Teaching Aids:**

1. Stationery/TL Aids: Life size chart of human body, cut outs of different organs
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic):** External Organs

**Aim:** To list down external organs and their functions

**Strategy:** The teacher to:

- Explain the meaning of organs to the students.
- Interrogate the students to name the different parts of their body.
- Ask a student to write down the names on the board.
- Discuss various functions carried out by the organs.
- Explain why these organs are called external organs.
- Explain the importance of exercise and yoga to keep body fit.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Sense Organs

**Aim:** To list down sense organs and their functions

**Strategy:** The teacher to:

- Explain the meaning of senses.
- Instruct the students to close their eyes for a minute. Then ask the students to open and write down the sounds that they heard.
- Discuss what other senses does their body feel.

**Expected Skills achieved by the learners:** Linguistic skills, Social Skills

**Session/Period 3(Topic):** Internal Organs

**Aim:** To list down internal organs and their functions.

**Strategy:** The teacher to:

- Reiterate the meaning of organs to the students.
- Explain the students the meaning of internal organs.
- Take them the definition of internal organs given in the textbook.
- Write on the board that brain, heart, lungs, and stomach are all our internal organs as we cannot see them.
- Discuss how outdoor games and Yoga are very good for our internal organs.

**Expected Skills achieved by the learners:** Cognitive skills

**Session/Period 4(Topic):** Bones and Muscles

**Aim:** To understand the concept of bones and muscles

**Strategy:** The teacher to:

- Make the students touch their hands and legs and ask them to feel the strong part and the loose part that they are feeling while touching their hands and legs.
- Ask them, “What gives shape to our body?”
- Try to elicit responses from the students.
- Explain that bones give proper shape to our body.
- Ask them to imagine a situation when they have no bones, and what would happen in that case.
- Demonstrate by rotating your hand from the fist or from the elbow and show the joints to the students.
- Tell them that joints help us in moving over body parts in different directions.

**Expected Skills achieved by the learners:** Cognitive skills

1. Teacher to ask the students to do page-16 and 17 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 reiterate on the concepts of internal and external body parts.

**Revision:**

1. As a revision, teacher to ask the students to discuss about the benefits of outdoor games and yoga for our 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:** (Pls add more if need be as per the plan)

1. The teacher to ask the learners to do the page-6 and 7 of the workbook.

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

1. The teacher to ask the learners to list down the sense organs and their functions.  
(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-5

DATE (Date/Period of execution)			
FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	My Family	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand the concept of different types of families.
2. To understand the relationships in families and the importance of living in a family.

### Specific Objective:

1. To explain the meaning of nuclear family, single parent family, large family, and joint family.
2. To explain the meaning of surname and describe the relations in a family.

### Learning Outcomes:

1. Learners begin to understand the meaning of nuclear family, single parent family, large family, and joint family.
2. Learners begin to understand the meaning of surname and describe the relations in a family.

**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to understand nuclear family, single parent family, large family, and joint family.
2. To research ways to make students understand the meaning of surname, and describe the relations in a family.

**Teaching Aids:**

1. Stationery/TL Aids: drawing sheet, crayons
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=I15mghqYTmQ>

**Methodology:**

**Session/Period 1(Topic):** Types of Families

**Aim:** To explain the meaning of nuclear family, single parent family, large family, and joint family

**Strategy:** The teacher to:

- Instruct the students to draw a picture of the members in their family and display it on the bulletin board in the class.
- Show the video to the students.
- Encourage one or two students to narrate a story on how their family members help in a certain situation.
- Explain the meaning of nuclear family, single parent family, large family, and joint family.
- Relate them with the pictures drawn by the students.
- Instruct one or two students to come forward and share how their family members spend time with each other.

**Expected Skills achieved by the learners:** Artistic skills, Cognitive skills

**Session/Period 2(Topic):** Relations in a Family and Their Importance

**Aim:** To explain the meaning of surname, and describe the relations in a family.

**Strategy:** The teacher to:

- Explain the meaning of surname to the students.
- Discuss how the members of the family are related to each other.
- Play rapid fire with students. Divide some students in pairs. Ask them to answer the relations in the family. The team that answers the most wins the game.
- Mention how pets are also a part of the family.
- Discuss how family members are helpful to each other.

**Expected Skills achieved by the learners:** Linguistic skills, Social skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Drama**

The teacher to assign different roles of family members to students. Help them with their roles and provide them dialogues for various scenarios. Instruct them to dress up as that particular family member and make them enact their performance in the school assembly/ class.

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 students to do page-21 and 22 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 ask the students do page-23 of the main book.

**Revision:**

1. As a revision, teacher to ask the students to discuss about nuclear family and single family.

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 to do the page-8 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to list down the importance of family and family members.

(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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# LESSON PLAN

EVS FS-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Food	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To get informed about sources of food.
2. To understand about different types of food.
3. To practice good food habits for a healthy life.

### Specific Objective:

1. To list down food items which we get from plants and animals.
2. To explain about the types of food.
3. To mention good food habits.

### Learning Outcomes:

1. Learners begin to understand food items which we get from plants and animals.
2. Learners begin to explain about the types of food.
3. Learners begin to understand and practise good food habits.

**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to understand the sources and types of food.
2. To research ways to make students follow good food habits.

**Teaching Aids:**

1. Stationery/TL Aids: Food models or images, drawing sheet, crayons, pencil
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=QvkDDA62-tw>

**Methodology:**

**Session/Period 1(Topic):** Sources of Food

**Aim:** To list down food items which we get from plants and animals.

**Strategy:** The teacher to:

- Explain about the sources of food.
- Ask the students to list down various food items.
- Randomly ask them to say out loud the food items they noted and discuss if that food item is obtained from plants or animals.
- Play a game with students- 'Right or Left'.
  - a. Tell students to stand in a circle.
  - b. Tell them they should start walking on the circle when the teacher says start.
  - c. Tell them they have to turn right and stop when the teacher says a food obtained from plant, turn left and stop when he/she says a food obtained from animals.
  - d. Whoever turns in the wrong direction will be eliminated from the game.

**Expected Skills achieved by the learners:** Physical and Motor skills, Cognitive skills

**Session/Period 2(Topic):** Types of Food

**Aim:** To explain about the types of food

**Strategy:** The teacher to:

- Tell the importance of different types of food.

- Explain the meaning of energy-giving foods, body-building foods, protective foods, and junk food.
- Show models of food or their images.
- Play a game with the students.

Instruct the students to give a thumbs up if a food is energy-giving food, raise their hand if it is body-building food, shake their hand if it is a protective food, and give a thumbs down if it is junk food.

- Explain which food items can be eaten raw and the ones that can be eaten cooked.

**Expected Skills achieved by the learners:** Linguistic skills, Physical and Motor skills

**Session/Period 3(Topic):** Good Food Habits

**Aim:** To mention good food habits

**Strategy:** The teacher to:

- Interrogate the students about their thoughts on food.
- Show the video to the students.
- Explain the importance of good food habits.
- Encourage the students to come up with good food habits. Add the ones that were missed out.

**Expected Skills achieved by the learners:** Linguistic skills, Social skills

**Activities /Project /Integration/Research Work:**

1. Integration:

#### Poster Making

The teacher to instruct the students to prepare for a slogan or a sentence on food wastage a day prior to poster making. Give them adequate time to make the poster. Assist them wherever required.

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 students to do page-27 and 28 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 ask the students explain the various sources of food.

**Revision:**

1. As a revision, teacher to ask the students to discuss about types of food.

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 to do the page-9 and 10 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to list down good food habits in their notebook.

(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Clothes	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To get informed about clothes worn in different seasons.
2. To understand the need for clothes.

### Specific Objective:

1. To list down different clothes that are worn in different seasons.
2. To explain the meaning of costumes and describe the need for clothes.

### Learning Outcomes:

1. Learners begin to understand different clothes that are worn in different seasons.
2. Learners begin to understand the meaning of costumes and describe the need for clothes.

Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to understand the types of clothes and their need.

### Teaching Aids:

1. Stationery/TL Aids: Flashcards with images of various clothing items like trousers, skirt, socks, etc.; cut outs of clothing accessories of different costumes and uniforms, outline of a person, cut out of t-shirt, crayons, pencil
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://f4af0e655f1ba813387a-9d4e141fd1fc6c7c833d00398717c341.ssl.cf6.rackcdn.com/Teddy-dresser/index.html>

### Methodology:

**Session/Period 1(Topic):** Types of Clothes

**Aim:** To list down different clothes that are worn in different seasons

**Strategy:** The teacher to:

- Show the flashcards with different clothing items.
- Interrogate the students to name each clothing item.
- Encourage them to spell the clothing items.
- Discuss in which season each of these clothing items is worn.
- Write the spelling of clothing items on the board.
- Play the game 'Teddy Dresser' with the students. (link attached)
- Explain different types of cloth and why they are worn in a particular season.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills, Artistic skills

**Session/Period 2(Topic):** Uniforms and Costumes

**Aim:** To explain the meaning of costumes and describe the need for clothes

**Strategy:** The teacher to:

- Tell the meaning of uniform and costume.
- Discuss why we need to wear clothes.
- Divide the students in some groups.
- Give out worksheets with the outline of a person.
- Assign different profession or purpose to each group like a doctor, a swimmer, a dancer, a policeman, and so on.
- Instruct the groups to search for an appropriate cloth cut out for uniform or costume and stick it on the worksheet.
- The group that dresses the person first wins the game.
- Discuss different types of clothes worn by people living in different states in India.

**Expected Skills achieved by the learners:** Linguistic skills, Physical and Motor skills

**Activities /Project /Integration/Research Work:**

1. Integration:

***Design Your Own T-shirt***

The teacher to hand out the cut out of t-shirt to the students. Ask the students to create a t-shirt with the designs and colours they would like to wear. Display the t-shirts in the class.

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 students to do page-32 and 33 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 do page-34 of the main book.

**Revision:**

1. As a revision, teacher to ask the students to discuss the types of clothes.

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 to do the page-11 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to explain what uniforms and costumes are.  
(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-5

DATE (Date/Period of execution)			
FS 4 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our School	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand the role and importance of school staff.
2. To understand about the functions celebrated at school.

### Specific Objective:

1. To explain the role of different people working at school.
2. To describe the ways in which different functions are celebrated in school.

### Learning Outcomes:

1. Learners begin to understand the role of different people working at school.
2. Learners begin to describe the ways in which different functions are celebrated in school.

- Explain how different days in school are celebrated.
- Explain the concept of *gurukul* to the students.
- List down the characteristics of a good student.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills, Artistic skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Writing skills**

The teacher to show the picture of different helpers in school. (The teachers can take actual pictures of the school staff printed.) Ask the students to write what the helper is called and one line about the helper in their notebooks in their own words.

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 students to do page-43, 44 and 45 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 ask the students to discuss the roles of different helpers in the school.

**Revision:**

1. As a revision, teacher to ask the students to discuss various functions celebrated at school.

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 to do the page-14 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to explain the characteristics of a good student. (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-5

DATE (Date/Period of execution)			
FS 4 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Neighbourhood	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand the importance of neighbours and neighbourhood.
2. To get acquainted about important places of neighbourhood.

### Specific Objective:

1. To explain the meaning of neighbours and neighbourhood.
2. To describe about some places of neighbourhood like park, market, post office, bank, police station, and fire station.

### Learning Outcomes:

1. Learners begin to understand the meaning of neighbours and neighbourhood.
2. Learners begin to describe about some places of neighbourhood like park, market, post office, bank, police station, and fire station.



**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to understand the meaning of neighbours and neighbourhood.
2. To research various ways for students to understand describe about some places of neighbourhood like park, market, post office, bank, police station, and fire station.

**Teaching Aids:**

1. Stationery/TL Aids: Pencil, pen, clothes, food packets, and various items to be kept on sale; drawing sheet, pencil, crayons
2. Printed Material/Books: Book
3. Worksheets/Workbook: Worksheet/ Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic):** Neighbours and Neighbourhood

**Aim:** To explain the meaning of neighbours and neighbourhood

**Strategy:** The teacher to:

- Instruct the students to volunteer and speak about any one of their neighbourhood family. Instruct them to include details like their name, what they do, and the activities they do together.
- Explain the importance of neighbours.
- Emphasise about the places that exist commonly in our neighbourhood.
- Explain the meaning of neighbour and neighbourhood.

**Expected Skills achieved by the learners:** Social skills, Cognitive skills

**Session/Period 2(Topic):** Places in the Neighbourhood

**Aim:** To describe about some places of neighbourhood like park, market, post office, bank, police station, and fire station

**Strategy:** The teacher to:

- Interrogate the students about the places they have visited in their neighbourhood and for what purpose.

- Explain the things that people do at a park.
- Ask the students to draw a picture of a park.
- Explain about a market.
- Write the names of certain shops like Sky Hardware, Sun Dairy, Top Grocery, Mahavir Stationery, etc. on the board. Ask the students to write down what they think is sold at each of these places.
- Explain the importance of hospital, bank, post office, police station, and fire station.
- Emphasise on the behaviour that one should display in a public place.

**Expected Skills achieved by the learners:** Social skills, Cognitive skills, Artistic skills

**Activities /Project /Integration/Research Work:**

1. Integration:

#### Market Place

The teacher to integrate the activity with Math and encourage the usage of currency. Assign different students the role of shopkeepers selling different items. Encourage some other students to be the customers. Make them enact the role of a shopkeeper and a customer buying different products. Fix a price of each product before the activity is conducted.

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

Encourage the students to note down any other places in their neighbourhood and write them down in their books.

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to do page-50 and 51 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 ask the students to discuss the meaning of neighbours and neighbourhood.

#### Revision:

1. As a revision, teacher to ask the students to discuss various places in their 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:**

1. The teacher to ask the learners to do the page-15 of the workbook.

#### **Assessment Means:**

1. The teacher to ask the learners to complete the given worksheet.  
(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	People in Our Neighbourhood	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand the importance of community helpers.
2. To get acquainted to different roles of community helpers.

### Specific Objective:

1. To explain the role of plumbers, electricians, cobblers, carpenters, farmers, grocers, green grocers, and fruit sellers.
2. To explain the role of doctors, nurses, ward boys, teachers, and police officers.

### Learning Outcomes:

1. Learners begin to understand the role of plumbers, electricians, cobblers, carpenters, farmers, grocers, green grocers, and fruit sellers.
2. Learners begin to understand the role of doctors, nurses, ward boys, teachers, and police officers.

Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to understand the role of different community helpers in the society.

Teaching Aids:

1. Stationery/TL Aids: printout/ projection of story, flashcard images of places in neighbourhood and community helpers.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Worksheet/ Workbook
4. Multi media / Video link: <https://storyweaver.org.in/stories/103793-community-helper?mode=read>

Methodology:

**Session/Period 1(Topic):** Neighbours and Neighbourhood

**Aim:** To explain the role of plumbers, electricians, cobblers, carpenters, farmers, grocers, green grocers, and fruit sellers

**Strategy:** The teacher to:

- Show a picture story to the students. (link attached)
- Encourage some students to read the story aloud.
- Discuss the story with the students.
- Ask questions like:
  - a. Is it possible to get things easily done without community helpers?
  - b. Do you think community helpers are important?
- Explain the role of plumbers, electricians, cobblers, carpenters, farmers, grocers, green grocers, and fruit sellers with the students.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Places in the Neighbourhood

**Aim:** To explain the role of doctors, nurses, ward boys, teachers, and police officers

**Strategy:** The teacher to:

- Assign pictures of different community helpers and places in neighbourhood to the students.

- Instruct the students to find the correct match of the community helper to the place they work at.
- Tell them to find their partner in 2 minutes. The first pair wins the game.
- Explain the role of doctors, nurses, ward boys, teachers, and police officers to the students.

**Expected Skills achieved by the learners:** Physical and Motor skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**I want to become.**

The teacher to ask the students to write an essay on the mentioned topic. Encourage them to write about the profession they would like to take up and write about their role in the future.

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 students to do page-55 and 56 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 ask the students to discuss the role of plumber, carpenter, farmer, and grocer.

**Revision:**

1. As a revision, teacher to ask the students to discuss various places in their neighbourhood where doctors and teachers work at.

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 to do the page-16 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to complete the given worksheet.

(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-5

DATE

(Date/Period of execution)

FS 4 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Plants Around Us	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To identify different types of plants.
2. To understand how plants grow.
3. To know about the uses of plants.

### Specific Objective:

1. To explain the meaning of trees, shrubs, herbs, creepers, and climbers.
2. To describe stepwise how a plant grows from a seed.
3. To mention about different types of substances obtained from plants.

### Learning Outcomes:

1. Learners begin to understand the meaning of trees, shrubs, herbs, creepers, and climbers.
2. Learners begin to describe stepwise how a plant grows from a seed.
3. Learners begin to understand about different types of substances obtained from plants.



Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to understand different types of plants.
2. To research about ways in which students understand how plants grow.

Teaching Aids:

1. Stationery/TL Aids: cut out of different parts of plants, moong seeds, soil, water, pot/ paper glass
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media/Video link: [https://www.youtube.com/watch?v=\\_WMyyuLsyh4](https://www.youtube.com/watch?v=_WMyyuLsyh4)

Methodology:

Session/Period 1(Topic): Types of Plants

Aim: To explain the meaning of trees, shrubs, herbs, creepers, and climbers

Strategy: The teacher to:

- Explain the meaning of trees, shrubs, herbs, creepers, and climbers along with some examples.
- Take the students to the garden of the school and make them observe the various kinds of plants.
- Help the students identify the plants.
- Instruct the student to note down the name of the plants and discuss which ones are trees, shrubs, herbs, creepers, and climbers.
- Instruct the students to discuss the features they observed in the different types of plants.
- Discuss certain examples by showing them pictures of various plants.

Expected Skills achieved by the learners: Linguistic skills, Cognitive skills

Session/Period 2(Topic): Seed to Plant

Aim: To describe stepwise how a plant grows from a seed.

Strategy: The teacher to:

- Show the video to the students.
- Discuss students' observations in the class.

- Explain various steps of growing a plant from the seed.
- Make the students follow the steps in a small pot or paper cup in the class.
- Help them grow the plant from seed.

**Expected Skills achieved by the learners:** Physical and Motor skills, Cognitive skills

**Session/Period 3(Topic):** Useful Things from Plant

**Aim:** To mention about different types of substances obtained from plants

**Strategy:** The teacher to:

- Discuss with the students about various food items obtained from different parts of the plants.
- Explain the importance of plants.
- Describe about various other substances obtained from plant.
- Instruct the students to observe things around them and write down the items which are obtained from plants.

**Expected Skills achieved by the learners:** Social skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Create a Plant Collection**

The teacher to encourage the students to pick up three twigs from a plant. Instruct the students to observe various characteristics of the plant like the pattern of arrangement of leaves, number of branches and if it has flowers or not. Ask them to write them in their notebooks. Also mention to label the parts of the plant.

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 students to do page-61, 62, and 63 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 ask the students to discuss the types of plants.

**Revision:**

1. As a revision, teacher to ask the students to discuss the steps of growing a plant.

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 to do the page-17 and 18 of the workbook.

### **Assessment Means:**

1. The teacher to ask the learners to list down substances obtained from the plants in their notebook.

(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-5

DATE (Date/Period of execution)			
FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Animals Around Us	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To identify the characteristics of different types of animals.
2. To understand about the homes of different animals.
3. To get introduced about the movement in animals and importance of animals.

### Specific Objective:

1. To explain about different types of animals and their feeding habits.
2. To describe about the homes of different animals.
3. To explain the movement in different animals and various ways in which animals are useful to us.

### Learning Outcomes:

1. Learners begin to understand about different types of animals and their feeding habits.
2. Learners begin to describe about the homes of different animals.
3. Learners begin to understand the movement in different animals and various ways in which animals are useful to us.

Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to understand different types of animals and their habitat.
2. To research about ways in which students understand how animals move.

Teaching Aids:

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: [https://www.youtube.com/watch?v=r\\_Fnk7dGq8U](https://www.youtube.com/watch?v=r_Fnk7dGq8U)  
<https://www.youtube.com/watch?v=c0qOYZXPlac>

Methodology:

**Session/Period 1(Topic):** Food of Animals

**Aim:** To explain about different types of animals and their feeding habits

**Strategy:** The teacher to:

- Question the students about wild animals and domestic animals
- Instruct them to give examples of wild animals and domestic animals.
- Write down the names of the animals on the board.
- Introduce the words plant-eating and flesh-eating animals.
- In front of the names of the animals written on the board mention whether an animal is plant eating or flesh eating.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Homes of Animals

**Aim:** To describe about the homes of different animals

**Strategy:** The teacher to:

- Show the video to the students.
- Discuss students' observations in the class.
- Discuss various homes of animals.
- Write down the name of homes of animals in front of the name of animals on the board.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

### Session/Period 3(Topic): Movement in Animals

**Aim:** To explain the movement in different animals and various ways in which animals are useful to us

**Strategy:** The teacher to:

- Show the video to the students.
- Discuss with the students about various movements that are found in different animals.
- Write the names of types of movement in front of the names of animals on the board.
- Discuss how animals are useful to us.
- Note down the points on the board.

**Expected Skills achieved by the learners:** Social skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Act**

The teacher to encourage the students to make various animal sounds and mimic their movement with hands or their body. Give ideas to execute the movements.

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 students to do page-68 and 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:**

1. To reinforce the concepts, the teacher to ask the students to discuss the feeding habits of animals.

**Revision:**

1. As a revision, teacher to ask the students to discuss the homes in which the animals live.

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 to do the page-19 and 20 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to list down the types of movement that occur in 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

PMP

# LESSON PLAN

EVS FS-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Earth	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To identify different features on the Earth.
2. To understand the need to take care of the Earth.

### Specific Objective:

1. To explain about different landforms and water features on Earth.
2. To describe why it is important to care for the Earth.

### Learning Outcomes:

1. Learners begin to understand about different landforms and water features on Earth.
2. Learners begin to describe why it is important to care for the Earth.



Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to explain about different landforms and water features on Earth.
2. To research about ways in which students describe why it is important to care for the Earth.

Teaching Aids:

1. Stationery/TL Aids: Globe
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media/Video link: [https://www.youtube.com/watch?v=wQnCyCAF\\_BY](https://www.youtube.com/watch?v=wQnCyCAF_BY)

Methodology:

**Session/Period 1(Topic):** Features of the Earth

**Aim:** To explain about different landforms and water features on Earth

**Strategy:** The teacher to:

- Discuss what atmosphere is and the meaning of globe.
- Describe various landforms on Earth.
- Explain the meaning of valley, desert, plateau, island, hill, mountain, and forest.
- Show the video to the students.
- Ask the students to narrate an experience where they have been to a landform.
- Interrogate the students about various water bodies that they have seen or visited.
- Show them pictures of various water bodies and ask them the names of the water bodies.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Care for the Earth

**Aim:** To describe why it is important to care for the Earth

**Strategy:** The teacher to:

- Sensitise the learners about the threats faced by the Earth
- Discuss the need to protect the Earth.
- List down the measures required to care for the Earth.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Poster Making**

The teacher to instruct the students to make a poster on saving Earth. Help out students with slogans or ideas / themes to create a poster.

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 students to do page-73 and 74 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 ask the students to do page-75 of the main book.

**Revision:**

1. As a revision, teacher to ask the students to discuss the types of landforms.

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 to do the page-21 and 22 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to describe the water features on Earth.

(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	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 aware about the properties of air.
2. To make the learners understand the uses of air and different ways of keeping the air clean.
3. To make the learners understand the uses and sources of water.

### Specific Objective:

1. To make the learners understand the properties of air.
2. To make the learners understand the uses of air and how to keep air clean.
3. To make the learners understand the uses and sources of water.

### Learning Outcomes:

1. Learners begin to understand about the properties of air.
2. Learners begin to understand uses of air and how to keep air clean.
3. Learners begin to understand the uses and sources of water.

Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to explain properties and uses of air, and how to keep the air clean.
2. To explore different ways for students to explain the uses and sources of water.

Teaching Aids:

1. Stationery/TL Aids: inflated and deflated balloons, container filled with water
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology:

**Session/Period 1(Topic):** Properties of Air

**Aim:** To make the learners understand the properties of air

**Strategy:** The teacher to:

- Start the session with a warm-up activity and ask everyone to breathe.
- Ask the learners, 'What did you breathe in?'
- Let the students respond and introduce the topic of air.
- Ask them the following questions.
  1. Can you see air?
  2. Can you feel air?
- Lead the above discussion to explain the properties of air.
- Introduce the term wind, breeze, and storm and explain the difference among them.
- Instruct the learners to blow air over their palms and ask them to feel the same.
- After the explanation of properties of air, demonstrate the following activity.

Show inflated and deflated balloons to the learners. Blow air in the deflated balloon and ask the students to tell what happened.
- Introduce one of the properties of air that air has weight.
- Demonstrate another activity—Take the inflated balloon and immerse the balloon into the water. Let the students observe what happens.
- Ask them —'From where did the bubbles come from?'
- Tell them that air occupies space and the balloon also has air occupying space in it.

- Ask students randomly to tell the properties and uses of air.

**Expected Skills achieved by the learners:** Experimentation, Cognitive skills

**Session/Period 2(Topic):** Keeping the Air Clean

**Aim:** To make the learners understand the uses of air and how to keep air clean

**Strategy:** The teacher to:

- Reiterate the learnings of the previous session.
- Explain the uses of air to the students.
- Explain about different organs that living beings use to breathe through. For example, humans breathe through their lungs, fish breathe through their gills, and plants breathe through their leaves.
- Explain them about different objects that moves with the help of air.
- Ask the following question to the students.
  - a. What will happen if we breathe in dirty air?
  - b. How can we keep the air clean?
- Elicit responses from the students on the above questions and then explain them how we can keep the air clean.

**Expected Skills achieved by the learners:** Communication and Early language skills, Cognitive skills

**Session/Period 3(Topic):** Uses and Sources of Water

**Aim:** To make the learners understand the uses and sources of water

**Strategy:** The teacher to:

- Ask the students the following questions.
  - a. Why is water important to us?
  - b. For what all purposes do we need water?
- Elicit responses from the students and then explain them the uses of water.
- Ask the following question to the students.
  - a. Do you know from where does water come from?
- Explain the term 'source' to the students and tell them that sources of water means from where water comes from.
- Explain the different sources of water to the students (as given in the main book).
- Explain what a dam is. Also explain how we have to save water.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Poster Making**

The teacher to instruct the students to make a poster on saving water.

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 students to do page-81 and 82 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 ask the students different ways in which we can save the rain water.

**Revision:**

1. As a revision, teacher to discuss the properties of air.

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 to do the page-23 and 24 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to demonstrate any one property of air.

(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-5

DATE (Date/Period of execution)			
FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Weather and Seasons	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 differentiate between the terms weather and seasons and understand their real life application.
2. To make the learners understand and explore the features of five seasons of India.

### Specific Objective:

1. To make the learners differentiate between weather and seasons.
2. To make the learners understand the features of five seasons of India.

### Learning Outcomes:

1. Learners begin to differentiate between weather and seasons.
2. Learners begin to understand the features of five seasons of India.



**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to explain the difference between weather and seasons.
2. To research about ways in which students understand the features of five seasons of India.

**Teaching Aids:**

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

**Methodology:**

**Session/Period 1(Topic):** Weather and Seasons

**Aim:** To make the learners differentiate between weather and seasons

**Strategy:** The teacher to:

- Ask the following questions to the students.
  - a. Which season do you like the most and why?
  - b. How is the weather during that season?
  - c. What all food items do you like to eat in that season?
- Lead the above discussion to introduce the terms 'Weather' and 'Season'.
- Explain them that weather is the condition of air and it can change any time.
- Explain that when weather remains the same for a few months, it is called season.
- Ask the following questions to clarify their understanding.
  - a. What kind of weather prevails in winter season?
  - b. What kind of weather prevails in summer season?
- Explain the same by giving different examples like in Meghalaya it rains most of the time in the year. In Shimla and Manali, it remains cold most of the time.
- Talk about the current weather and season at your place to help them understand more about weather and season.
- Instruct the students to conduct the weather-related activity given on page no.-83.

**Expected Skills achieved by the learners:** Communication and Early language skills, Cognitive skills

**Session/Period 2(Topic):** Features of Five Seasons of India

**Aim:** To make the learners understand the features of five seasons of India

**Strategy:** The teacher to:

- Reiterate the learnings of the previous session.
- Introduce the five different seasons of India—Summer, Monsoon, Autumn, Winter, and Spring.
- Explain in detail about each season to the students.
- Discuss the CTS question given on page - 84 with the students.
- Recapitulate the topics covered during the session.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Art and Craft**

The teacher to instruct the students to use pencil and colours and represent the features of any three seasons on a chart paper.

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 students to do page-86 and 87 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 recapitulate the difference between weather and climate.

**Revision:**

1. As a revision, teacher to discuss the features of all the five seasons of India.

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 to do the page-25 and 26 of the workbook.

**Assessment Means:**

1. The teacher to encourage the learners to talk about any one season of India which they like the most.

(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Transport and Communication	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 and tell about different means of transport.
2. To make the learners understand and tell about different means of communication.

### Specific Objective:

1. To make the learners tell about different means of transport.
2. To make the learners tell about different means of communication.

### Learning Outcomes:

1. Learners begin to tell about different means of transport.
2. Learners begin to tell about different means of communication.

**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to explain about different means of transport and means of communication.

**Teaching Aids:**

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

**Methodology:**

**Session/Period 1(Topic):** Means of Transport

**Aim:** To make the learners tell about different means of transport

**Strategy:** The teacher to:

- Ask the following questions to the students.
  1. How do you travel to school?
  2. Have you ever wondered how people traveled in earlier days?
- Do a quick warm up activity with the students.
- Give them 1 minute and ask them to write the names of vehicles that the people used in earlier days.
- Explain how transportation has evolved from the earlier days.
- Explain them that the vehicles that carry goods and people from one place to another are called means of transport.
- List down the names of different means of transport on the board.
- Explain each one of them in detail to the students.
- Discuss the CTS question given on page no.-90 with the students.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Means of Communication

**Aim:** To make the learners tell about different means of communication

**Strategy:** The teacher to:

- Reiterate the topics of the previous session with the learners.
- Explain the meaning of communication to the students.
- Tell them that communication means to pass on message to or receive message from someone.
- Explain different means of communication to the students in detail.
- Explain them how email and letter are written to communicate with each other.
- **Expected Skills achieved by the learners:** Communication and early language skills, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

Art and Craft

The teacher to instruct the students to create any one vehicle 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:**

1. Teacher to ask the students to do page-92, 93 and 94 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 recapitulate the concept of means of transport.

**Revision:**

1. As a revision, teacher to revise the topic of means of communication.

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 to do the page-27 and 28 of the workbook.

**Assessment Means:**

1. The teacher to encourage the learners to write a letter to any of their friends or relatives.

(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Directions and Time	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 four directions — east, west, north, and south— and also find directions.
2. To make the learners tell the time during the day by looking at the clock and by telling the week, month or year.

### Specific Objective:

1. To make the learners understand the four directions — east, west, north, and south.
2. To make the learners tell time during the day.

### Learning Outcomes:

1. Learners begin to understand the four directions — east, west, north, and south.
2. Learners begin to tell different time during the day.



**Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:**

1. To explore different ways for students to explain about the four directions — east, west, north, and south.
2. To research different ways in which the learners can tell time during the day.

**Teaching Aids:**

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

**Methodology:**

**Session/Period 1(Topic):** Directions

**Aim:** To make the learners understand the four directions — east, west, north, and south

**Strategy:** The teacher to:

- Ask the learners the following questions.
  - a. Which object is placed towards your left?
  - b. Which object is placed towards your right?
- Take the learners out in an open area from where the sun is visible to help them understand about the directions.
- Tell them that the direction that they are facing towards the sun is east and behind them is the west direction. Towards their left it is north direction and towards their right is south direction.
- Explain them that directions can be understood by the rising and setting of the sun.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Time

**Aim:** To make the learners tell time during the day

**Strategy:** The teacher to:

- Explain the learners that the different parts of the day are morning, noon, afternoon, evening, and night.
- Explain them that when the sun rises, it is morning; when the sun is overhead, it is noon; when the sun sets, it is called afternoon; when the stars appear in the sky, it is called the night.
- Show a craft clock to the students and explain the different types of hands in the clock.
- Tell them that in a clock, the short hand shows hours and the long hand shows minutes.
- Explain that a day is divided into 24 hours and each hour has 60 minutes.
- Demonstrate different times on the clock and let the students observe the same.
- Discuss about the number of days in a week and number of months in a year.
- Explain about leap year to the students.

**Expected Skills achieved by the learners:** Observation, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Art and Craft**

The teacher to instruct the students to draw and show the direction of their school from their home.

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 students to do page-98, 99 and 100 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 recapitulate the concept of directions.

**Revision:**

1. As a revision, teacher to revise the topic of time.

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 to do the page-29 and 30 of the workbook.

**Assessment Means:**

1. The teacher to encourage the learners to talk about leap year and the number of days in a leap year.

(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Festivals	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 and tell about the different religious festivals.
2. To make the learners understand and tell about the different harvest festivals.
3. To make the learners tell about the national festivals.

### Specific Objective:

1. To make the learners tell about the different religious festivals.
2. To make the learners tell about the different harvest festivals.
3. To make the learners tell about the national festivals.

### Learning Outcomes:

1. Learners begin to tell about the different religious festivals.
2. Learners begin to tell about the different harvest festivals.
3. Learners begin to tell about the national festivals.

Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to make them understand and tell about the different religious festivals, harvest festivals, and national festivals.

Teaching Aids:

1. Stationery/TL Aids: Craft
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://youtu.be/HArIvm8vKck>

Methodology:

Session/Period 1(Topic): Religious Festivals

Aim: To make the learners tell about the different religious festivals

Strategy: The teacher to:

- Ask the learners which festival they love the most.
- Ask them to share any story behind celebrating a festival.
- Tell that festivals are of three types – religious festivals, harvest festivals and national festivals.
- Explain about the term religious festivals celebrated by different religions.
- Explain and discuss about the festivals of Diwali, Christmas, Eid, and Gurpurab with the students.
- Try to tell them story behind celebrating some of these festivals.

Expected Skills achieved by the learners: Linguistic skills, Cognitive skills

Session/Period 2(Topic): Harvest Festivals

Aim: To make the learners tell about the different harvest festivals

**Strategy:** The teacher to:

- Explain the students what harvesting is.
- Explain that the festivals that are celebrated to mark the harvest seasons are called harvest festivals.
- Explain in detail about different harvest festivals —Pongal, Onam, Baisakhi, and Bihu as given in the main book.
- Ask the students which harvest festival they celebrate and how.

**Expected Skills achieved by the learners:** Early communication and language skills, Cognitive skills

**Session/Period 3(Topic):** National Festivals

**Aim:** To make the learners tell about the national festivals

**Strategy:** The teacher to:

- Ask the following questions to the students.
  - a. What do you do on 26th January?
  - b. Why do we celebrate 15th August?
  - c. Why do we have a holiday on 2nd October?
- Lead the above discussion to explain the national festivals of India.
- Explain them the importance of Republic day, Independence day, and Gandhi Jayanti.

**Expected Skills achieved by the learners:** Observation, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

Storytelling

The teacher to instruct the students to share a story behind any harvest festival, religious festival, or national festival.

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 students to do page-105 and 106 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 concept of harvest festivals, the teacher to show the following video to the students.

<https://youtu.be/HArIvm8vKck>

### Revision:

1. As a revision, teacher to revise the topic of national festivals.

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.

### Assessment Means:

1. The teacher to encourage the learners to dress up as per their own religion and culture and talk about their religious festival.

(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-5

DATE

(Date/Period of execution)

FS 5 (Class-2)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Safety Rules	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 safety rules and what safety rules should be followed at home and at school.
2. To make the learners understand what safety rules should be followed in the park and on the road.
3. To make the learners understand about first aid, i.e., what to do if anyone gets hurt.

### Specific Objective:

1. To make the learners understand what safety rules should be followed at home, and at school.
2. To make the learners understand what safety rules should be followed in the park and on the road.
3. To make the learners understand about first aid.



## Learning Outcomes:

1. Learners begin to understand what safety rules should be followed at home, and at school.
2. Learners begin to understand what safety rules should be followed in the park and on the road.
3. Learners begin to understand about first aid.

## Stage 2- Learning Plan

### Teachers to Gauge Previous Knowledge of the Learners/ Pre-Preparation Before taking the Session:

1. To explore different ways for students to make them understand what safety rules are and what safety rules should be followed at home and at school.
2. To research different ways to make the students understand about first aid.

### Teaching Aids:

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

### Methodology:

**Session/Period 1(Topic):** Safety Rules – at Home, at School

**Aim:** To make the learners understand what safety rules should be followed at home, and at school

**Strategy:** The teacher to:

- Make the learners understand what safety rules are.
- Tell them that the rules that we follow to be safe are called safety rules.
- Ask them why it is important to be safe and elicit responses from them.
- Discuss with the students about safety rules to be followed at home.
- Tell them that they should not touch any sharp object or electrical appliance at home.
- Discuss with them how carelessness at home or at school can lead to serious injury.
- Discuss about the safety rules to be followed at school.
- Discuss some instances where children get hurt at school due to carelessness by not following the safety rules.

**Expected Skills achieved by the learners:** Linguistic skills, Cognitive skills

**Session/Period 2(Topic):** Safety Rules – in the Park, on the Road

**Aim:** To make the learners understand what safety rules should be followed in the park and on the road

**Strategy:** The teacher to:

- Reiterate the learnings of the previous session.
- Discuss about the safety rules to be followed in the park.
- Elicit responses from the students on the same.
- Discuss about the safety rules to be followed on the road.
- Explain them how it is very important to follow the safety rules on the road.
- Discuss about the importance of traffic signal and how it works.
- Demonstrate using dummy traffic signal in the class.

**Expected Skills achieved by the learners:** Early communication and language skills, Cognitive skills

**Session/Period 3(Topic):** First Aid

**Aim:** To make the learners understand about first aid and contents of first aid box

**Strategy:** The teacher to:

- Begin the session by reiterating the learnings of the previous session.
- Ask the students what they will do if any of their classmates gets injured.
- Explain them that the immediate help given to the injured person is called first aid.
- Explain the do's and don'ts given in the main book with respect to following the first aid steps. (as given in the main book)
- Demonstrate how to give first aid to an injured person.
- Show the first aid box to the students.

**Expected Skills achieved by the learners:** Observation, Cognitive skills

**Activities /Project /Integration/Research Work:**

1. Integration:

**Role play**

The teacher to divide the students in teams. Instruct them to do a role play on how first aid is given to an injured. Also instruct them to list down the contents of a first aid kit.

**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 students to do page-110 and 111 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 concept of safety rules, revise the safety rules to be followed at school, at home, in the park, and at home.

**Revision:**

1. As a revision, teacher to discuss what happens if safety rules are not followed.

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 to do page-32 of the workbook.

**Assessment Means:**

1. The teacher to encourage the learners to talk about safety rules at different places.  
(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