

# LESSON PLAN

EVS FS-1

Date

(Date/Period of Execution)

Class Nursery	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, 2 : MYSELF AND MY BODY	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To make learners build self-confidence to introduce themselves when in public.
2. To let the learners identify different body parts and their functions through an activity.
3. To reinforce the concepts of body parts and their functions by giving real life examples.

### Specific Objective:

1. To make learners introduce themselves and also speak up about their hobbies.
2. To make the learners identify different body parts and their functions.
3. To make learners reiterate the concept of body parts and their functions.

## Learning Outcomes:

1. Learners begin to identify their gender, are able to introduce themselves and also speak up about their hobbies.
2. Learners start understanding the key words related to body parts like—head, eye, nose, fingers, arms, hands, legs, toes and foot, and also understand their functions.
3. Learners begin to understand the real life examples related to body parts.

## Stage 2- Learning Plan

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

1. To research about different ways and activities in which she/he can build the learners' self-confidence to introduce themselves.
2. To understand the prior knowledge of the learners in context of their body parts and their functions.
3. To plan out fun learning activities to let the learners understand the name of body parts and their functions.
4. To prepare a chart paper on which the outline of body is given.
5. To prepare task cards of functions of different body parts.

## Teaching Aids:

1. Stationery/TL Aids: ball, body outline on a chart paper, task cards
2. Printed Material/Books: Book
3. Worksheets/Workbook:
4. Multimedia/Video link: NIL

## Methodology:

**Session/Period 1(Topic):** Introduction of the chapter/theme

**Aim:** To make learners introduce themselves and also speak up about their hobbies.

**Strategy:** The teacher to:

- ❖ Take the learners outside in an open space/playground.
- ❖ Ask each learner to introduce himself/herself.
- ❖ Start an activity of passing the ball and play the music.
- ❖ Ask the learner who is having the ball to introduce herself/himself, as soon as the music stops.
- ❖ Encourage the learners to speak about their hobbies as well.

**Expected skills achieved by the learners:** Public Speaking Skills (Introduce themselves and identify their hobbies)

**Session/Period 2 (Topic):** Identify body parts and their functions

**Aim:** To gauge learners understand about body parts and their functions.

**Strategy:** The teacher to:

- ❖ Sing a song “If you are happy and you know it, clap your hands...” and instruct the learners to sing the song and perform the actions along with the teacher.
- ❖ Help the learners identify their body parts.
- ❖ Elicit responses on the following questions from the learners.
  1. Which part of the body helps you to think?
  2. Which part of the body helps you to smell?
  3. Which part of the body helps you to identify and to see the objects?
  4. Which part of the body helps you write?
  5. Which part of the body helps you to walk?

**Expected skills achieved by the learners:** Linguistic skills, Kinesthetic skills

**Session/Period 3 (Topic):** Reinforce

**Aim:** To reinforce the concepts of body parts and their functions

**Strategy:** The teacher to:

- ❖ Read aloud the poem given on page-13 of the main book and ask the learners to repeat.
- ❖ Say aloud the names of the body parts one after the other and ask the learners to touch and show them.
- ❖ Conduct page-12 in the class as class work.
- ❖ Reiterate the functions of body parts.

**Expected skills achieved by the learners:** Fine motor skills

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

1. Integration:

**Sports:**

Take the learners to the playground and play with them one guided sports activity/physical exercise.

2. Ask the learners to find out which body part controls our entire body.

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to do page-8 and 11 of the main book with learners as a 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 display an outline of body in the class and turn by turn call out the learners to identify different body parts and also their function. The teacher to start labelling the body parts then.

**Revision:**

1. As a revision, teacher to discuss the body parts and their functions. She/He can also further discuss how to take care of 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 related textbook pages as a homework.

**Assessment Means:**

1. The teacher to conduct an assessment by giving the learners task cards on which functions of different body parts are written. The learner has to identify the body part and write the same.

(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

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EVS FS-1

Date

(Date/Period of Execution)

Class Nursery	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 FAMILY	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To make learners understand different words related to family.
2. To make learners build a connection with their family members by playing some outdoor or indoor games.

### Specific Objective:

1. To make learners understand the vocabulary related to their family members.
2. To make learners build a connection with their family members.

## Learning Outcomes:

1. Learners begin to use words like – father, mother, brother, sister, grandfather, and grandmother.
2. Learners begin to enjoy quality time with family by building connection with all the family members.

## Stage 2- Learning Plan

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

1. To research about different ways to conduct circle time with the learners to discuss about their family members.
2. To prepare for the resources for conducting the art activities.

## Teaching Aids:

1. Stationery/TL Aids: Flash cards of family members, Popsicle sticks, glue
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link: <https://youtu.be/3xqqj9o7TgA> (The finger family)

## Methodology:

**Session/Period 1(Topic):** Introduction of the chapter/theme

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

**Strategy:** The teacher to:

- ❖ Conduct a circle time with the learners to understand and know about the family members.
- ❖ Show flash cards of family members to the learners and let them identify the terms related to family members.

**Expected skills achieved by the learners:** Linguistic skills

**Session/Period 2 (Topic):** Building connect with family members

**Aim:** To make learners connect with their family members.

**Strategy:** The teacher to:

- ❖ Discuss about activities that the learners do with their family.
- ❖ Guide the learners to spend time with all the family members by going outside or playing indoor or outdoor games.
- ❖ Develop small gestures among them by telling them to have at least one meal a day with their family members.

**Expected skills achieved by the learners:** Social skills

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

1. Integration:

**Art + Sports**

Provide 3-4 popsicle sticks to the learners and help them to make popsicle stick family and stick them on a paper.

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



**Class work:**

1. Teacher to ask the learners to write one thing that their family members do together every week. She/He will also ask the learners to write the names of their family members.

(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 should sing the poem-The Finger Family along with the learners.

**Revision:**

1. As a revision, teacher to ask the learners to recall any funny/memorable incident related to their 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 do the page-9 of the workbook as homework.

### **Assessment Means:**

1. The teacher to conduct an assessment by asking the learners to draw a family tree and write the names of their 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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Class Nursery	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 SAFETY	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 term 'safety' and also identify and understand the 'safe' and 'unsafe' movements.
2. To make the learners understand about objects that are 'safe' and objects that are 'harmful/unsafe', from their immediate surroundings.

### Specific Objective:

1. To make learners understand what 'safety' is.
2. To make the learners understand about 'safe' and 'unsafe' objects in their surroundings.

## Learning Outcomes:

1. Learners begin to understand what is 'safety'.
2. Learners begin to compare and identify the 'safe' and 'unsafe' objects from their immediate surroundings.

## Stage 2- Learning Plan

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

1. To explore different ways to explain 'safety' to the students.
2. To research and list down the safe and the unsafe objects for the students in their surroundings – home, school, playground, bus, etc.

## Teaching Aids:

1. Stationery/TL Aids: scissors, needle, eraser, book, cutter
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link: <https://youtu.be/4nfuBWBOeLE>

## Methodology:

Session/Period 1(Topic): Introduction of the chapter/theme

**Aim:** To make learners understand what is 'safety'

**Strategy:** The teacher to:

- ❖ Show objects like scissors, needle, eraser, book, cutter, etc. to the students and ask them which objects are harmful to use and why.
- ❖ Lead the discussion to explain the concept of 'safety'.
- ❖ Make a list on the board about the 'safe' and 'unsafe' objects from the objects that were shown to the learners.
- ❖ Also try to elicit more responses from the students to brainstorm about 'safe' and 'unsafe' objects and add them in the list.

- ❖ Instruct the students to observe the picture given on page-18 of the textbook and have a discussion about the same.

**Expected skills achieved by the learners:** Linguistic skills

**Session/Period 2 (Topic):** Safe and Unsafe Objects

**Aim:** To make the learners understand about 'safe' and 'unsafe' objects in their surroundings.

**Strategy:** The teacher to:

- ❖ Reiterate the learnings of the previous session.
- ❖ Ask the students to identify 'safe' and 'unsafe' objects from the classroom, playground, home, garden, and bus, and try to elicit responses from the students.
- ❖ Discuss again about the ways in which we can stay safe.

**Expected skills achieved by the learners:** Social skills

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

1. Integration:

**English:**

Ask the students to write two short sentences on how they can remain safe.

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

**Class work:**

1. Teacher to ask the students to do page-19 of the textbook as classwork.

(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 show a video on safety.

**Revision:**

1. As a revision, teacher to ask the students to share one safety measure that they will follow at home in absence of their parents.

**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-10 of the workbook as homework.

### **Assessment Means:**

1. The teacher to conduct an assessment by asking the learners to list down two things that are harmful or unsafe for them to use at home and two things that are harmful or unsafe for them to use at school.

(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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(Date/Period of Execution)

Class Nursery	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, 7 : FRUITS AND VEGETABLES	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To identify a variety of fruits.
2. To identify a variety of vegetables.
3. To understand how fruits and vegetables help us grow and remain healthy.

### Specific Objective:

1. To identify and describe different types of fruits.
2. To identify and describe different types of vegetables.
3. To understand the importance of eating fruits and vegetables to remain healthy.

## Learning Outcomes:

1. Learners begin to identify different 'fruits'.
2. Learners begin to identify different 'vegetables'.
3. Learners begin to understand how different fruits and vegetables help us to stay healthy.

## Stage 2- Learning Plan

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

1. To explore different ways to let the students understand about different types of fruits and vegetables.
2. To research about how we can remain healthy by eating different fruits and vegetables.

## Teaching Aids:

1. Stationery/TL Aids: Models of fruits, a chart paper of fruits and vegetables
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

## Methodology:

Session/Period 1(Topic): Fruits

**Aim:** To identify and describe different types of fruits

**Strategy:** The teacher to:

- ❖ Conduct a circle time with the students to know about their favourite fruits.
- ❖ Pass the models of fruits one after another to the students and play the music.
- ❖ When the music is stopped, the student who has the fruit model has to identify/name the fruit.
- ❖ Repeat the same activity till the names of all the fruits are identified.
- ❖ Write the name of different fruits (as given in the main book) on the board.

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

## Session/Period 2 (Topic): Vegetables

**Aim:** To identify and describe different types of vegetables.

**Strategy:** The teacher to:

- ❖ Ask the students, “Which vegetable did you eat yesterday?”
- ❖ Elicit responses from the students to come up with names of different vegetables.
- ❖ Discuss different types of vegetables that we all eat.
- ❖ Make a list of the same on the board.
- ❖ Read aloud the names of vegetables and ask the students to repeat.

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

## Session/Period 3 (Topic): Importance of fruits and vegetables

**Aim:** To understand the importance of eating fruits and vegetables to remain healthy.

**Strategy:** The teacher to:

- ❖ Start a discussion by asking the students, “Will your height and weight remain the same after one year?”, “What helps you grow?”
- ❖ Elicit responses from the students for the same.
- ❖ Explain that different varieties of fruits and vegetables help us grow and stay healthy.
- ❖ Also, discuss how eating a variety of fruits and vegetables help our body fight against different diseases.

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

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

1. Integration:

**English + Art:**

Instruct the students to draw and colour their favourite fruit. Also instruct them to write two-three words describing their favourite fruit.

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

**Class work:**

1. Teacher to ask the students to do page-21 of the main book as classwork.

(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 make a list of different fruits and vegetables that they remember.

**Revision:**

1. As a revision, teacher to ask the students to do the related pages (page 11 and page 12 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-23 of the main book as homework.

**Assessment Means:**

1. The teacher to conduct an assessment by showing a chart paper of different fruits and vegetables to the students. Have an interactive session with the students and let them identify and name different fruits and vegetables.

**Note:** The teacher may also play a bingo game to let the students identify the names of different 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

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(Date/Period of Execution)

Class Nursery	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-9 : ANIMALS	Unit/Sub-Unit	
Name of the Teacher(s) (to be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand about different animals that live on farms.
2. To understand how farm animals are helpful to us in different ways.

### Specific Objective:

1. To identify different farm animals.
2. To understand the importance of farm animals.

## Learning Outcomes:

1. Learners begin to identify different 'farm animals'.
2. Learners begin to understand the importance of farm animals.

## Stage 2- Learning Plan

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

1. To explore different ways to explain the concept of farm animals to the students.
2. To explore different ways to explain the students the importance of farm animals.

## Teaching Aids:

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

## Methodology:

**Session/Period 1(Topic):** Farm animals

**Aim:** To identify different farm animals.

**Strategy:** The teacher to:

- ❖ List the names of few animals on the board- Cow, Dog and Goat.
- ❖ Instruct the students to enact the sounds of different animals that have been listed on the board.
- ❖ Once the activity is done, discuss the topic of farm animals.
- ❖ Also list down the names of farm animals (as given in the main book and on the board).

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

## Session/Period 2 (Topic): Importance of Farm Animals

**Aim:** To understand the importance of farm animals.

**Strategy:** The teacher to:

- ❖ Discuss various things like milk, wool, fur, and other things that we get from farm animals.
- ❖ Ask the students, “What would happen to us if there are no farm animals?”
- ❖ Also, discuss how animals should be taken care of.

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

### Activities /Project /Integration/Research Work:

1. Integration:

#### Art

Draw the picture of your favourite farm animal on a drawing sheet.

2. Carry out a research on your favourite farm animal.

(To be further elaborated by the teacher)

### Class work:

1. Teacher to ask the students to do page-14 of the workbook 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 recap the names of different farm animals and also discuss their importance.

### Revision:

1. As a revision, teacher to ask the students to list down the names of any 2 different farm animals.

**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 page-28 of the main book.

### **Assessment Means:**

1. Instruct the students to draw any two things that we get from farm 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

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Class Nursery	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 understand what 'transportation' is and also explore different ways to understand about the means of transport.
2. To identify the names of the vehicles like bus, car, plane, boat, etc. that are used as different means of transport.

### Specific Objective:

1. To understand and identify different means of transport.
2. To identify the names of the vehicles used as different means of transport.

## Learning Outcomes:

1. Learners begin to understand about different means of transport.
2. Learners begin to identify the names of the vehicles used as different means of transport.

## Stage 2- Learning Plan

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

1. To explore different ways to explain the means of transport to the learners.
2. To explore different ways to explain different types of vehicles that are used as means of transport.

## Teaching Aids:

1. Stationery/TL Aids: red, green, and yellow clay
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

## Methodology:

Session/Period 1(Topic): Means of Transport

**Aim:** To understand and identify different means of transport.

**Strategy:** The teacher to:

- ❖ Ask the learners how they came to school that day.
- ❖ Introduce the term 'means of transportation'.
- ❖ Elicit responses about different means of transportation.
- ❖ Ask them if they want to travel from one place to another and which means of transportation they would like to use.

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

**Session/Period 2 (Topic):** Vehicles used as different means of transport.

**Aim:** To identify the names of the vehicles used as different means of transport.

**Strategy:** The teacher to:

- ❖ Recapitulate learnings of the previous session.
- ❖ Elicit responses about the names of different vehicles that the learners know.
- ❖ Make a note of the same on the board.
- ❖ Explain to the learners how different vehicles are used for land transport, water transport, and air transport.

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

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

1. Integration:

**Art:**

Instruct the learners to make traffic lights using clay and also discuss the meaning and importance of traffic lights while travelling.

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

**Class work:**

1. Teacher to ask the learners to do page-31 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 recap the means of transportation and different vehicles that are used as means of transport.

**Revision:**

1. As a revision, teacher to ask the learners to do page-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-16 of the workbook.

### **Assessment Means:**

1. Instruct the learners to list down any five means of transportation.  
(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
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Class Nursery	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 (to be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To identify or recognise different colours.
2. To identify different objects based on colours, e.g., a red apple, a yellow banana, and so on.

### Specific Objective:

1. To recognise different colours.
2. To 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

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

1. To explore different ways to the concept of colours to the learners and also help them identify different objects based on colours.

## Teaching Aids:

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

## Methodology:

**Session/Period 1(Topic):** Recognise colours

**Aim:** To recognise different colours

**Strategy:** The teacher to:

- ❖ Play the game “I Spy” with the learners. He/She will start with “I spy” on a green board.
- ❖ Ask the learners to continue the game.
- ❖ Make sure no learner should repeat what others have said.
- ❖ To elicit names of different colours.
- ❖ Make a note of all the names of colours that were elicited from the children on the board.

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

**Session/Period 2 (Topic):** Identify objects based on colours

**Aim:** To identify different objects based on their colours.

**Strategy:** The teacher to:

- ❖ Show different objects from the classroom surroundings and ask the learners to identify their colours.
- ❖ Elicit responses from the learners to say the colour of different fruits, vegetables, and objects surrounding them.
- ❖ Solve the doubts of the learners if they have any.

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

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

1. Integration:

**Art**

Ask the learners to draw any two objects using different colours.

2. Find out what primary colours are.

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to ask the learners to do page-32 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 show a chart paper of colours to the learners.

**Revision:**

1. As a revision, teacher to ask the learners to do page-33 of the main book.

**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-17 of the workbook.

**Assessment Means:**

1. Instruct the learners to make a pattern using different colours.

(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-1**

Date

(Date/Period of Execution)

Class Nursery	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 : WATER AND AIR	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 water and how we can save water.
2. To understand the concept of air and its importance.
3. To recapitulate the concept of air and water.

### Specific Objective:

1. To understand the importance of water.
2. To understand the concept of air and its importance.
3. To reinforce the concept of air and water.

## Learning Outcomes:

1. Learners begin to understand the importance of water.
2. Learners begin to understand the concept of air and its importance.
3. Learners begin to reiterate the concepts of air and water.

## Stage 2- Learning Plan

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

1. To prepare some verbal diagnostic questions to be asked from the learners to gauge their prior understanding on air and water.
2. To explore and research about different ways in which the concept of water can be taught to the learners.
3. To explore different activities to be conducted in the class in order to explain the concept of air.

## Teaching Aids:

1. Stationery/TL Aids: Inflated balloon, deflated balloon
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

## Methodology:

**Session/Period 1(Topic):** Water and Its Importance

**Aim:** To understand the importance of water.

**Strategy:** The teacher to:

- ❖ Divide the whole class into groups of 4.
- ❖ Engage the learners in having a discussion among their groups about where we use water.
- ❖ Elicit responses from the learners.
- ❖ Note down the key responses on the board.

- ❖ Explain how water is very useful in our day to day life– to drink, wash clothes, water the plants, take bath, cook and so on.
- ❖ Explain how water is important for all the living beings and how we should not waste water.

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

**Session/Period 2 (Topic):** Air and Its Importance

**Aim:** To understand the concept of air and its importance.

**Strategy:** The teacher to:

- ❖ Ask the learners what happens when a balloon is blown.
- ❖ Ask what goes inside the balloon.
- ❖ Show an inflated and deflated basketball/volleyball to the learners and elicit responses from them about their shapes.
- ❖ Explain them that when we blow the balloon, we actually fill in the air.
- ❖ Also explain how air is important to all the living beings as we breathe in air.

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

**Session/Period 3 (Topic):** Reinforce– Water and Air

**Aim:** To reinforce the concept of air and water.

**Strategy:** The teacher to:

- ❖ Reiterate the concepts that were covered in the previous class.
- ❖ Discuss the uses of water and discuss certain pointers on how we can save water in our day-to-day life.
- ❖ Discuss some other uses of air as well like air helps in drying our clothes, flying kite, etc.
- ❖ Answer to the learners' queries if they have any.

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

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

1. Integration:

**Math**

Find out the number of glasses of water that you drink in a day.

2. Find out any two uses of air apart from the ones discussed in the sessions.

(To be further elaborated by the teacher)



**Class work:**

1. Teacher to ask the learners to do page-36 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 make the learners do page-18 of the workbook.

**Revision:**

1. As a revision, teacher to discuss the uses 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:**

1. The teacher to ask the learners do the page-36 and 37 of the main book.

**Assessment Means:**

1. Have an interactive session with the learners about how water can be saved.  
(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-1**

Date

(Date/Period of Execution)

Class Nursery	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 : CLOTHES	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 and identify the different varieties of clothes that they wear.
2. To make learners identify different clothes that they wear, and name them.

### Specific Objective:

1. To make learners understand different varieties of clothes.
2. To make learners identify the clothes and name them.

## Learning Outcomes:

1. Learners begin to understand different varieties of clothes.
2. Learners begin to identify different clothes and name them.

## Stage 2- Learning Plan

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

1. To explore and research about different ways in which the teacher can help learners in identifying the clothes.
2. To explore different activities to be conducted in the class for identifying a variety of clothes.

## Teaching Aids:

1. Stationery/TL Aids: Flashcards of clothes
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multimedia/Video link:

## Methodology:

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

**Aim:** To make learners understand different varieties of clothes

**Strategy:** The teacher to:

- ❖ Show flashcards of different types of clothes.
- ❖ Elicit responses from the learners on a variety of clothes that they wear.

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

**Session/Period 2 (Topic):** Identify the Clothes

**Aim:** To make learners identify the clothes and name them.

**Strategy:** The teacher to:

- ❖ Again show the flashcards of clothes that were shown in the previous session.

- ❖ Instruct the learners to identify the clothes that are shown in the flashcards and elicit responses from them in terms of their names.
- ❖ Introduce the words shirt, t-shirt, trouser, shorts, etc. that are given in the main book.

**Expected skills achieved by the learners:** Cognitive skills, Communication skills

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

1. Integration:

**Art**

Teacher to provide images of clothes and ask learners to paint on them.

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

**Class work:**

1. Teacher to ask the learners to do page-38 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 make the learners do page-19 of the workbook.

**Revision:**

1. As a revision, teacher to discuss the different variety 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 do the page-39 of the main book.

**Assessment Means:**

1. Have an interactive session with the learners about different sets of clothes to look well-dressed.

(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-1**

Date

(Date/Period of Execution)

Class Nursery	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-15 : HOUSE	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To make learners understand different types of houses like-bungalow, hut and apartment.
2. To make learners understand the different rooms in a house and also understand about their uses.

### Specific Objective:

1. To make learners understand different types of houses.
2. To make learners understand the different rooms in a house.

## Learning Outcomes:

1. Learners begin to understand the concept of different types of houses-bungalow, hut and apartment.
2. Learners begin to identify different rooms in a house.

## Stage 2- Learning Plan

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

1. To explore and research about different ways in which the teacher can help learners to understand the concept of different types of houses.
2. To explore different activities to be conducted in the class for identifying different rooms in a house and understand about their uses.

## Teaching Aids:

1. Stationery/TL Aids: Images of bungalow, hut, and apartment
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

## Methodology:

**Session/Period 1(Topic):** Different Types of Houses– Bungalow, Apartment and Hut

**Aim:** To make learners understand different types of houses.

**Strategy:** The teacher to:

- ❖ Show images of bungalow, hut and apartment to let the learners understand different types of houses.
- ❖ Elicit responses about different types of houses nearby their residence.

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

**Session/Period 2 (Topic):** Different Rooms in a House

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

**Strategy:** The teacher to:

- ❖ Ask learners to identify the room which they use for general purposes, i.e. for sitting, watching TV and other purposes and help the learners understand the concept of “Living Room”.
- ❖ Ask learners to identify the room which they use to sleep at night to let them understand the concept of “Bedroom”.
- ❖ Ask learners to identify the room which is used for cooking food to let them understand the concept of “Kitchen”.
- ❖ Ask learners to identify the room which they use for daily bathing to let them understand the concept of “Bathroom”.

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

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

1. Integration:

**Art**

The teacher to ask the learner to draw the image of a bungalow and an apartment in their notebooks.

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

**Class work:**

1. Teacher to ask the learners to do page-43 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 make the learners do page-21 of the workbook.

**Revision:**

1. As a revision, teacher to discuss about the different types of house (a bungalow, apartment and hut).

**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-44 of the main book.

### **Assessment Means:**

1. Have an interactive session with the learners about different types of rooms in their houses.

(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-1**

Date

(Date/Period of Execution)

Class Nursery	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 : OUR HELPERS	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To make learners understand and identify different helpers in our life.
2. To make learners understand and identify the roles of different helpers.

### Specific Objective:

1. To make learners understand about different helpers in our life.
2. To make learners identify roles of different helpers.

## Learning Outcomes:

1. Learners begin to understand about different helpers in our life.
2. Learners begin to understand about the roles of different helpers.

## Stage 2- Learning Plan

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

1. To explore and research about different ways in which the teacher can help learners in identifying the different helpers in our daily life.
2. To explore different ways to make the learners understand about the role of community helpers in our life.

## Teaching Aids:

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

## Methodology:

**Session/Period 1(Topic):** Different Helpers in Our Life

**Aim:** To make learners understand about different helpers in our life.

**Strategy:** The teacher to:

- ❖ Play a bingo game with the learners by asking the following questions and other similar questions to elicit their understanding on different helpers.
  1. Who treats you when you have fever?
  2. Who guides you and provides education?
  3. Who brings the post to your house?
  4. Who repairs your shoes?
  5. Who extinguishes fire?

- ❖ Explain how different helpers help us during the times when we need them as we cannot do all the work on our own.

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

**Session/Period 2 (Topic):** Roles of Different Helpers

**Aim:** To make learners identify different roles of different helpers.

**Strategy:** The teacher to:

- ❖ Reiterate the learnings of the previous session.
- ❖ Explain the role of different helpers to the learners.
- ❖ Instruct the learners to enact like any one of the community helpers that they like the most.
- ❖ Inculcate values like respecting all the community helpers.

**Expected skills achieved by the learners:** Cognitive skills, Communication skills

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

1. Integration:

**Math**

Instruct the learners to identify different helpers in their school and count the total number of helpers.

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

**Class work:**

1. Teacher to ask the learners to do page-47 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 make the learners do page-22 of the workbook.

**Revision:**

1. As a revision, teacher to discuss the role of 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:**

1. The teacher to ask the learners to find out more about any one of the community helpers.

### **Assessment Means:**

1. Have an interactive session with the learners about different helpers and their roles.

(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-1

Date

(Date/Period of Execution)

Class Nursery	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 : PLACES AROUND US	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To make learners identify different places around them like park, market, school, police station, and other places.
2. To make learners connect the respective people/helpers with the places.

### Specific Objective:

1. To make learners identify different places around them.
2. To make learners connect the respective people/helpers with the places.

## Learning Outcomes:

1. Learners begin to identify different places around them.
2. Learners begin to identify the helper/people to the correct places.

## Stage 2- Learning Plan

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

1. To explore and research about different ways in which the teacher can help learners in identifying the different places around them.
2. To explore different activities by which learners are able to understand how different people are connected with different places.

## Teaching Aids:

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

## Methodology:

**Session/Period 1(Topic):** Different Places Around Us

**Aim:** To make learners identify different places around them.

**Strategy:** The teacher to:

- ❖ Ask learners where they would go in case of any medical emergency and help them identify the term “Hospital”.
- ❖ Ask learners where their parents go to keep or withdraw money and help them identify the term “Bank”.
- ❖ Ask learners where they go to learn new things and help them identify the term “School”.
- ❖ Ask the learners where they go to drop post (to send message) and help them identify the term “Post Office”.

- ❖ Give other similar examples to them to elicit names and functions of different places in their surroundings.

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

**Session/Period 2 (Topic):** People and Places

**Aim:** To make learners connect the respective people/helpers with the places.

**Strategy:** The teacher to:

- ❖ Recall the learning of our helpers and ask the following questions to the learners.
  1. Where does a doctor go?
  2. At which place do we find a policeman?
  3. Where does a teacher go to teach?
- ❖ Let the learners connect different helpers or people to their respective work places.

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

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

1. Integration:

**Art**

The teacher to ask learners to make a 'Thank You' card for any of the helpers and post it to their respective work place.

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

**Class work:**

1. Teacher to ask the learners 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 make the learners do page-23 of the workbook.

**Revision:**

1. As a revision, teacher to recall the learnings of the different places around them.

**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 make a list of the places that are near to them.

### **Assessment Means:**

1. Have an interactive session with the learners to identify the work places of their parents, and also whether they are near to or far from 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-1**

Date

(Date/Period of Execution)

Class Nursery	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 : DAY AND NIGHT	Unit/Sub-Unit	
Name of the teacher (to be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To make the learners identify the different times during the day- day and night.
2. To make the learners understand about different activities that people do during day and night.

### Specific Objective:

1. To make the learners identify the difference between the day and the night.
2. To make the learners understand about different activities that we do during day and night.

## Learning Outcomes:

1. Learners begin to understand the difference between the day and night.
2. Learners begin to understand various activities that are done during the day and night.

## Stage 2- Learning Plan

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

1. To explore and research about different ways in which the teacher can help learners in identifying the difference between the day and night.
2. To explore different ways to make the learners understand about different activities that are done during the day and night.

## Teaching Aids:

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

## Methodology:

**Session/Period 1(Topic):** Day and Night

**Aim:** To make the learners identify the difference between the day and night.

**Strategy:** The teacher to:

- ❖ Ask the following questions to the learners.
  - a. When does the sun rise?
  - b. When do you see the moon and the stars in the sky?
  - c. When do you go to school?
  - d. When do you sleep?
  - e. When do you have your dinner?
- ❖ Help the learners do brainstorming on understanding different times during the day—day and night.

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

**Session/Period 2 (Topic):** Different Activities That are Done During the Day and Night

**Aim:** To make the learners understand about different activities that we do during day and night.

**Strategy:** The teacher to:

- ❖ Take the learners outside in an open space and ask the learners if it is day or night.
- ❖ Elicit responses from the learners on different activities that are done during the day, like going to school, playing in the school ground, and other such activities.
- ❖ Also elicit from them different activities that are done at night like reading a story book, having dinner and other such activities.

**Expected skills achieved by the learners:** Kinesthetic skills, Communication skills

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

1. Integration:

**Art**

The teacher to ask learners to draw a picture of either day or night.

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

**Class work:**

1. Teacher to ask the learners to do page-54 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 make the learners do page-24 of the workbook.

**Revision:**

1. As a revision, teacher to ask learners to sing “Twinkle Twinkle Little Star” given on page no. 55 of the main book.

**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 read pages 52 and 53 from the mainbook.

### **Assessment Means:**

1. Have an interactive session with the learners about the activity they do during the day and in the night before going to sleep.

(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