

LESSON PLAN

EVS FS-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 1: Me and My Body	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To understand how to identify oneself and other people around.
2. To understand the importance of recognising and describing various body parts.

Specific Objective:

1. To describe oneself using appropriate words and identify people around.
2. To recall and recognise various parts of the body.

Learning Outcomes:

1. Learners begin to describe themselves (learners) using appropriate words and identify people around them.
2. Learners begin to recall and recognise various parts of the body.

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

1. To explore different ways to describe and themselves (learners) people around them.

Teaching Aids:

1. Stationery/TL Aids: Woollen thread, model of a child, crayons
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Describing 'Me'

Aim: To describe myself using appropriate words and identify people around.

Strategy: The teacher to:

- Introduce the learners by saying their name in the class.
- Ask every student their name in a sing song manner in order to engage the students.
- Instruct the students to ask the name of the person sitting next to them.
- Introduce the students to the city they live in, their gender, the class that they study in.
- Call 2-3 students in front of the class to say something about themselves.

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

Session/Period 2 (Topic): My Body

Aim: To recall and recognise various parts of the body.

Strategy: The teacher to:

- Discuss about various body parts.
- Call out some students and instruct them to do actions such as breathing, walking, joining hands, and so on.
- Ask the rest of the class to identify which parts of the body are used to perform a specific action.
- Recite the poem on page 11 of the main book and instruct the class to recite after the teacher.

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

Activities /Project /Integration/Research Work:

1. Integration:

Art

Instruct the students to draw a portrait of themselves after providing them a model of a child and other necessary materials.

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

Ask the students to find out information about their family and family members. For example their names, what they do, where they live , and so on.

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to do page-9 and 10 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 names of various parts of the body.

Revision:

1. As a revision, teacher to ask the students to say the names of their classmates and say whether they are a girl or a boy.

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-5 of the workbook.

Assessment Means:

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

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

Specific Observations:

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

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

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

LESSON PLAN

EVS FS-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 2: My Senses	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To discover the five senses.
2. To understand the importance of the senses in our body.

Specific Objective:

1. To describe the functions carried out by various sense organs.
2. To name the sense organs of the body.

Learning Outcomes:

1. Learners begin to name the sense organs of the body.
2. Learners begin to describe the functions carried out by various sense organs.

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

1. To explore different ways to describe the functions carried out by various sense organs.
2. To explore different ways to memorise the names of sense organs.

Teaching Aids:

1. Stationery/TL Aids: perfume, flower, hot food item, hot/cold objects, alarm clock, sand paper, fur, wood, apple, lemon, spicy wafers, printed sense organs.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Functions Carried Out by the Sense Organs

Aim: To describe the functions carried out by various sense organs.

Strategy: The teacher to:

- Instruct the students to close their eyes and then identify the activities being carried out. For example, identifying the sound of someone walking, alarm clock, crying baby, and so on. The teacher should play or make these sounds.
- Interrogate the students which sense organs they used to identify the sounds.
- Introduce the sense of smell through a flower, perfume, or the smell of hot food.
- Introduce the sense of touch by asking them to touch a hot/ cold object, sand paper, fur, and a piece of wood.
- Discuss the difference between these objects.
- Introduce the sense of taste by asking them to describe the taste of various food objects like apple, lemon, spicy wafer, etc. Do not reveal the food items before they taste it.
- Introduce the sense of sight by asking students to locate objects that are of various colours and shapes like white, red, round, square, long, short, and so on.

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

Session/Period 2 (Topic): My Senses

Aim: To name the sense organs of the body.

Strategy: The teacher to:

- Discuss all the sense organs and the functions carried out by them.
- Write the names of the sense organs on the board.
- Instruct the students to do the same in their notebooks.
- Demonstrate the sense organs present in our body by pointing them out.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

Art

Distribute the printed flashcards of various sense organs and ask them to colour them.

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

Nil

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to do page-14 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 names of the sense organs.

Revision:

1. As a revision, teacher to ask the students to raise the flashcards coloured by them when the teacher describes a certain activity. For example, the students will raise the flashcard of the nose when the teacher says smell of “*gajar ka halwa*” and so on.

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-7 of the workbook.

Assessment Means:

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

(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-3

DATE
(Date/Period of execution)

FS 3 (UKG)	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	Chapter 3: My Safety	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 safety.
2. To introduce safety measures to be followed at home, at school, and on the road.

Specific Objective:

1. To describe the importance of following safety measures.
2. To know about the do's and don'ts to be followed at home, at school, and on the road.

Learning Outcomes:

1. Learners begin to describe the importance of following safety measures.
2. Learners begin to know about the do's and don'ts to be followed at home, at school, and on the road.

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

1. To explore different ways to discuss the do's and don'ts to be followed at home, at school, and on the road.

Teaching Aids:

1. Stationery/TL Aids: Images to be printed for flashcards- Word document and textbook.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Printed worksheet/ Workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Importance of Following Safety Measures

Aim: To describe the importance of following safety measures.

Strategy: The teacher to:

- Present two situations to the students on children playing in the playground vs children playing on the road.
- Discuss with the students the safe place between the two for playing outdoors.
- Find out reasons of the answer given by the students.
- Interrogate them on why safety measures should be practiced.
- Explain them the importance of safety measures.

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

Session/Period 2 (Topic): Safety at Home, School, and on the Road

Aim: To know about the do's and don'ts to be followed at home, at school, and on the road.

Strategy: The teacher to:

- Present images/ printouts of various scenarios at home, school, and on the road.
- Encourage the students to emphasise the reasons on why certain measures must be followed at different places.
- Discuss the possible reasons of following the best practices for safety.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

Instruct the students to complete the worksheet to follow the best safety measures.

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-20 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 measures to be followed at home, school and on the road.

Revision:

1. As a revision, teacher to ask the students to complete page- 21 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-8 of the workbook.

Assessment Means:

1. The teacher to ask the learners do the page-9 of the workbook.

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

Specific Observations:

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

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

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



Wear
seat belt.



Look in all
the directions
before crossing
the street.



Beware of
strangers
and avoid
them.



Do not touch wires
and switches.

LESSON PLAN

EVS FS-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 4: Rihana and Manbir	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To get acquainted to the importance of cleanliness in keeping good health.

Specific Objective:

1. To explain the importance of maintaining cleanliness in our body.

Learning Outcomes:

1. Learners begin to explain the importance of maintaining cleanliness in our body.

Stage 2- Learning Plan

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

1. To explore different ways to understand the importance of keeping our body clean.

Teaching Aids:

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

Methodology:

Session/Period 1(Topic): Importance of Cleanliness

Aim: To explain the importance of maintaining cleanliness in our body.

Strategy: The teacher to:

- Narrate the story of Rihana and Manbir to the class.
- Discuss learners' thoughts on why Manbir fell ill but Rihana did not.
- Encourage the students to bring up other practices that can make them ill.

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

Activities /Project /Integration/Research Work:

1. Integration:

Art

Sprinkle glitter on the hands of the students and demonstrate how invisible germs are present on our hands that makes us fall ill. Discuss and explain them that germs are organisms that cannot be seen and make us fall ill.

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

Encourage the students to find out what would happen if they never clean their hands. Welcome any creative ideas and discuss in the class.

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to read page 22 and 23 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 reasons why we fall ill.

Revision:

1. As a revision, teacher to ask the students to discuss the importance of cleanliness.

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 worksheet.

Assessment Means:

1. The teacher to ask the learners discuss the objects that can be used to clean themselves.
(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-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 5: Keeping Clean	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To understand that various practices have to be followed in keeping oneself clean.

Specific Objective:

1. To list down various practices to maintain personal hygiene.

Learning Outcomes:

1. Learners begin to list down various practices to maintain personal hygiene.

Stage 2 - Learning Plan

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

1. To explore different ways to understand various practices to maintain personal hygiene.

Teaching Aids:

1. Stationery/TL Aids: Flashcards with good practices and bad practices
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=S9VjeIWLnEg>

Methodology:

Session/Period 1(Topic): Practices to Maintain Personal Hygiene

Aim: To list down various practices to maintain personal hygiene.

Strategy: The teacher to:

- Discuss with the students the daily routine they follow.
- Encourage why they should follow a routine.
- Explain the importance of following a routine to maintain personal hygiene.
- Demonstrate the flashcards with good and bad practices and ask the students to raise their thumbs up for good practices and thumbs down for bad practices.

Expected Skills achieved by the learners: Cognitive skills.

Activities /Project /Integration/Research Work:

1. Integration:

Art

Show the video on the handwashing song. Ask the students to repeat the actions shown in the song to incorporate a hand wash practice. Relate it to the glitters they had sprinkled as germs on the hands.

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

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to read page 24 and do page 26 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 reasons why we fall ill.

Revision:

1. As a revision, teacher to ask the students to discuss the best practices to maintain personal hygiene.

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 -10 in the workbook.

Assessment Means:

1. The teacher to ask the learners discuss the objects that can be used to clean themselves.

(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-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Chapter 6: Ria's Birthday	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To appreciate the celebration of birthdays and understand the involvement of people in the celebration.

Specific Objective:

1. To describe how the students carry out their birthday celebration.

Learning Outcomes:

1. Learners begin to describe how they and other students carry out their birthday celebration.

Stage 2 - Learning Plan

1. To explore different ways to figure out to make birthday celebrations enjoyable.

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): Birthday Celebration

Aim: To describe how the students carry out their birthday celebration.

Strategy: The teacher to:

- Discuss what birthdays are.
- Instruct 2-3 students to come forward and describe how they celebrated their birthdays.
- Discuss what preparations are required to be done to organise a birthday party.
- Encourage the students to take part in birthday preparations with the help of family members.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

Art

Instruct the students to draw a picture of how they would like to celebrate their birthday party or how they would like their birthday cake to look.

2. (Pls specify about project work / research work and details as per the activities)
(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to read page 26 and 27 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 reasons why we enjoy celebrating birthday.

Revision:

1. As a revision, teacher to ask the students to discuss the things required to celebrate birthdays.

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 -11 in the workbook.

Assessment Means:

1. The teacher to ask the learners what they would like to do on their birthdays other than arranging a party.

(To be further decided by the teacher to assess they would 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-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Chapter 7: Good Manners	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To understand the necessity of good manners in living a peaceful life.

Specific Objective:

1. To list down various good manners to be followed in daily life.

Learning Outcomes:

1. Learners begin to follow various good manners in daily life.

Stage 2 - Learning Plan

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

1. To explore different ways to understand the importance of good manners in life.

Teaching Aids:

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Worksheet/ Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=9N0Qixv5p5k>

Methodology:

Session/Period 1(Topic): Good Manners

Aim: To list down various good manners to be followed in daily life.

Strategy: The teacher to:

- Show the video on good manners to the students.
- Discuss how having bad manners affect others around.
- Make a list of good manners on the board.
- Discuss situations and instruct the students on how they would respond to them. For example, 'What would you say if you want to ask for a crayon from your friend?', 'What would you say if your friend lends you a book?' and so on.

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

Activities /Project /Integration/Research Work:

1. Integration:

Literature

Recite the poem on page 30 of the main book.

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

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to do page 30 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 reasons why we should have good manners.

Revision:

1. As a revision, teacher to ask the students to discuss the good manners in the class.

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 -12 in the workbook.

Assessment Means:

1. The teacher to ask the learners to complete the good manners 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

LESSON PLAN

EVS FS-3

DATE
(Date/Period of execution)

FS 3 (UKG)	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	Chapter 8: Seasons	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To identify and classify the four seasons.

Specific Objective:

1. To name and describe the four seasons.

Learning Outcomes:

1. Learners begin to name and describe the four seasons.

Stage 2- Learning Plan

1. To explore different ways to understand the four different seasons.

Teaching Aids:

1. Stationery/TL Aids: Flashcards
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: https://www.youtube.com/watch?v=C_Sc5ZjdfFI

Methodology:

Session/Period 1(Topic): Seasons

Aim: To name and describe the four seasons.

Strategy: The teacher to:

- Show the flashcards to the students.
- Introduce the words like hot, cold, cool, and warm.
- Interrogate the students on what they would wear if they feel hot, cold, or if it rains.
- Interrogate the students on what they eat in hot or cold seasons.
- Associate hot with summer and cold with winter.
- Play the 'Seasons' vocabulary game with students on the board. The students will need to fill the missing letters to complete the word.

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

Activities /Project /Integration/Research Work:

1. Integration:

Music

Play the seasons song and make the students sing along.

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

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to do page 34 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 four seasons.

Revision:

1. As a revision, teacher to ask the students to discuss the clothes that they wear in different seasons.

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 -13 in the workbook.

Assessment Means:

Teacher to ask the students to do page 35 of the main book.

(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-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 9: Food We Eat	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 food.
2. To understand that food is obtained from different sources like animals and plants.

Specific Objective:

1. To explain the importance of eating food.
2. To identify the names of fruits, vegetables, cereals, spices, and food obtained from animals.

Learning Outcomes:

1. Learners begin to identify the names of fruits, vegetables, cereals, spices, and food obtained from animals.

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

1. To explore different ways to identify fruits, vegetables, cereals, spices, and food obtained from animals.

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): Importance of Food

Aim: To explain the importance of eating food.

Strategy: The teacher to:

- Discuss with the students how they come to know when they are hungry.
- Discuss the various types of food that they eat.
- Discuss what would happen if they not eat for a day.
- Explain the importance of food.

Expected Skills achieved by the learners: Cognitive skills.

Session/Period 2(Topic): Food We Eat

Aim: To identify the names of fruits, vegetables, cereals, spices, and food obtained from animals.

Strategy: The teacher to:

- Show the models of fruits to the students.
- Ask the students to name the fruits.
- Write the spellings of the fruits on the board.
- Similarly show the models of vegetables to the students.
- Explain the meaning of cereals and spices to the students and how they are different from vegetables and fruits.
- Discuss that the above-mentioned food items are obtained from plants.
- Discuss the food items obtained from animals.

Expected Skills achieved by the learners: Cognitive skills

Activities /Project /Integration/Research Work:

1. Integration:

Games

Print images of various food items like fruits, vegetables, cereals, spices and food obtained from animals. Keep them together and ask the students to classify the food items into food obtained from plants and from animals in two different baskets.

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

(To be further elaborated by the teacher)

Class work:

1. Teacher to ask the students to do page 41 and 42 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 41 and 42 of the main book.

Revision:

1. As a revision, teacher to ask the students to discuss the names of various food items.

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 -14 in the workbook.

Assessment Means:

Teacher to ask the students to do page 15 of the workbook.

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

Specific Observations:

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

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

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

LESSON PLAN

EVS FS-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 10: Clothes	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners learn about summer clothes.
2. To make the learners learn about winter clothes.
3. To make learners learn about rainy clothes.

Specific Objective:

1. To make the learners understand about the summer season.
2. To make the learners understand about the winter season.
3. To make learners understand about the rainy season.

Learning Outcomes:

1. Learners begin to learn about the summer season.
2. Learners begin to learn about the winter season.
3. Learners begin to learn about the rainy season.

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

1. To explore different ways to understand the four different seasons.

Teaching Aids:

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

Methodology:

Session/Period 1(Topic): Summer clothes

Aim: To make the learners learn about summer clothes.

Strategy: The teacher to:

- Ask the students say the names of different seasons.
- Explain the students that every season is different from others; in summer we feel hot, in winter season we feel cold and in rainy we can see the water everywhere.
- Guide the students that every season is different, we wear different clothes in every season to be protected.
- Show the flashcard of a boy wearing cotton t-shirt and ask them to answer, 'in which season do we wear cotton clothes?'.
- Explain the students about the different clothes worn in the summer season by showing the flashcards.
- Instruct the students that we wear loose and cotton clothes in summer so that we don't feel hot.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Winter Clothes

Aim: To make the learners learn about the winter clothes.

Strategy: The teacher to:

- Describe about the winter clothes to the students by showing the flashcards.
- Explain the students uses of winter clothes, i.e. we wear woollen clothes in winter to keep ourselves warm and safe from cold.
- Show the flashcards of clothes related to winter season.
- Place some flashcards of summer and winter together.
- Divide the class into group of 2 and ask them to sort winter and summer clothes flashcards.

Expected Skills achieved by the learners: Literacy skills

Session/Period 3 (Topic): Rainy Clothes

Aim: To make the learners learn about the rainy clothes.

Strategy: The teacher to:

- Elicit responses from the learners about clothes we wear in rainy season.
- Explain the students that we wear raincoat and use umbrella to be safe from rain.
- Show the flashcards of the rainy clothes we wear through flashcards.
- Make 3 columns for each season.
- Mix the flashcards of the clothes on the table and call the students one by one and ask them to stick the flashcard in the right column with the help of cello tape on the board.

Expected Skills achieved by the learners: Literacy and critical thinking skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft

The teacher instructs the learners to take a frock or t-shirt and ask an adult to cut a lady's finger. Dip the lady's finger in the paint and make a flower print on the frock or t-shirt with the lady's finger.

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

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 47 as classwork.

Revision:

1. As a revision, the teacher to reiterate the concepts of summer, winter and rainy 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-16 of the workbook.

Assessment Means:

1. Encourage the learners to bifurcate the clothes according to seasons.
(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-3

DATE
(Date/Period of execution)

FS 3 (UKG)	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	Chapter 11: House	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 learn about the different rooms in a house.
2. To make the learners understand about the uses of each room in a house.

Specific Objective:

1. To make the learners learn about the rooms in a house.
2. To make the learners understand about the uses of each room in a house.

Learning Outcomes:

1. Learners begin to learn about the rooms in a house.
2. Learners begin to learn about the uses of each room.

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

1. Learners should know the concept of a house.

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): Rooms in a house

Aim: To make the learners learn about the rooms in a house.

Strategy: The teacher to:

- Begin the interaction with the recap of the topic House.
- Explain the students that there are different rooms in a house.
- List down the rooms present in a house and write on the board.
- Ask the students to remove a blank paper and write the list in the notebook.
- Ask them to write the number of each rooms present in their own house.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Uses of each room

Aim: To make the learners learn about the uses of each room in a house.

Strategy: The teacher to:

- Elicit to the learners about the uses of each room in a house.
- List down the list of the rooms and ask the students whether they perform the activities in the same room as explained by the teachers.
- Explain the students that we should keep our house clean and it is the responsibility of every member of the family to keep the house clean

Expected Skills achieved by the learners: Literacy skills

Integration:

Art and Craft

<https://youtu.be/Q6sJLVR71gl>

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

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 50 and 51 as classwork.

Revision:

1. As a revision, the teacher to reiterate the concepts of summer, winter and rainy 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- 17 and 18 of the workbook.

Assessment Means:

1. Encourage the learners to name the correct room when teacher says a riddle about them. Eg: We sleep in room. (answer : bedroom). Give the riddle for each room and ensure students are able to say the answers.

(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-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 13: Air, Water and Fire	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 the uses of air.
2. To make the learners learn about the uses and sources of water.
3. To make learners learn how fire is used.

Specific Objective:

1. To make the learners understand about the uses of air.
2. To make the learners learn about the uses and sources of water.
3. To make learners learn how fire is used.

Specific Objective:

1. Learners begin to learn about the uses of air.
2. Learners begin to learn about the uses and sources of water.
3. Learners begin to learn about the fire.

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

1. Learners should be aware about the concept air, water and fire.

Teaching Aids:

1. Stationery/TL Aids: Balloon, candle and a glass of water
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Uses of Air

Aim: To make the learners learn about the uses of air.

Strategy: The teacher to:

- Revisit the concept of air with the students.
- Explain the learners that we cannot see air but we can feel it.
- Take a balloon and explain the learners to observe a deflated balloon. It is shrieked right now.
- Fill the balloon with air by blowing some with your mouth and explain the students that now the balloon has air in it.
- Explain the uses of air to the students.

Expected Skills achieved by the learners: Literacy and thinking skills

Session/Period 2 (Topic): Uses and Sources of Water

Aim: To make the learners learn about the uses and sources of water.

Strategy: The teacher to:

- Elicit from the learners the uses of water.
- Guide the students that at home, we get water from the tap.
- Explain the students that water comes from different sources.
- Also, enlighten the students that rain is the main source of water.
- Guide the students that we should drink clean water which will keep us healthy.
- Show a clear glass of water to the students and explain that we don't drink dirty water as it is harmful to our body.

Expected Skills achieved by the learners: Literacy skills

Session/Period 3 (Topic): Uses of Fire

Aim: To make the learners learn about the uses of fire.

Strategy: The teacher to:

- Switch off the lights and fan and make the classroom a bit darker.
- Light a candle in the class and explain to the students the uses of fire.
- Also guide the learners that they should not touch the fire; they can hurt themselves as it is hot.

Expected Skills achieved by the learners: Literacy and critical thinking skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft

https://youtu.be/hmnPZ2FK_wE

Jaltarang. Conduct the activity and let the students create their own tune.

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 57 and 58 as classwork.

Revision:

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

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-19 of the workbook.

Assessment Means:

1. Encourage the learners to learn and speak out the uses of air, water and fire. Ask the students to draw the sources of water.

(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-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Chapter 14: 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 make the learners learn about different parts of a plant.
2. To make the learners learn about the types of plants.
3. To make learners learn about the stages of growing a plant.

Specific Objective:

1. To make the learners understand about the parts of a plant.
2. To make the learners understand about the types of plants.
3. To make learners understand about the stages of growing a plant.

Learning Outcomes:

1. Learners begin to know about the parts of a plant.
2. Learners begin to know about the types of plants.
3. Learners begin to know the various stages in growing a plant.

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

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): Parts of a Plant

Aim: To make the learners learn about the parts of a plant

Strategy: The teacher to:

- Elicit responses from the learners about the different parts of a plant.
- Draw a plant on the board for a better explanation.
- Label each part and explain to the learners about each part of a plant.
- Explain to the students that we get fruits and vegetables from plants.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Types of Plants

Aim: To make the learners learn about the types of plants

Strategy: The teacher to:

- Explain the students that each plant is different.
- Elicit responses from the learners about the different types of plants i.e. Trees, Creepers, Climbers, Herbs and Shrubs.
- Guide the students about the different types of plants with examples.
- Draw each type of plants on the board and explain them.

Expected Skills achieved by the learners: Literacy skills

Session/Period 3 (Topic): Germination

Aim: To make the learners learn about growing a plant

Strategy: The teacher to:

- Explain the students about the different stages of a plant growing with a drawing.
- Draw all the stages on the board and explain them.

- Ask the students if they have carried out the practice of growing a plant.
- Enlighten the learners that plants need air, water and sunlight to grow.
- Explain the students that we should not cut the trees or plants, it helps us in breathing.

Expected Skills achieved by the learners: Literacy and critical thinking skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft

Bring a paper cup and put some sand in it. Pour some water and put some grains in it. Ask any one student to volunteer and water it daily. Place the plant in such a way that direct sunlight and air is available. Show the students the growth of the plant every day.

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

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 62 as classwork.

Revision:

1. As a revision, the teacher to make the learners do page no. 63 as classwork.

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-20 of the workbook.

Assessment Means:

1. Encourage the learners to label the parts of plants on the drawing that the teacher has drawn on the board.

(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-3

DATE (Date/Period of execution)			
FS 3 (UKG)	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	Chapter 15: Animals	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners learn about pet and farm animals.
2. To make the learners learn about wild animals.
3. To make learners learn about water animals.

Specific Objective:

1. To make the learners understand about the pet and farm animals.
2. To make the learners understand about the wild animals.
3. To make learners understand about the water animals.

Learning Outcomes:

1. Learners begin to know about the pet and farm animals.
2. Learners begin to know about the wild animals.
3. Learners begin to know about the water animals.

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

1. Learners should know the concept of animals.

Teaching Aids:

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

Methodology:

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

Aim: To make the learners learn about the pet and farm animals.

Strategy: The teacher to:

- Elicit the responses from the learners if they have any animal at home.
- Explain the learners that animals that stay with people at their home are called pet animals.
- Ask the students to name some pet animals.
- Explain the habitat and homes of pet animals.
- Teach the students that the animals that are useful to us are called farm animals.
- Explain the concept of farm animals with the help of flashcards.
- Also, explain the use of every farm animal.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Wild Animals

Aim: To make the learners learn about the wild animals.

Strategy: The teacher to:

- Elicit the responses from the learners to list down the wild animals.
- Explain the habitat of wild animals.
- Show the flashcards of wild animals and ask the learners to name them.
- Tell the names of homes of every wild animal.

Expected Skills achieved by the learners: Literacy skills

Session/Period 3 (Topic): Water Animals

Aim: To make the learners learn about the water animals.

Strategy: The teacher to:

- Explain the learners that the animals that live in water are called water animals.
- Guide the learners that water animals cannot live without water.
- Show the flashcards of some water animals and ask the learners to speak up their names.
- Guide the students that we should not harm any animal because they are living beings like us.

Expected Skills achieved by the learners: Literacy and critical thinking skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft

The teacher instructs the learners to dress up like any animal of their choice and have an animal band party at the school. Behave like one that you have dressed up.

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 68 and 69 of main book as classwork.

Revision:

1. As a revision, the teacher to reiterate the concepts of pet animals, farm animals, wild animals and water 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 the page-21 of the workbook.

Assessment Means:

1. Encourage the learners to differentiate among the pet animals, farm animals, wild animals and water 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-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 16: Our Helpers	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1 - Desired Results

General Objective:

1. To make the learners learn about the concept of our helpers.
2. To make the learners learn about different helpers.

Specific Objective:

1. To make the learners understand about the concept of our helpers.
2. To make the learners understand about the different helpers.

Learning Outcomes:

1. Learners begin to know about the concept of our helpers.
2. Learners begin to know about the different helpers.

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

NIL

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): Helpers

Aim: To make the learners learn about the concept of helpers.

Strategy: The teacher to:

- Ask the learners, 'Who am I?'
- Explain the students that the person helping them in any work is called helper.
- Explain the meaning of helpers in detail by giving some examples to the students.
- Guide the students that helpers help us because we cannot do all the things alone.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Different Helpers

Aim: To make the learners learn about the different helpers.

Strategy: The teacher to:

- Explain the learners about the help that each helper does.
- Guide the students that we should respect each and every helper and say 'Thank You' when they help us.
- Also, explain the students about the tools of each helper.
- Ask the students what they want to become when they grow up, to make the society better.

Expected Skills achieved by the learners: Literacy skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft

NIL

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

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 72 as classwork.

Revision:

1. As a revision, the teacher to reiterate the concept of our 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 do the page-22 of the workbook.

Assessment Means:

Ask the learners to act like the helper that the teacher speaks out. For example, when the teacher says 'Doctor', one of the learners should act like a doctor.

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-3

DATE

(Date/Period of execution)

FS 3 (UKG)	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	Chapter 17: Means of Transport	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 learn about the concept of means of transport.
2. To make the learners learn about different means of transport.

Specific Objective:

1. To make the learners understand about the concept of means of transport.
2. To make the learners understand about the different means of transport.

Learning Outcomes:

1. Learners begin to know about the concept of means of transport.
2. Learners begin to know about the different means of transport.

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

Teaching Aids:

1. Stationery/TL Aids:
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://youtu.be/FVkB0XlbN-w>

Methodology:

Session/Period 1(Topic): Means of Transport

Aim: To make the learners learn about various means of transport

Strategy: The teacher to:

- Explain the learners about various means of transport.
- Ask the students to imagine that there are no means of transport and they have to come to school on foot.
- Discuss that to save time, we use a mean to travel from one place to another.
- Explain the uses of means of transport in detail and discuss with them.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Different Means of Transport

Aim: To make the learners learn about the different means of transport.

Strategy: The teacher to:

- Recap the concept of means of transport.
- Explain the students about the different means of land transport, air transport and water transport.
- Elicit the responses from the learners about the land transport, air transport and water transport.
- Explain the average speed and time taken by each means of transport.
- Guide the students to use public transport wherever required.

Expected Skills achieved by the learners: Literacy skills

Activities /Project /Integration/Research Work:

Integration:

Art and Craft

<https://youtu.be/FVkB0XlbN-w>

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

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 75 as classwork.

Revision:

1. As a revision, the teacher to make the learners do page no. 76 as classwork.

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 workbook.

Assessment Means:

1. Encourage the learners to speak out any three means of transport from each type.

(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-3

DATE
(Date/Period of execution)

FS 3 (UKG)	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	Chapter 18: 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 learn about the concept of festivals.
2. To make the learners learn about different festivals.

Specific Objective:

1. To make the learners understand about the concept of festivals.
2. To make the learners understand about the different festivals.

Learning Outcomes:

1. Learners begin to know about the concept of festivals.
2. Learners begin to know about the different festivals.

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

Teaching Aids:

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

Methodology:

Session/Period 1(Topic): Festivals

Aim: To make the learners understand about festivals and reasons for celebrating them

Strategy: The teacher to:

- Explain the learners about the meaning of festivals.
- Guide them that people celebrate festivals with joy and happiness.
- Explain that there are many festivals in our country and each festival is different from each other.
- Discuss some stories behind the celebration of festivals.
- Elicit the responses from the learners their knowledge of celebrating any festival.

Expected Skills achieved by the learners: Literacy skills

Session/Period 2 (Topic): Different Festivals

Aim: To make the learners learn about the different festivals.

Strategy: The teacher to:

- Name the different festivals and ask the learners if they have heard about them.
- Explain the main elements of each festival to the learners.
- Discuss the food and clothes that are worn on different festivals.
- Draw the main elements on the board from each festival for better understanding.

Expected Skills achieved by the learners: Literacy skills

Activities /Project /Integration/Research Work:

1. Integration:

Art and Craft

NIL

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

NIL

(To be further elaborated by the teacher)

Reinforcement of Contents:

1. To reinforce the concepts, the teacher to make the learners do page no. 79 as classwork.

Revision:

1. As a revision, the teacher to reiterate the concepts of 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.

Homework/ Assignment /Activity back Home:

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

Assessment Means:

(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

Good Manners

Draw a happy smiley in the image showing good manners and a sad smiley in the image showing bad manners in the given box.

