

# LESSON PLAN

EVS FS-4

DATE

(Date/Period of execution)

FS 4 (Class-1)	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	About Myself	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand more about self.
2. To understand the importance of identifying oneself as a person and express oneself in words.

### Learning Outcomes:

1. To describe about self.
2. To identify and tell what every learner likes to do.

### Specific Objective:

1. Learners begin to describe about self.
2. Learners begin to identify and tell what they like do.

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

1. To explore different ways to describe themselves.
2. To find out different ways for learners to express themselves.

**Teaching Aids:**

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

**Methodology:**

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

**Aim:** To describe about self

**Strategy:** The teacher to:

- Introduce the students by saying their names in the class.
- Ask every student to tell their name in a sing song manner in order to engage the students.
- Instruct the students to discuss among themselves about their family and the names of their family members.
- Call out one or two students to come forward.
- Ask them to say the names of their family members: father, mother, siblings and so on.
- Make them write the names of their family members in the notebook.

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

**Session/Period 2 (Topic):** Things I Like

**Aim:** To identify and tell what they like to do

**Strategy:** The teacher to:

- Encourage discussion about things that they like.
- Explain them the difference between name, family name or surname.
- Give examples of things that the teacher likes such as favourite fruit, favourite colour, etc.
- Ask them to draw their favourite fruit and make them colour a square box with their favourite colour.

## Activities /Project /Integration/Research Work:

### 1. Integration:

#### Art

Instruct the students to bring pictures of their parents and write the spelling of their names under it.

### 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-10 of the mainbook 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-11 the main book.

#### Revision:

### 1. As a revision, teacher to ask the students to say their favourite fruit and favourite colour.

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-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	My Body	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand the importance of different body parts.
2. To understand how the body functions.
3. To understand how different senses are felt and how they function.

### Specific Objective:

1. To identify the names of body parts.
2. To tell the functions of some body parts.
3. To identify sense organs and tell their functions.

### Learning Outcomes:

1. Learners begin to identify the names of body parts.
2. Learners begin to tell the functions of some body parts.
3. Learners begin to identify sense organs and tell their functions.

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

1. To explore different ways to know about the body and its functions.
2. To find out different ways for learners to express themselves.

**Teaching Aids:**

1. Stationery/TL Aids: Large poster of parts of the body, chalk, orange, water, bell, flower, sugar, salt, clay
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic):** Parts of the Body

**Aim:** To identify the names of body parts

**Strategy:** The teacher to:

- Introduce different parts of the body to the students.
- Write the spelling of different parts of the body on board.
- Encourage the students to point out the parts on the poster.
- Play a game with the students where the teacher says the correct name and incorrect name of the body parts and the students will tell the right name, one by one.

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

**Session/Period 2 (Topic):** Functions of Body Parts

**Aim:** To tell the functions of some body parts

**Strategy:** The teacher to:

- Explain why different parts of the body are important.
- Encourage the discussion with students on which parts of the body they would use for different activities like which part they use for lifting a chair, kicking a ball, look at the ceiling, and so on.
- Write the sentences explaining the functions on the board and ask the students to write them in their notebooks.

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

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

**Aim:** To tell the functions of sense organs

**Strategy:** The teacher to:

- Explain the meaning of senses and organs.
- Ask the students to point out the organs on the body chart.
- Interrogate them on what these organs help them to do.
- Play a blindfold game with them using different items like chalk, orange, water, bell, flower, sugar, salt, and so on.

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

1. Integration:

**Craft**

Use play dough to make the shape of a person or an object. Help the students to make the models wherever they are required to be assisted.

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

- Ask the students what would happen if they do not have a certain body part.

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to ask the students to do page-15 and 16 of the mainbook 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 point out different parts of their body.

**Revision:**

1. As a revision, teacher to ask the students to tell the meaning of organs and senses to 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 the page-7 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to write the spellings of the body parts as the teacher dictates them.

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

**Specific Observations:**

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

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

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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	Healthy Habits	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand how one can keep oneself clean to lead a healthy life.
2. To understand how food choices help us remain healthy.
3. To know and understand the importance of exercising and yoga as a form of physical activity.

### Specific Objective:

1. To describe about the importance of cleanliness.
2. To explain why eating healthy food is necessary.
3. To demonstrate and identify various exercises and yoga.

### Learning Outcomes:

1. Learners begin to describe about the importance of cleanliness.
2. Learners begin to explain why eating healthy food is necessary.
3. Learners begin to demonstrate and identify various exercises and yoga.



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

1. To explore different ways of maintaining cleanliness.
2. To find out different ways for learners to make healthy food choices.
3. To enlist various exercises and yoga asanas to help the students understand the importance of physical exercise for healthy living

Teaching Aids:

1. Stationery/TL Aids: Flashcards of healthy habits, printed images of different food items, two baskets
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

Methodology:

Session/Period 1(Topic): Cleanliness

Aim: To describe about the importance of cleanliness

Strategy: The teacher to:

1. Ask the following questions from the students.
  - a. How do you feel when you are not well?
  - b. What are the things you do that can make you sick?
2. Instruct the students to volunteer and tell the class the process of washing hands.
3. Explain the meaning of germs and how they are harmful to us.
4. Encourage a discussion on how one can avoid getting coronavirus and understand the measures to be taken up.
5. Show the images of healthy habits and ask the students to describe each image.
6. List down healthy habits on the board.

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

Session/Period 2 (Topic): Eating Healthy Food

Aim: To explain why eating healthy food is necessary

**Strategy:** The teacher to:

- Show images of food items to the students.
- Play a game where the students have to classify the food items into 'Healthy' and 'Not so healthy' baskets.
- List down healthy and not so healthy food items on the board.
- Encourage the students to come up with a diet chart of their own and ask one or two to volunteer to share with the class.
- Lay emphasis on healthy eating habits.

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

**Session/Period 3 (Topic):** Exercise and Yoga

**Aim:** To demonstrate and identify various exercises and yoga.

**Strategy:** The teacher to:

- Take the students to the playground and ask them to do different activities like jumping 10 times, walking till the count of 20, slide down 10 times, swing 5 times, and so on.
- Take the students back to the class and ask them how they felt before they went to the ground and after they have come back.
- Explain the importance of exercise and yoga in daily life.
- Interrogate what would happen if they do not sleep for a day.
- List down the importance of sleep and rest.

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

1. Integration:

**Drama**

Demonstrate any 3 asanas to the students. Introduce their names to them. Explain them how that asana can help fight a particular disease or a body issue. Ask the students to perform the asana and identify the name.

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

- Ask the students to find out how yoga is different from other forms of exercises.

(To be further elaborated by the teacher)

**Reinforcement of Contents:**

1. To reinforce the concepts, the teacher to ask the students to list down healthy habits.

**Revision:**

1. As a revision, teacher to ask the students to tell the importance of exercise and yoga.

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

# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	My Family	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand why people stay in families.
2. To understand the different types of families based on the number of members and how different people are related in the family.
3. To understand how a family functions and helps us in living a life.

### Specific Objective:

1. To describe the meaning of family.
2. To differentiate between small families, large families, and joint families.
3. To explain the role of family members.

### Learning Outcomes:

1. Learners begin to describe the meaning of family.
2. Learners begin to differentiate between small families, large families, and joint families.
3. Learners begin to understand the role of family members.

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

1. To explore different ways to know about different types of families.
2. To find out different ways for learners to understand what a family is.
3. To enlist various roles of family members.

### Teaching Aids:

1. Stationery/TL Aids: pictures of family members, thread, glue, a large cardboard piece, printout of small family, large family and joint family
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

### Methodology:

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

**Aim:** To describe the meaning of family

**Strategy:** The teacher to:

- Question the students on who the people living in their house are.
- Explain the meaning of parents.
- Explain the meaning of family.
- Discuss how they should behave with the members of the family.
- Give them situations and reinforce positive behaviour in them, for example – ‘What would they do if their sibling asks for their crayons?’, ‘What would they do if a family member spills a cup of milk by mistake?’, ‘How do they talk to elders?’ and so on.

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

**Session/Period 2 (Topic):** Small Family, Large Family, and Joint Family

**Aim:** To differentiate between small families, large families, and joint families

**Strategy:** The teacher to:

- Show the pictures of small family, large family and joint family one by one.
- Encourage the students to volunteer and describe the pictures shown.
- Explain them the meaning of small family and large family.

- Explain the meaning of joint family and how it can be called a large family.
- Explain the relationships between different members of the society.

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

**Session/Period 3 (Topic):** Role of Family Members

**Aim:** To explain the role of family members

**Strategy:** The teacher to:

- Ask them the following questions.
  - a. Who takes care of you when you are ill?
  - b. Who brings various things for the house?
  - c. Who arranges things in the house?
  - d. Who serves and attends the guests in the house?
- Explain the role of different members of a family in the house.
- Encourage the students to take up various roles in the house to become a part of the family.

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

1. Integration:

#### Art and Literature

Instruct the students to make a flowchart of the family members. Ask the students to stick the picture of their grandparents at the top. Show the relations with the help of a thread.

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-26 and 27 of the mainbook 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 the meaning of family.

#### Revision:

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

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 and 11 of the workbook.

### Assessment Means:

1. The teacher to ask the learners to draw a picture of their family and colour it.  
(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

### Specific Observations:

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

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

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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	We Need Food	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 and different meals for good health.
2. To understand where food comes from and different types of food that people consume.

### Specific Objective:

1. To describe the importance of food and explain the meaning of breakfast, lunch, and dinner.
2. To list the sources of food as well as the meaning of vegetarians and non-vegetarians.

### Learning Outcomes:

1. Learners begin to describe the importance of food and explain the meaning of breakfast, lunch, and dinner.
2. Learners begin to list the sources of food as well as the meaning of vegetarians and non-vegetarians.



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

1. To explore different ways to know about the importance of food and explain the meaning of breakfast, lunch, and dinner.
2. To research ways so that students can enlist various sources of food.

**Teaching Aids:**

1. Stationery/TL Aids: Vegetables like lady finger, or onion, pictures of various food items
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic):** Food and Meals

**Aim:** To describe the importance of food and explain the meaning of breakfast, lunch, and dinner

**Strategy:** The teacher to:

- Question the students on their thoughts on why they feel hungry.
- Explain the importance of food to them.
- Explain the meaning of meals.
- Discuss what food items they can have during different meals.
- Add that water is also a part of the meal.
- Encourage students to come up and volunteer to talk about the dishes they like to eat when they go to a restaurant.

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

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

**Aim:** To list the sources of food as well as the meaning of vegetarians and non-vegetarians

**Strategy:** The teacher to:

- Encourage the students to share their food during lunch time.
- Discuss different food items they had and what ingredients were used in making them.
- Instruct the students to list various food items they get from plants and animals.

- Write the spellings of the food items on the board and ask the students to do the same in their notebooks.
- Discuss that covered food should be eaten because uncovered food may have germs.
- Explain the meaning of vegetarian and non-vegetarian people.
- Emphasise that being a vegetarian or non-vegetarian is a matter of choice and is not to be stigmatised.
- Instruct the students to stick the pictures of various food items into a table of Food Obtained from Plants and Food Obtained from Animals in their notebooks.

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

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

1. Integration:

**Art**

Instruct the students to soak the cut part of the vegetable and imprint it on a drawing sheet. Students should also write the name of the vegetable below the imprints. Encourage the students to make various patterns.

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-31 and 32 of the mainbook as class work.

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

**Reinforcement of Contents:**

1. To reinforce the concepts, the teacher to ask the students to describe about the meals eaten during the day.

**Revision:**

1. As a revision, teacher to ask the students to list down the food items obtained from plants and 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-12 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to explain the meaning of vegetarian and non-vegetarian people.

(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-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	We Need Clothes	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 clothes in different seasons.
2. To understand the meaning of fibre and its sources.

### Specific Objective:

1. To identify the clothes that people wear in different seasons.
2. To explain the meaning of fibre and its sources.

### Learning Outcomes:

1. Learners begin to identify the clothes that people wear in different seasons.
2. Learners begin to explain the meaning of fibre and its sources.

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

1. To explore different ways to identify the clothes that people wear in different seasons.
2. To research ways so that students can explain the meaning of fibre and its sources.

**Teaching Aids:**

1. Stationery/TL Aids: Clothes like skirt, pants, saree, ghagra, t-shirt, shirt, socks etc., different pieces of cloth like wool, silk, cotton, polyester, etc.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

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

**Aim:** To identify the clothes that people wear in different seasons

**Strategy:** The teacher to:

- Show various clothes to the students and ask them to tell their names.
- Divide the class into two teams.
- Instruct the teams to wear socks, skirt, pants, and so on. The students are supposed to run to the pile, wear the clothes mentioned by the teacher and come back. The team that completes first wins.
- Discuss which clothes they would prefer to wear during summer, winter, and rainy season.
- Explain the importance of wearing different types of clothes in different seasons.

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

**Session/Period 2 (Topic):** Sources of Cloth Fibres

**Aim:** To explain the meaning of fibre and its sources

**Strategy:** The teacher to:

- Demonstrate different pieces of clothes in front of the class.
- Encourage the students to touch and feel the types of cloth pieces like wool, silk, cotton, polyester, etc.
- Encourage the students to explain the difference they felt in all types of cloth pieces.

- Discuss different type of clothes worn by various people.
- Explain the importance of wearing clean clothes.
- Describe what Khadi is.

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

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

**1. Integration:**

**Literature**

Show up clothes and ask the students to write the name of the item in their notebook. Arrange them in a sequence they can see. The first one to write the names correctly wins the game.

**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-36 and 37 of the mainbook as class work. (The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work.)

**Reinforcement of Contents:**

1. To reinforce the concepts, the teacher to ask the students to describe the clothes to be worn in different seasons.

**Revision:**

1. As a revision, teacher to ask the students to state the reasons for wearing clean 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-13 of the workbook.

**Assessment Means:**

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

**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-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	We Need a House	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 house and its different types.
2. To understand why different rooms are required in the house and why they should be kept tidy.

### Specific Objective:

1. To identify different types of houses.
2. To name the types of rooms in the house and explain they should be kept clean.

### Learning Outcomes:

1. Learners begin to identify different types of houses.
2. Learners begin to name the types of rooms in the house and explain why they should be kept clean.



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

1. To explore different ways for students to identify different types of houses.
2. To research ways so that students can name the types of rooms in the house and explain why they should be kept clean.

**Teaching Aids:**

1. Stationery/TL Aids: Cut out of objects kept in different rooms from magazines, flashcards of rooms, pencil, drawing sheet, crayons, flashcards of various rooms, glue
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=WfLBN0FVYNM>

**Methodology:**

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

**Aim:** To identify different types of houses

**Strategy:** The teacher to:

- Question the students on what a house is.
- Encourage the students to volunteer to come in front of the class and describe how their house looks.
- Explain the meaning of kutchra house and describe how it is made.
- Explain the meaning of pucca house and describe how it is made.
- Describe the various kinds of pucca house to the students.
- Instruct the students to draw a picture of their house.

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

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

**Aim:** To name the types of rooms in the house and explain they should be kept clean

**Strategy:** The teacher to:

- Play the song on different rooms in the house.
- Hand out flashcards of different rooms to different students and play the song again.

- Ask the students to stand up when the room of their flashcard is presented in the song.
- Write the names of different rooms in the house on the board and ask the students to do the same in their notebooks.
- Discuss why they should keep their house neat and tidy.
- List down different ways in which they can keep their house clean.

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

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

1. Integration:

**Group Work**

Divide the students into different teams like kitchen, bedroom, bathroom, and so on. Make different cut-outs of the objects kept in different rooms available to the students. Exhibit the work of each of the students. Encourage them to make their room as beautiful as they can.

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

Encourage the students to find the advantages of flat roofs.

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to ask the students to do page-41 the mainbook as class work.

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

**Reinforcement of Contents:**

1. To reinforce the concepts, the teacher to ask the students to describe the different types of houses.

**Revision:**

1. As a revision, teacher to ask the students to state the ways in which they can keep their house clean.

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-15 of the workbook.

### Assessment Means:

1. The teacher to ask the learners the following questions
  - In which room of the house
    - a. do you brush your teeth?
    - b. do you cook food?
    - c. do you sleep at night?
    - d. do you eat dinner?
    - e. do you sit with your family and watch TV?
    - f. does family relax together?

(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-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Air and Water	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand how air is important for living and understand various activities dependent on it.
2. To understand the importance of water, where it is obtained from and learn about ways to save it.

### Specific Objective:

1. To describe the ways in which one can feel air and state its uses.
2. To list the sources of water, uses of water and describe its importance.

### Learning Outcomes:

1. Learners begin to describe the ways in which one can feel air and state its uses.
2. Learners begin to understand the sources of water, uses of water and describe its importance.

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

1. To explore different ways for students to describe the ways in which one can feel air and state its uses.
2. To research ways so that students can list the sources of water, its uses and describe its importance.

**Teaching Aids:**

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

**Methodology:**

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

**Aim:** To describe the ways in which one can feel air and state its uses

**Strategy:** The teacher to:

- Instruct the students to fill air in their mouth and blow against their palm.
- Encourage students to share their experience about the same.
- Switch off all the fans in the room and ask the students to observe. Now switch them on.
- Question the students about the observations they made before and after turning the fans on.
- Explain the meaning of air, wind, breeze, and storm.
- Explain to the students the difference between the air, wind, breeze, and storm.
- Instruct the students to take some deep breaths.
- Question the students about the uses of air.
- List the uses of air on the board and ask the students to do the same in their notebooks.

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

## Session/Period 2 (Topic): Water

**Aim:** To list the sources of water, uses of water and describe its importance

**Strategy:** The teacher to:

- Encourage the students to come forward and share their experiences with water- like on a beach, at a lake, at a swimming pool, rain, etc.
- Interrogate the students from where the water reaches their tap.
- Explain them the meaning of sources and list down different sources of water.
- Interrogate and list down different uses of water.
- Gather the thoughts of students on ways to save water.

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

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

1. Integration:

### Literature

Instruct the students to prepare a slogan to save water a day prior to the activity. Ask them to make a poster with the slogan on saving water.

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

Encourage the students to research on how water is useful to other living beings.

(To be further elaborated by the teacher)

### Class work:

1. Teacher to ask the students to do page-45 and 46 of the mainbook as class work.

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

### Reinforcement of Contents:

1. To reinforce the concepts, the teacher to ask the students to describe the uses of water.

### Revision:

1. As a revision, teacher to ask the students to state the various sources of 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-16 and 17 of the workbook.

### Assessment Means:

1. The teacher to ask the learners to explain the importance of air and water in living life.

(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-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Plants Around Us	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To get introduced to different types of plants.
2. To understand the importance plants and their uses.

### Specific Objective:

1. To differentiate among tree, herb, shrub, creeper, and climber.
2. To list the uses of plants.

### Learning Outcomes:

1. Learners begin to differentiate among tree, herb, shrub, creeper, and climber.
2. Learners begin to understand the uses of plants.



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

1. To explore different ways for students to differentiate among tree, herb, shrub, creeper, and climber.

**Teaching Aids:**

1. Stationery/TL Aids: Different types of seeds like moong, coffee, rice, jowar, bajra, maize, fenugreek, pictures of trees, herbs, shrubs, creepers, and climbers with half names written on them.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=KvwkXjBGoE8>

**Methodology:**

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

**Aim:** To differentiate among tree, herb, shrub, creeper, and climber

**Strategy:** The teacher to:

- Show the video.
- Ask the questions about the video to the students like what herbs, shrubs, trees, climbers and creepers are.
- Question them about various examples of the types of plants.
- Explain them the meaning of each type of plant and how they are different from each other.
- Take the students to the school garden, help them identify the types of plants, and classify them into different categories.
- Ask the students to touch and feel the stems of different plants.
- Pose questions like-Which type of the plant has the hardest stem? Which one has the thick stem?
- Show pictures of trees, shrubs, herbs, climbers, and creepers to the students.

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

## Session/Period 2 (Topic): Uses of Plants

**Aim:** To list the uses of plants

**Strategy:** The teacher to:

- Show them different seeds and ask their names.
- Introduce the names of the seeds in the class.
- Interrogate the students about various things obtained from plants.
- List down the things on the board.
- Ask the students to write the names in their notebooks.

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

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

1. Integration:

### Sports

Select some students to play the game. Make 8 pieces of puzzle. The first student shall select any picture with 'tr' or 'sh' written over it and race to the board to stick it. The next students will find the pictures with 'ub' and 'ee' to make the whole picture.

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-50 and 51 of the mainbook 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 name the different types of plants.

### Revision:

1. As a revision, teacher to ask the students to state the uses of plants.

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-18 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to give examples of different types of plants.  
(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

**Specific Observations:**

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

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

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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Animals Around Us	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To get introduced to different types of animals living on land and in water.
2. To understand that animals are categorised into different groups.

### Specific Objective:

1. To differentiate between land animals, water animals, and animals that live both on land and in water.
2. To describe what are birds, insects, pets, wild animals, and domestic animals.

### Learning Outcomes:

1. Learners begin to differentiate between land animals, water animals, and animals that live both on land and in water.
2. Learners begin to describe what are birds, insects, pets, wild animals, and domestic animals.

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

1. To explore different ways for students to differentiate between different types of animals.
2. To research about ways in which animals can be categorized into different categories.

Teaching Aids:

1. Stationery/TL Aids: Printout of different animals like cow, dog, sheep, cat, lion, tiger, etc.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: [https://www.youtube.com/watch?v=BDYUV7tx\\_pM](https://www.youtube.com/watch?v=BDYUV7tx_pM)

Methodology:

Session/Period 1(Topic): Land Animals and Water Animals

Aim: To differentiate between land animals, water animals, and animals that live both on land and in water.

Strategy: The teacher to:

- Show pictures of different animals and ask their names from the students.
- Encourage them to discuss the difference between plants and animals.
- Explain the meaning of land animals, water animals and amphibians.
- Play the game with the students where the teacher says an alphabet and the students write the name of an animal starting with that alphabet.
- Encourage the students to share the names of the animals they have written in front of the class.

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

Session/Period 2 (Topic): Different Types of Animals

Aim: To describe what are birds, insects, pets, wild animals, and domestic animals.

Strategy: The teacher to:

- Show the video to the students.
- Ask the students which animals from the video are found in zoos and which ones are not.

- Encourage the students to come in front of the class one by one and call out the sound of an animal. The rest of the class is supposed to guess the name of the animal.
- Call out the students to write the names of five animals on the board. Now ask them if these animals are found in the forest or not.
- Explain the meaning of wild animals, domestic animals and pets to the students.
- Show pictures of birds and insects to the students.
- Question them about the difference in the pictures shown.
- Explain them what birds and insects are.
- Encourage the students to come up with some examples of birds and insects.

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

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

1. Integration:

**Play**

Encourage one student to come forward and stick the picture of an animal on his back. The students of the class then describe the animal without saying its name. They can give hints to guess the name like what it looks like- size, colour, lives on land or water, number of feet, or what it eats and so on.

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

Nil.

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to ask the students to do page-55 and 56 of the mainbook 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 give examples of land animals, water animals, and amphibians.

**Revision:**

1. As a revision, teacher to ask the students to state the meaning of birds and insects.

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. The teacher to ask the learners to explain the meaning of wild animals and domestic animals.

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

#### Specific Observations:

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

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

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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	Homes of Animals	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To get introduced to the habitats in which different kinds of animals live.

### Specific Objective:

1. To identify the homes of wild animals and domestic animals.

### Learning Outcomes:

1. Learners begin to identify the homes of wild animals and domestic animals.

## Stage 2- Learning Plan

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

1. To explore different ways for students to identify the homes of wild animals and domestic animals.



## Teaching Aids:

1. Stationery/TL Aids: round dish, stones or gravel, four bricks, tap water
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=dxLLJVgOr7A>

## Methodology:

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

**Aim:** To identify the homes of wild animals and domestic animals

**Strategy:** The teacher to:

- Show the video to the students to introduce the homes of animals.
- Write the name of the animals along with their homes on the board.
- Instruct the students to write the same in their notebooks.
- Encourage the students to discuss why animals require a shelter to live.
- Write the names of different animals and the pictures of their homes in different flashcards. Randomly distribute each flashcard to the students. Now set a timer for 5 minutes and ask the students to find their partners to match the animals with their home. The team to pair up first wins the game.

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

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

1. Integration:

### Art

Encourage the students to arrange four bricks near a bush or a tree. Ask them to place the round dish on the bricks. Then, instruct them to place some stones or gravel to make sure it's not slippery. Ask the students to fill the dish with water. Ask the students to observe the water bath they made from a distance. Take a photograph if there are any birds spotted at the bird bath.

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-59 of the mainbook 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 give examples of different homes of animals.

### **Revision:**

1. As a revision, teacher to ask the students why animals need home to live.

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

### **Homework/ Assignment /Activity back Home:**

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

### **Assessment Means:**

1. The teacher to ask the learners to do page 60 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

# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our School	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To introduce the layout of the school and its importance.
2. To reinforce good behaviour among students.

### Specific Objective:

1. To describe about the school staff and state the different parts of the school.
2. To identify the qualities of a good student.

### Learning Outcomes:

1. Learners begin to describe about the school staff and state the different parts of the school.
2. Learners begin to identify the qualities of a good student.

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

1. To explore different ways for students to identify the school staff and different parts of the school.

**Teaching Aids:**

1. Stationery/TL Aids: Print out of good behaviour and bad behaviour
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic): Our School**

**Aim:** To describe about the school staff and state the different parts of the school

**Strategy:** The teacher to:

- Take the students around the school in different rooms and explain the purpose of each of the rooms.
- Set up a meeting of the students with the principal of the school so that they can interact with him/her.
- Make the students meet with various staff members of the school like other teachers, ancillaries, peons, gardeners, bus drivers, etc.
- Explain the role of different people in running the school.
- Write the spellings of the words like principal, peon, gardener, etc. on the board and ask the students to do the same in their notebooks.
- Help them remember the name of the principal of the school and other subject teachers that teach the students.

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

**Session/Period 2 (Topic): Qualities of a Good Student**

**Aim:** To identify the qualities of a good student

**Strategy:** The teacher to:

- Make two columns of good behaviour and bad behaviour on the board.
- Spread out images on the table in front of the students.
- Call out the students one by one and ask them to place or stick the image in front of them in the correct column.
- Explain ways to display good behaviour in the school.

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

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

1. Integration:

**Act**

Select some students a day prior and ask them to practice enactment of the qualities of good students and bad students. Students can choose to act in pairs and prepare dialogues. Teacher can help them with the dialogues if necessary. The students to act out the qualities of students with good and bad behaviour. The remaining class to say if the behaviour can be termed good or bad.

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-64 and 65 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 name the people who help in functioning the school.

**Revision:**

1. As a revision, teacher to ask the students to state some good behaviour.

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

**Homework/ Assignment /Activity back Home:**

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

**Assessment Means:**

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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	Places Around Us	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand about one's neighbours and neighbourhood.
2. To introduce various places in the neighbourhood and their purpose.

### Specific Objective:

1. To describe the meaning of neighbours and neighbourhood.
2. To identify market, park, post office, bank, police station, hospital, and bus stop.

### Learning Outcomes:

1. Learners begin to describe the meaning of neighbours and neighbourhood.
2. Learners begin to identify market, park, post office, bank, police station, hospital, and bus stop.

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

1. To explore different ways for students to identify market, park, post office, bank, police station, hospital, and bus stop.
2. To research about ways in which students can understand the meaning of neighbours and neighbourhood.

**Teaching Aids:**

1. Stationery/TL Aids: Chart paper, scale, pictures from magazines
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

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

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

**Strategy:** The teacher to:

- Call out students to come forward and narrate how they interact with their neighbours.
- Encourage the students to share instances of a celebration or get together or a visit to a neighbour's place to the class.
- Explain the students the meaning of neighbours and neighbourhood.
- Take their views on what they think about their neighbours.

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

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

**Aim:** To identify market, park, post office, bank, police station, hospital, and bus stop

**Strategy:** The teacher to:

- Show pictures of various places in the neighbourhood.
- Ask the students how much they know about these places.
- Make students play a game of identifying places around us and filling in the missing letters.



- Ask the students to write the spellings in their notebooks.
- Explain the utility of the places in the pictures.

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

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

1. Integration:

### Map Making

Encourage the students to go around their neighbourhood and map out any four places on the chart paper by drawing lines and sticking cut outs from magazines at the pit stop. Ask the students to identify which place is the farthest and which one is nearby their house.

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

Nil

(To be further elaborated by the teacher)

### Class work:

1. Teacher to ask the students to do page-68 and 69 of the main book as class work.

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

### Reinforcement of Contents:

1. To reinforce the concepts, the teacher to do page-70 of the main book.

### Revision:

1. As a revision, teacher to ask the students to tell the names of the places in their neighbourhood.

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

### Homework/ Assignment /Activity back Home:

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

### Assessment Means:

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

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

### Specific Observations:

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

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

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

PMP

# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Helpers	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 various helpers of the community.

### Specific Objective:

1. To describe the meaning of community helpers and their role.

### Learning Outcomes:

1. Learners begin to describe the meaning of community helpers and their role.

## Stage 2- Desired Results

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

1. To explore different ways for students to understand what community helpers do

## Teaching Aids:

1. Stationery/TL Aids: Ice cream sticks, cut out of different shapes, sketch pen, glue
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=jt2q1cHsH6E>

## Methodology:

**Session/Period 1(Topic):** Community Helpers

**Aim:** To describe the meaning of community helpers and their role

**Strategy:** The teacher to:

- Call out students to come forward and tell the class about their parents' profession.
- Explain the students that each profession helps the people in the community.
- Explain the meaning of community helpers and their role to the students.
- Reinforce positive behaviour by instructing them on how they should behave with the community helpers.
- Instruct them to write 'Thank You' on a colourful cut out and ask them to stick it on an ice cream stick.
- Encourage them to give out the Thank You message to the watchman or a sweeper living around their house.

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

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

### 1. Integration:

#### Act and Sing

Sing the song given here in the class. Encourage the student to repeat after you and perform the actions.

How did you get here today? How did you get here today? (palms up, puzzled look on face)

I got here on foot (walk on the spot)

I got here by bus (pretend to drive a bus and beep the horn)

I got here by bicycle (pretend to be cycling)

I got here by car (pretend to drive a car)

How did you get here today? How did you get here today? I got here by train (moving your hands around like a wheel and "chu-chu"ing)

I got here by boat (do wave motions with your hands)

I got here by airplane (pretend to be an airplane by holding your arms right out)

I got here by rocket (put your arms above your head, finger tips touching to make a rocket shape).

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

Nil.

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to ask the students to do page-73 and 74 of the main book as class work.

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

**Reinforcement of Contents:**

1. To reinforce the concepts, the teacher to ask the students to describe how they should behave with the community helpers.

**Revision:**

1. As a revision, teacher to ask the students to name the community 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 do the page-25 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to identify the community helpers after the teacher describes the role of the community helpers to the students.

(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-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	Travel	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To introduce various means of transport and their utility.
2. To understand that animals are also used as a means of transport.

### Specific Objective:

1. To identify various means of land transport, water transport, and air transport.
2. To describe the use of animals as a means of transport.

### Learning Outcomes:

1. Learners begin to identify various means of land transport, water transport, and air transport.
2. Learners begin to describe the use of animals as a means of transport.

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

1. To explore different ways for students to identify various means of land transport, water transport, and air transport.

### 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):** Air Transport, Water Transport, and Land Transport

**Aim:** To identify various means of land transport, water transport, and air transport

**Strategy:** The teacher to:

- Ask the students to share their views on what mode of transport they would use to go to
  - a. The market.
  - b. A highway restaurant.
  - c. The relative living next door.
  - d. A friend living in the neighbouring city.
  - e. A neighbouring country.
- Question the students about their favourite means of transport.
- Instruct the students to draw their favourite means of transport and colour it.
- Explain the meaning of land transport, water transport, and air transport to the students.
- Instruct them to write the examples and note them down in their notebooks.

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

**Session/Period 2(Topic):** Animals for Travel

**Aim:** To describe the use of animals as a means of transport

**Strategy:** The teacher to:

- Instruct the student to give examples of some animals on which they have travelled.
- Explain them on why animals have been used for travel.

- Show pictures where animals were used as a means of transport during earlier times.

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

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

1. Integration:

**Act and Sing**

Sing the song given here in the class. Encourage the students to repeat after you and perform the actions.

How did you get here today? How did you get here today? (palms up, puzzled look on face)

I got here on foot (walk on the spot)

I got here by bus (pretend to drive a bus and beep the horn)

I got here by bicycle (pretend to be cycling)

I got here by car (pretend to drive a car)

How did you get here today? How did you get here today? I got here by train (moving your hands around like a wheel and “chu-chu”ing)

I got here by boat (do wave motions with your hands)

I got here by airplane (pretend to be an airplane by holding your arms right out)

I got here by rocket (put your arms above your head, finger tips touching to make a rocket shape).

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-78 and 79 of the main book as class work.

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

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

1. To reinforce the concepts, the teacher to ask the students to describe the examples of various modes of transport.

**Revision:**

1. As a revision, teacher to ask the students to discuss on why they would select a particular mode of transport to travel a place nearby or far away.

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



**Homework/ Assignment /Activity back Home:**

1. The teacher to ask the learners to do the page-26 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to do the page-27 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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	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	The Earth and the Sky	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To introduce about the planet Earth as well as its land and water features.
2. To understand various celestial objects in the sky.

### Specific Objective:

1. To explain about the Earth and about the land and water features.
2. To identify the objects seen in the day and the night sky.

### Learning Outcomes:

1. Learners begin to explain about the Earth and describe about the land and water features.
2. Learners begin to identify the objects seen in the day and the night sky.

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

1. To explore different ways for students to identify various objects seen in the day and the night sky.
2. To research about the ways to explain about the Earth and describe about the land and water features.

### Teaching Aids:

1. Stationery/TL Aids: A globe, torch, printout of features of land and water
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://www.youtube.com/watch?v=W41oD76LthM&t=36s>

### Methodology:

**Session/Period 1(Topic):** The Earth

**Aim:** To explain about the Earth and describe about the land and water features

**Strategy:** The teacher to:

- Demonstrate the globe and explain what it is.
- Show our country and its location on the globe.
- Explain what planet Earth is.
- Show the video to the students.
- Explain about the various features of land and water.
- Instruct the students to identify the features by showing them the pictures.

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

**Session/Period 2(Topic):** The Sky

**Aim:** To identify the objects seen in the day and the night sky

**Strategy:** The teacher to:

- Take the students to the playground and ask them to observe what they can see in the sky.
- Discuss the objects that appear but are currently not visible in the sky like a rainbow.
- Discuss what objects can one see during the night time.

- Show the rotational movement of the Earth on the globe.
- Explain the occurrence of day and night with the help of the torch to the students.
- Rotate and demonstrate how night and day change.
- Instruct the students to write the spellings of the objects in their notebooks.

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

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

1. Integration:

**Story telling**

Arrange for a story telling session with the students where they can personify the Earth and the Sky as people having conversation. Encourage the students to come up with the stories of their own.

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-84 and 85 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 the features of the land.

**Revision:**

1. As a revision, teacher to ask the students to discuss the features of 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 to do the page-28 and 29 of the workbook.

**Assessment Means:**

1. The teacher to ask the learners to describe the objects they can see in the sky.

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

**Specific Observations:**

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

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

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

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# LESSON PLAN

MATH FS-2

DATE

(Date/Period of execution)

FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Festivals	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1- Desired Results

### General Objective:

1. To understand about different kinds of festivals.
2. To know why and how different festivals are celebrated.

### Specific Objective:

1. To explain why and how religious festivals are celebrated.
2. To explain why and how national festivals are celebrated.

### Learning Outcomes:

1. Learners begin to explain why and how religious festivals are celebrated.
2. Learners begin to explain why and how national festivals are celebrated.

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

1. To explore different ways for students to identify religious festivals and national festivals.
2. To research about the ways to explain why and how different festivals are celebrated.

### Teaching Aids:

1. Stationery/TL Aids: Drawing sheet, pencil, crayons, sketch pens, other decorative items.
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link: <https://mocomi.com/ramayana-story-of-diwali/>  
<https://www.youtube.com/watch?v=ZXXzYXxKEf8>

### Methodology:

**Session/Period 1(Topic):** Religious Festivals

**Aim:** To explain why and how religious festivals are celebrated

**Strategy:** The teacher to:

- Start the class by telling the story behind celebrating Diwali (refer the link).
- Encourage students to come up and share the way in which different festivals are celebrated in their house.
- Make sure that a diverse group from the class comes forward and share about different festivals.
- List down the names of the festivals on the board.
- Explain the students about different religious festivals and their importance.
- Emphasise that people in India celebrate different festivals with a sense of brotherhood.
- Encourage students to participate in each other's festivals.

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

## Session/Period 2(Topic): National Festivals

**Aim:** To explain why and how national festivals are celebrated

**Strategy:** The teacher to:

- Explain the meaning of national festivals.
- Show a video on national festivals to the students.
- List down different national festivals on the board.
- Instruct the students to draw the national flag.
- Instill a sense of belongingness and pride in students towards being Indians.

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

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

1. Integration:

### Greeting Card Making

Instruct the students to bring the necessary material to make a greeting card for their friends/family for a festival. Encourage them to use waste material on the greeting card. Help them with different ideas on making a greeting card. Ask them to gift the greeting card to their loved ones on the day of the festival.

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

Nil

(To be further elaborated by the teacher)

**Class work:**

1. Teacher to ask the students to do page-89 and 90 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 the meaning of religious festivals.

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

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

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

**Homework/ Assignment /Activity back Home:**

1. The teacher to ask the learners to do the page-30 of the workbook.



**Assessment Means:**

1. The teacher to ask the learners to do the page-31 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

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# LESSON PLAN

EVS FS-4

DATE (Date/Period of execution)			
FS 4 (Class-1)	Section _____ (To be filled by the teacher)	No. of Students (To be filled by the teacher)	_____learners
Subject	EVS	Duration of Period	_____minutes
THEME/ CONTENT/ CHAPTER	Our Safety	UNIT/SUB-UNIT	
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

## Stage 1 - Desired Results

### General Objective:

1. To understand how various safety measures are important to be followed at different places for staying safe and alert.

### Specific Objective:

1. To list down various safety rules at home, in school, on the road, in the bus, and in the park as well as explain their importance.

### Learning Outcomes:

1. Learners begin to list down various safety rules at home, in school, on the road, in the bus, and in the park as well as explain their importance.

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

1. To explore different ways for students to list down various safety rules at home, in school, on the road, in the bus, and in the park as well as explain their importance.

**Teaching Aids:**

1. Stationery/TL Aids: Glue, small sheets, crayons, thread, flashcards on safe and non-safe measures
2. Printed Material/Books: Book
3. Worksheets/Workbook: Workbook
4. Multi media / Video link:

**Methodology:**

**Session/Period 1(Topic):** Safety Rules at Different Places

**Aim:** To list down various safety rules at home, in school, on the road, in the bus, and in the park as well as explain their importance

**Strategy:** The teacher to:

- Encourage students to discuss about the people who keep them safe.
- Discuss about the role their parents, their teachers, the guards, the police officers, the school staff, their coaches, their teachers, etc. play in keeping them safe.
- Explain them the importance of safety.
- Show them flashcards of safe and unsafe practices.
- Let the students list them down as safe or unsafe.
- Describe various safety measures to be followed at home, in school, on the road, in the bus, and in the park.
- Encourage students to read out loud the safety measures one by one.
- Share an event on safety and the leading consequences of it with the students.
- Make the students aware about the traffic lights on the road and its importance in safety.

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

## Activities /Project /Integration/Research Work:

### 1. Integration:

#### Mini Book

Divide the students in various groups. Instruct them to come up with print out of pictures on safety measures at home, in school, on the road, in the bus, and in the park a day before the activity. Assign different places to each group. Instruct them to put up any safety measure that they could think of to be followed at the place assigned to their group. In the end, gather all their creation and make a mini book on safety measures. Display it on the bulletin board of the class.

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

Encourage the students to find out the purpose of red, green, and yellow lights on the road.

(To be further elaborated by the teacher)

#### Class work:

### 1. Teacher to ask the students to do page-93, 94, and 95 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 the importance of safety.

#### Revision:

### 1. As a revision, teacher to ask the students to discuss what could happen if they do not follow safety rules.

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

#### Homework/ Assignment /Activity back Home:

### 1. The teacher to ask the learners to do the page-32 of the workbook.

#### Assessment Means:

### 1. The teacher to ask the learners to discuss the safety rules followed at different places one by one.

(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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