

GIST OF LESSON	TARGETED LEARNING OUTCOMES (TLO)	TEACHING LEARNING ACTIVITIES PLANNED	QUESTIONS ON TLOS, HOTS & CORRELATION WITH OTHER SUBJECTS	LIFE SKILLS TO BE DEVELOPED	SUGGESTED ACTIVITIES TO INCULCATE LIFE SKILLS	STRATEGIES TO EVALUATE LIFE SKILLS
The lesson “Going To School” is all about different kinds of places and different ways of travelling in such places.	<ul style="list-style-type: none"> Finding out different modes of transport used by the children to reach the school and name them. Observe and understand the importance of bridge. Identify the material used for constructing bridges. Classification of vehicles used for long and short distances. Identify how children from various regions travel to 	*Introduction of lesson by an activity : Each on will draw their mode of transport to reach the school then find out how many children come by bus, car, cycle etc. *Draw different kinds of bridges and understand their importance. *Identify and write down the material used for constructing the bridges. *Classify the modes according to long and short distances. *Map reading : Mark land forms where these different vehicles are used like camel cart, vallam.	<ul style="list-style-type: none"> How do you go to school ? How many students in your class come by car, van bus, cycle etc. Why do we need bridges ? What are the materials used for constructing the bridges ? Which are the 4 famous bridges in the world ? List the activities that you enjoy at the school . Which kind of punishment do you dislike the most ? 	<ul style="list-style-type: none"> Self discipline. Sensitivity towards animals as they are also living beings. Dignity of Labour. 	<ul style="list-style-type: none"> Making a model of a Bridge, Camel cart, Vallam, Jugaad etc. by using waste material. Draw a picture of your Dream School and write about it. Making mask of animals which are used as a mode of transport. 	<ul style="list-style-type: none"> Application of Knowledge. Observation of surroundings. Time Management, effective use of materials (less wastage) Drawing Skills. Co-ordination.

	reach their schools. • Understand that mode of transport depends on the land form.					
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Class/Section: - IV Subject - EVS Chapter- 2 EAR TO EAR :..... Date of Commencement :

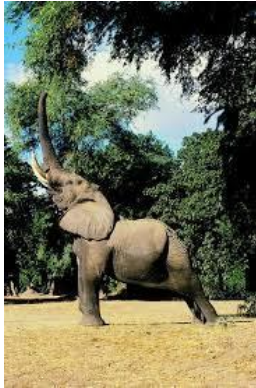



Actual Date of Completion :





Gist of the lesson	Targeted learning outcomes (TLO)	Teaching learning activity planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Observation of ears of animals. Finding out the way they tilt their heads when they are listening. Comparison of ears of human beings and animals. Names of animals commonly seen in and around our houses.	<input type="checkbox"/> Observe and understand ears of animals. <input type="checkbox"/> Recognize the different types of ears. <input type="checkbox"/> Find out the names of animals which have hairs or no hairs on their skin. <input type="checkbox"/> How to save wild animals <input type="checkbox"/> Relationship between plants ,human	<input type="checkbox"/> Individual task <input type="checkbox"/> Demonstration <input type="checkbox"/> Play way <input type="checkbox"/> Role play <input type="checkbox"/> Narrative <input type="checkbox"/> Internet <input type="checkbox"/> Video <input type="checkbox"/> Quiz	• Identify the pictures of animals. • Match the ears with animals • Fill in the blanks • Draw picture of animals • Dramatization using music • Longest and shortest ears	• Sympathy • Caring • Problem solving. • Creative thinking/lateral thinking. • Critical thinking / perspicacity. • Effective communication. • Interpersonal relationships. • Self-awareness/ mindfulness.	• Visiting zoo • Observing surrounding • Observing and writing on their pet • Making paper bird • Dramatization on stage • Making cartoons and mimicry of animals sound.	• Write few lines on their pet. • Draw your favorite animal • Make your own bird or animal with paper • Making mask of animals

	beings and animals					
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Class/Section : IV Subject :EVS Chapter:-3(A Day with Nandu) No. of period :..... Date of Commencement :
Actual Date of Completion :

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
A DAY WITH NANDU						
ANIMALS : ELEPHANT	Students will be able to identify animals	Flash cards of animals.  Draw an elephant and colour it	1. Which is the biggest animal on land? 2. Where do elephants live?	Students will gain the knowledge of different animals and develop love and care for animals.	Visit nearest zoo to observe the animals.	See the flash cards, observe them and tell the names of animals
Herd of elephants	Able to tell the no of member in the elephant herd. Able to differentiate the life of male and	Make a collage of the elephant herds in your scrap book.	1. How many members in an elephant herd?	Students will learn the advantage of living in group Develop the skill of co-operation	Collect and paste the pictures of other	Questions related to the topic asked to students.

	female members living in herd.		2 Which other animals live in herd?		animals living in herd.	1. What is herd ? 2. Why some animals live in a group?
Elephant's food	Able to tell elephants food habits.	Pictures on food habits of elephants. 	1. What is the average weight of an elephants? 2. If Nandu weight is 200kg. Find out –the weight of how many children like you will add up to Nandu 's weight? 3. An elephant consume..... kg food per day. 4. An elephant spendhours in a day eating.	Knowledge of different types of food.	Show different types of food. Students tell which food the elephant eat?	Work sheet given to them related to different food.
Features of elephants	Able to tell about an elephant's trunk and tusk	Show pictures on their features. 	1. How many muscles in elephant trunk? 2. Write the uses of their tusk. 3. Other name of tusk.....	Uses of different body parts of animals.  	Tell the features of other animals.	Work given to students in which they use their body parts.
Elephant –A human friend	Discover the facts of helping nature of the elephants and other animals.	Picture of other animals used for riding.	Have you take a ride on elephant? 2. Which animals have you sat on?	Development of skill of working together.	Pictures of different animals	Names animals carry loads.

			3. How the elephant are useful for human?		used for ride	
Other facts of elephants	<p>Able to tell uses of ears. Playing nature of elephant with mud and water. Swimming nature of elephant</p> 	Make a mask of elephant.	<p>1. Elephant's ear look like..... 2. Benifits of ears of the elephant. 3. Why the elephant play with mud and water?</p>	Scientific attitude can be develop	Make a mask of different animals.	Evaluation will be done on the basis of performed activity.
Elephant and their friend	Able to observe the co-operated nature of animals.	Flash card shown 	<p>1. Name the animals riding on other animals. 2. Which bird do ride on the animal?</p>	Develop the skill of co-operation and mutual interaction.	Visit a Zoo and write the names of birds which ride on animals.	Identificatio n of birds by observing flash cards.
Human attitude towards animals.	Able to develop love and sensitivity for animals.	Show wild life sanctuaries for the elephant in India on map.	Should we keep the animals in prison or leave them free? Why? How do human treat animals? Why wild life sanctuaries set up?	<p>Advantages of preserving wild life</p> 	Show the pictures of different animals : domestic and wild.	Why do people kill animals? Name the wild life sanctuaries in India.

Class/Section...IV Subject-EVS Chapter . 04 The Story of AMRITA No. of period:... Date of Commencement:....
Actual Date of Completion :

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
1. Map	Children may know about out line maps	Show the ppt and globe to the students	1. Show Rajasthan in the map of India? 2. Draw the map showing route from your home to school.	To use map in our daily life.	To ask the students make a own globe or map	Questioning about location of different states of India
2. Types of Tree	To encourage the students plant more trees	Show the students different types of trees and seeds	1. Do you plant any tree on your birthday 2. How can you help your parents in gardening? 3. What do we get from trees?	Thinking and encourage the students to plants more tree	Take a tour of any garden or a park and show them real plants and trees	Questioning about importance of tree in our daily life
3. Uses of tree	Students will be able to know the uses of trees	Make a table of uses of trees in your surrounding	1. What do we get from trees? 2. Why trees are important for us?	To Develop a hobby of gardening	Show them any film on importance of trees	Write any five things we get from trees
4. Importance of animals	Students should know about	Show some pictures and	1. Do you have any pet animal in your house?	To develop a kindness for	Take a tour to zoo or national park	By asking questions on wild animals

	importance of animals	films about animals		animals on in children		and pet animals
5. Importance of forest	Children should know the importance of forest	Show some forest documentary picture	1. Why forests are important for us? 2. Can we make wild animals pet?	To sensitize them	To make a list of uses of any five forest plants	By asking questions on wild things

Class/Section- IV Subject-EVS Chapter-5 ANITA AND THE HONEYBEES No. of periods- 12 Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Anita and the Honeybees						
1. Story of Anita lived in a village of Bihar.	1. To make them aware about the difference between boys and girls in the society.	1. Map skill .	1. What is your father?	1. Confidence.	1. By listening their problems.	1. Indirect observation of the classroom behavior of the students.
2. Anita's struggle for education.	2. They will realize the importance of hardwork for all.	2. Book activity on page no. 39. (Fees details of students by themselves.)	2. What is your favorite job.	2. Problem solving ability.	2. By giving them extra work related to class management.	2. By observing their attitude during extra work in the class.
3. Bee keeping .	3. To get knowledge about bee keeping.	3. Find out works of Ants in groups.	3. What is Nectar?	3. Effective Communication.	3. Role play activity.	3. By listening them about their roles.
4. Survey by Anita in different villages to tell	4. To develop positive attitude towards needy person.	4. Survey in five families to know their qualifications.	4. Write the name of some other insects who live in groups.	4. Interpersonal relationship.	4. Group work to complete classroom activities.	4. By checking their interest in group projects.

the importance of education.						
	5.To be able in effective communication .		5.Write about bees and their works.Would	5.Critical thinking.	5.Classroom discussion on any issue among teacher and students.	5.By taking interview of the students.
	6		6.Would you like to go to other people to tell them something important?			

Class/Section-IV Subject- EVS Chapter- 06 Omana's journey No. of period-6..... Date of commencement.....

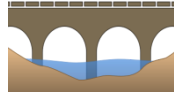



Expected date of completion..... Actual date of completion.....

Gist of the le	Targeted learning outcomes(TLO)	Teaching learning activity planned	Questions on TLOs ,HOTs , and correlation with other subjects	Content life skill be developed	Suggested activ to inculcate life skills	Strategies to evaluate life skills
This chapter About a trip by A family that us about many things that we need saw and we f during a jou	<ul style="list-style-type: none"> * To familiarize students with the importance of travel plan. * To appreciate the diversity that exists in language, food & clothes in various places. *To know the different modes of transportation. *To be able to read a map. 	<ul style="list-style-type: none"> *Dramatization on t scene of a railway Station. *Use of ICT to enab them to understand how to do reservation online. *Bring a train reservation ticket and make a list of information we can get from it * Prepare a travel plan and this can be given as a 	<p>TLOs:-</p> <ul style="list-style-type: none"> *How many states Comes in the way from Ahmedabad to Kozhikode? *What are the differ types of landforms? *What are the things pack for the journey? *Work performed by The following people Ticket checker_____ Kullie_____ Police man_____ Guard_____ 	<ul style="list-style-type: none"> *Healthy eating Habits like was the hands before starting the meal,pr rappers and garb in dustbin. *Respect for wo done by other pe and helpers at railway station. *sharing your th ,ideas and Experiences wi Others. 	<ul style="list-style-type: none"> *Conduct a field Trip to a railway Station . *Conducting community lun the class . 	<ul style="list-style-type: none"> *Students' understanding of the lesson and ability to read a map. *Observing the following activities of each Student during field trip:- a)whether the students are maintaining discipline or not ? b)whether the students are maintaining cleanliness or not ? c)Whether the students

	<p>*To get the knowledge of seating arrangements (berth etc.. inside the train)</p> <p>*Knowledge of the work done by ticket checker and other workers in railways.</p> <p>*knowledge of the things sold at railway station.</p>	<p>group activity. Each group has to select a place they wish to visit and prepare a detailed travel plan. Each group's plan must include the places they will visit, the mode of transport they will choose, advance ticket reservations, the local cuisine they will eat and their return journey. The students can also plot the places they will visit on a map. They will then prepare a travel album by pasting pictures of the place.</p>	<p>Driver_____</p> <p>HOTs:-</p> <p>*Write the capital,language, Clothes and food eaten by people of each state that comes on the way of Omana's route.</p> <p>*What are the things You will need if you have to travel from Jammu to kerala ?</p> <p>*Plot all the states in political map of India</p> <p>Correlation with other subject:-</p> <p>*English for report Writing.</p> <p>*Maths.</p>	<p>*discipline at pu places.</p> <p>*Maintaining cleanliness and personal hygien</p>		<p>are paying respect towards the workers at railway station.</p>
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Class/Section-IV Subject:-EVS Chapter-7 From the window No. of period:- Date of Commencement.....
Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
The journey of train from Gujarat to Kerala	1 Recording of route map from Gujarat to Kerala	1.Map reading of various states and route	TLOs 1. Name some southern states of India.	Critical thinking	Map Reading	Show them map and ask them to locate the different states like Goa, Kerala, Gujarat

Train passed through many tunnels, crossed many others trains and long bridges on the river.	2 Discovering the various types of bridges and tunnels on route to Kerala.	2. Pictures or visuals on bridges and tunnel	<p>2. Have you ever seen a bridge?</p> <p>3. Have you ever been through a tunnel?</p> <p>4. Why was there so much smoke and noise from the vehicles at the level crossing?</p> <p>5. What did Omana see from the window in state of Goa?</p> <p>6. Name some trees around your locality.</p> <p>7. Draw your favourite tree.</p>	Increased knowledge and confidence	Show them the pictures of tunnels and bridges and ask them to define the pictures	<p>Name the pictures.</p>   
Train passed from a level crossing. Lot of smoke and noise was coming from the engines of vehicles waiting on both sides.	3 learn about disadvantages of smoke and noise pollution on our health.	3. Discussion on side effects of smoke and noise pollution on the health . 4. Ask to paste articles from newspaper and magazines related to smoke and their side effects on environment and humans.	<p>HOTs</p> <p>1. What can we do to reduce noise of vehicles ?</p> <p>2. What is the difference between tunnel and bridge ?</p> <p>3. Name dances of those states which Omana crossed.</p>	Develop sense of awareness	Make a poster on air pollution and their side effects.	<p>. Imagine you are sitting in the train given below. Explain the scene you would see outside:</p>  <div data-bbox="1787 828 1982 1101"> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> </div>
They could see coconut	4 learn how to preserve the	5. Listing importance	4 Which state is known as spice garden of India?	Creative thinking Love for nature	Draw the coconut tree and write its uses	Fill in the blanks

trees and green fields.	natural resources	of plants and trees.				1 ____ and ____ are needed to cross mountains and rivers. 2 Some people going under the ____ of ____.																														
Also houses, clothes, languages and food looked different of different states	5 listing of languages spoken in various southern states	6. Group task Write about five different states of India and find out about their languages, clothes, food and landform.		Co-operation	Collect the pictures related to different food items and clothes of different states and paste them.	<div>1. Write the names of four different states of India and find out about the following:</div> <table><tr><th>S.NO.</th><th>NAME OF STATE</th><th>LANGUAGE</th><th>CLOTH</th><th>FOOD</th></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	S.NO.	NAME OF STATE	LANGUAGE	CLOTH	FOOD																									
S.NO.	NAME OF STATE	LANGUAGE	CLOTH	FOOD																																
	6 Importance of diary writing.		5. Write few lines about your train journey. Correlation with other subjects English Drawing	Working independently		MCQ 1.Gujarati language is spoken in a. Punjab b .Assam c. Gujarat 2 .Konkani language is spoken in a.Kerala b. Goa c. Maharashtra																														

Class/Section: IV-A Subject: EVS Chapter: 08 Reaching Grandmother House No. of periods: 09
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
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<p>“Reaching Grand Mother House”</p> <p>In this story we noticed that omana reached her grandmother house after travelling in different types of vehicles.</p>						
	1. To be able to understand the story.	<u>Activity 1.</u> Children listen the story carefully and try to understand it.	1. What is the theme of the story? 2. Where she goes? 3. In which time she reached at grand Mother’s House?	To be developed time management skill.	To ask some little question related their daily routine.	Individual work.
	2. To be able to railway ticket information. Example: Train number, Date of start journey, Distance etc.	<u>Activity 2.</u> Railway ticket information. Students will find on Railway ticket. <input type="checkbox"/> Train No. xxxxx <input type="checkbox"/> Date of start Journey: 15.2.2017. <input type="checkbox"/> The Berth No. 21,22,23. <input type="checkbox"/> The fare:- ` 2578	1. Can you think of others means of transport for which we need to buy tickets? 2. What was arrival time of your train? <u>Co-relation :</u> 1. With transportation. 2. Maths.			Individual work.
	3. Other information we can find out from the ticket.	<u>Activity 3.</u> Railway time table:- <input type="checkbox"/> Station Name..... <input type="checkbox"/> Arrival time..... <input type="checkbox"/> Departure time..... <input type="checkbox"/> Distance <input type="checkbox"/> PNR No. <input type="checkbox"/> Day <input type="checkbox"/> Class : 2 AC	1. What is arrival time of your train? 2. What is the departure time? 3. What is PNR Number? <u>Co- relation :</u> 1. Related with our daily routine life skill. 2. Environment. 3. Maths.			Individual work & Group work.

		<input type="checkbox"/> Ticket from <input type="checkbox"/> Ticket up to.....				
	4. Improve life skill.	<u>Activity 4.</u> Students will improve their life skill. Example: <input type="checkbox"/> They get the knowledge of different type of transport.	1. On which vehicles have you travelled? 2. How many places you visited by Train? <u>Co-relation :</u> 1. Environmental Study. 2. Maths.			Individual work & Group work.

Class/Section 3 Subject EVS Chapter 09 Changing Families No. of periods.....

Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS &	Content life skills to be developed	Suggested activities to	Strategies to evaluate life skills
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			correlation with other subjects		inculcate life skills							
<p>* Changing of all families because of various reasons</p> <p>* Adjustment in the new family and environment</p> <p>* Types and customs of different families</p>	<p>1. Observation</p> <p>* To be able to observe and learn customs, functions, and different traditions of families</p> <p>2. Classification</p> <p>* To be able to classify types of families</p> <p>3. Discovery of facts</p> <p>* To be able to differentiate the families in times of grandparents and today</p>	<p>* Make a list of functions that are celebrated in your family</p> <p>*Draw a family tree and paste family photograph</p> <p>* Make a list of family members that</p> <table><tr><td>have 5 years</td><td>Have today</td><td>Will have after 5 years</td></tr><tr><td></td><td></td><td></td></tr></table>	have 5 years	Have today	Will have after 5 years				<p>* What changes did you see in your family</p> <p>* List the functions celebrated in your family</p> <p>* Write the name of your family members</p> <p>* Tell us something about the happiest day of your life</p> <p>*Write few sentences about your grandparents</p>	<p>* They know what is the importance of family and family members</p> <p>* They know how we adjust in other family and environment</p> <p>* Respect for elders like grandparents</p> <p>* Respect for all cultures and customs</p>	<p>* Organize a community lunch in the class</p> <p>* Birthday party/ Celebration in school</p> <p>* Celebration of cultural week</p> <p>* Motivational stories</p>	<p>* Poster making on family</p> <p>* Folk song and dance</p> <p>* Worksheet</p> <p>* Celebration of grand parents day</p> <p>*Observation of behavior towards Helpers, teachers and their classmates</p>
have 5 years	Have today	Will have after 5 years										

Class---IV Sub-EVS Chapter 10- Hu TuTu Hu TuTu No of periods - 12 Date of commencement
-----Expected date of completion----- Actual date of completion-----

GIST OF THE LESSON	TARGETED LEARNING OUTCOMES (TLO)	TEACHING LEARNING ACTIVITY PLANNED	QUESTIONS ON TLOs, HOTS AND CORRELATION WITH OTHER SUBJECTS	CONTENT LIFE SKILL TO BE DEVELOPED	SUGGESTIVE ACTIVITIES TO INCULCATE LIFE SKILLS	STRATEGY TO EVALUATE LIFE SKILLS
<ul style="list-style-type: none"> • Different types of games • Indoor and outdoor games • Game of kabaddi • Rules and regulations of games • Importance of games in our life • Famous sports personalities • Gender bias in games 	<ul style="list-style-type: none"> • Observation and Reporting • To observe and identify different types of games • To understand how to record various games • Identification and Classification • To classify indoor and outdoor games • To know about famous sportspersons • Discovery of the facts • To appreciate the importance of rules in games • To know the role of women in sports • To develop sportsmanship 	<ul style="list-style-type: none"> • Visuals on different types of games • listing of indoor and outdoor games • Making a collage of Indian players • playing a match of kabaddi in games • period with the help of sports teacher • quiz on games and sports • group discussion on gender bias in games 	<ul style="list-style-type: none"> • How many players are there in a team of kabaddi ? • Name some indoor and outdoor games. • Name some games in which it is very important to touch the players? • Name some games in which central line is very important. • Who is KarnamMalleshwari ? <u>HOTS</u> • What does it mean to be 'out' in games? • Write five features of Kabaddi game. • Correlation with subjects like Maths, Phy.Edu,art and craft,English etc. 	<ul style="list-style-type: none"> • To inculcate qualities of cooperation , team work, unity among children. • To motivate children specially girls to play games for their physical and mental growth. • develops the sense of responsibility. 	<ul style="list-style-type: none"> • With the help of sports teacher conduct a match of any game. • Collect pictures of players specially women players and know about the games they play. • by making the children captain of the team 	<ul style="list-style-type: none"> • Group activity • Individual task • Group activity

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Class/Section IV Subject -EVS Chapter-11 Valley of Flowers No. of periods _____
Date of commencement _____ Expected date of completion _____ Actual date of completion _____

GIST OF LESSON	TARGET LEARNING OUTCOME (TLO)	TEACHING LEARNING ACTIVITIES PLANNED	QUES ON TLO, HOTS AND CORRELATION WITH OTHER SUB.	CONTENT LIFESKILL TO BE DEVELOPED	SUGGESTED ACTIVITIES TO INCLUCATE LIFE SKILL	STRATIGIES TO EVALUATE LIFESKILL
1.Knowledge about different type of flowers.	1.Details of various flowers,their name & identification by their smell &uses.	1. Map reading and locating places where more flowers are grown like Jammu & Kashmir and Uttrakhand	1.Why are colours used in Madhubani painting so special.	1.Students will be encouraged to plant trees and know bad effects of cutting of trees.	1.Decorate your class and home with flowers.	1. Worksheets
2.Knowledge of Madhubani folk art of Bihar.	2.Map reading skill.	2.PPT showing vegetation of hills of Uttrakhand.	2. List few things in your house which have scent of flowers.	2.Knowledge about global warming due to cutting of trees.	2.Competiti on of making bouquet and garlands of flowers.	2.Map reading.
3.Madhubani painting made of paste of powdered rice to make painting showing flowers , trees, animals & human beings.	3.PPT showing different flowers a.Medicinal flowers, b.flowers used to make scents. C.used for cooking d. flowers growing on trees, bushes and in water etc.	3.PPT showing flowers grown on trees, bushes, creepers and water.	3.How rose water is useful.	3.Understandin g of beauty of nature.	3.Nature walk.	3.MCQ
4.knowledge of flowers which bloom at night & cooked as vegetables & medicines.	4.Drawing of flowers.	4.Making collage of different flowers by collecting their pictures.	4.Keep record of plants having buds and changing it into flowers.		4.Encouragi ng students to grow flowers in their garden and planting at least one tree.	4.PPT

5.Dying of clothes using extracts of flowers.	5.uses of flowers in daily life.	5.Monitoring the development of buds to flowers.	AVERAGE STUDENTS:- 1. Make a list of 10 flowers and collect its pictures.		5. Taking care of plants.	5.Oral questions
6.Knowledge of uses of flowers in daily life.		6. Making list of various occasions where flowers are used.	2.Draw flowers and write its part.			6.Making collage of different type of flowers.
		7. Preparing greeting cards using dried flowers and pictures of flowers.	3. Make a list of flowers that a.Give scent. B.bloom at night. c.grow on trees. d.used to make medicines. e.grown in water.			7.Discussion in the class about topic and asking questions.
		8.Identifying parts of flowers.	LOW ACHIEVERS:- 1. A Flower that always faces sun_____			
			2.A flower that grows in water_____			
			3._____and _____flowers are used to decorate walls in function.			
			4._____has very pleasant fragrance.			
			5._____and _____flowers are used to make colours.			

GIST OF THE LESSON	TARGETTED LEARNING OUTCOME	TEACHING LEARNING ACTIVITIES	QUESTIONS ON TEACHING LEARNING OUTCOME & CORRELATION WITH OTHER SUBJECTS	LIFE SKILLS TO BE DEVELOPED	SUGGESTED ACTIVITIES TO INCULCATE LIFE SKILLS	STRATEGIES TO EVALUATE LIFE SKILLS
This lesson is about the changes in families, in houses after the partition of India till now. Importance of shelter: Different skills of people involved in construction activity	Observation, records map, reading skills, appreciate the development in the field of construction from partition till now Tools used in making house	1.Map skill Locating: Punjab, Pakistan, Delhi, Haryana 2.Video clippings about how India got freedom, partition of India 3.Discussion with grand parents related their experiences of partition and after partition 4.What is renovation? 5. Video clipping of the various kind of houses during partition, post partition and modern day buildings 6. Video clipping on construction of a house and tools used for making the house	1.Is there a toilet in your house? Who clean it? 2.What material have been used in making your house? 3.Find out the material from which your friend's house is made? Is there any difference, note down. 4.Where would you like to live when you grow up? 5.What kind of house would you like? 6.In your place, what do you call a person who works with wood? HOTS 1.What are the different reasons for	1.Sharing and caring 2.Accept the change 3. Respect the Other's culture	1.Community lunch of the class 2.Fancy dress competition in the class 3.Role play	1.Keen observation by the teacher on the students changing behavior 2.Group activity 3.Discussion in the class

		<p>7. Name of the persons who do different work</p> <p>8. Group work on model making of different houses using mud, wood, cloth, boxes, colours etc.</p> <p>9. Survey on materials required for the construction of houses and buildings</p> <p>10. Interview with the people to work at construction site</p>	<p>people to shift from their homes?</p> <p>2. What are the problems faced by families moving from their homes to a new place?</p> <p>CORRELATION WITH OTHER SUBJECTS</p> <p>Maths (ratio), English</p>			
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Class/Section IV Subject EVS Chapter13 (A River's Tale). No. of periods..... Date of Commencement.....
Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
A River's Tale						
Sources of water	observation and reporting through discussion	Picture reading	Locating various rivers on physical map of India	Map reading skill	To study map	To observe the students for economical use of water in school and their surroundings
Causes of water pollution	Predicting probable reasons of "Why a river gets polluted"	Visuals on origin of various rivers, and where do they culminate	Visuals on rain water harvesting	Application of knowledge	To appreciate the importance of water for plants and animals	
Effects of water pollution		Picture reading	How can we conserve water	To note down harmful effects of polluted water	To know how can we prevent leakage of water	To appreciate the value of clean water through debate, quiz declamation etc.
Conservation of water	Investigate causes of water pollution and its effect	Purification of water	Areas which face water shortage	Importance and conservation of water	To collect information about storage of water	
Properties of water		Survey of drinking water facilities in school	Correlation with English and art	To use modern devices for purification of water like R.O.	To find out difference between pure and impure water	
Water borne diseases	Discovery of facts			Reuse of water		
Harmful effects of flood	Reasoning and logical thinking	Poster making				
Uses of water		Theme :save water				

Class/Section: - IV Subject - EVS Chapter- 14.BASVA'S FARM No. of periods..... Date of Commencement.....
Expected date of completion..... Actual date of Completion.....

Gist of the lesson	Targeted learning outcomes (TLO)	Teaching learning activity planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
In this chapter the process of cultivating an onion crop is explained. Sowing of seed and learn the process of germination of seed. What happens when sprouts appear Irrigation and harvesting as well as different kinds of crops grown in our area.	Observing the kind of crops in your locality. Recognize the different types of crops. Find out the steps involved in crop cultivation. Name of implements used in cultivation and what do you call it. Relationship between plants ,human beings and animals	Individual task Demonstration Poster making(save trees) Internet Video Quiz Group activity(Germination of seed) Observing and writing names using pictures.	Identify the pictures of plants and writing their steps. Match the ears with animals Fill in the blanks Correlation with arts Draw picture of animals Correlation with music Dramatization using music Correlation with maths Longest and shortest ears	Caring of plants Creative thinking: to find out the different names of plants Critical thinking Effective communication- talking to villagers about methods and techniques. Interpersonal relationships- Develop by using help of each others.	Visiting school garden Observing surrounding and Watering plants Observing and writing on the importance of plants Making your own garden Dramatization on stage Making card using plant parts	Write few lines on the crops grown in your locality Draw your favorite plant Making agricultural implements

Class/Section IV Subject EVS Chapter:From Market to Home Lesson :15

No. of Periods _____ **Date of Commencement** _____ **Expected date of Completion** _____ **Actual Date of Completion** _____

Gist of the Lesson	Targeted learning Outcomes (TLO)	Teaching Learning Activity Planned	Questions on TLOs HOTs & Correlation with other Subjects	Content life skills to be developed	Suggested activities to Inculcate Life Skills	Strategies to evaluate life skills
1. Children are able to know about market 2. Children know how fruits and vegetables that can stay for some days	1. Able to differentiate between smooth and rough vegetables and fruits 2. Find out preservation techniques	1. Name of some fruits and vegetables available in the market. 2. Dramatization of fruits and vegetables sellers. 3. U-Tube videos shown related to the market .. 4. Poem related to the fruits and vegetables. 5. Clay modeling. Children can make some fruits and vegetables with clay.	Name of vegetables which whole leave can be eaten . Correlation with maths.	Sensitize the students of the amazing benefits of fruits and vegetables.	1. From their lunch boxes all the students will open their lunch boxes and tell which vegetable they brought in the box for lunch. 2. Teacher will show some fruits and vegetables in the class and students will recognize	Cut some pictures of fruits and vegetables from the chart and make collage in a group

					their colours.	
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Class/Section – IV (4th) Subject - EVS Chapter – 16 BUSY MONTH No. of Periods

Date of Commencement Expected Date of Completion Actual Date of Completion

Gist of the Lesson	Targeted Learning Outcomes (TLO)	Teaching Learning Activities Planned	Questions on TLOs, HOTS & Correlation With Other Subject(s)	Content Life Skills to be Developed	Suggested Activities to inculcate Life Skills	Strategies to Evaluate Life Skills
1.Observing birds. 2.Identifying feature of different birds. 3.Types of nest 4.Various activities performed by the birds. 4.Knowing food habits of different animals 6.Knowing different types of teeth.	1.Knowing the types of birds. 2.Comparison of size, shape, color of beak and claw. 3.Identification of different types of nest. 4.Understanding different activities like flying, playing, eating etc. 5.Understanding why different animals have different food habits. 6.Knowing the uses of different types of teeth.	1.Showing different types on flash cards. 2.Showing Power Point Presentation on birds. 3.Make an improvised nest using leaves and twigs. 4.Showing animated movie on birds. 5.Power Point Presentation on beaks of birds. 6.Chart showing different types of teeth.	1.Name two birds. 2.Observe the claw of the bird and write its function. 3.What is the nest made up of? 4.Why different birds of different beaks. 5.Mention the function of different types of beak. 6. What are the different types of teeth in animals	1.Curiosity 2.Thinking skills. 3.Creativity 4.Developing curiosity about birds and animals. 5.Drawing and reasoning 6.Observation and understanding.	1.Draw picture of your favourite bird. 2.Match the claw with the bird. 3.Class discussion. 4.Make a project report on different activities of birds. 5.Draw the picture of beaks of birds. 6.Solve the puzzle	1.Match the picture with the name of bird. 2.Write different function of claw. 3.Draw picture of different types of nest. 4.Clasas discussion. 5.Prepare flash cards. 6.Worksheets on MCQ's

Class/Section: IV Subject: EVS Chapter :17 Nandita in Mumbai No. of periods: Date of Commencement
Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Knowledge of houses in slums	Develop skill of observation.	Clipping of places of tourist interest In Mumbai.	Why did Nandita come to Mumbai?	Discovery of facts	Role play.	Individual activity.
& those in high rising building.	Difference between village & cities.	Discussion on life of people in village	Of what things was Nandita afraid of in Mumbai?	Observation & reporting.	Story of country mouse & village mouse.	Group activity.
Knowledge of relations.	Importance of water.	Discussion on life of people in metros.	Why were there fights for water in Mama's area?	Identification & classification.	PPT on life in Mumbai	Speech on village life activity.
Problems of people living in slums	Life of slum people.	Problems due to migration.	State the difference between Nandita's house in village & city?	Importance and conservation of water	PPT on life in a village	Speech on city life activity.
Importance of water conservation.	Life of people in multistoreyed buildings.	Sources of water in cities & villages.	State the difference between Mama's house & Babloo's house.	Develop a sense of togetherness	Video on places of tourist interest in Mumbai	Slogan writing.(water conservation)
Importance of toilets.	Expresses concern for disadvantaged group of society	Slogans on conservation of water.	Why was there a large difference in life of Nandita & Babloo?	hard work and perseverance	Sentization of children towards labourers and their children	worksheet

Difference in facilities in villages & cities.	Importance of sanitation in slum areas.	Importance of sanitation in villages.	Why Mama had to change his house?	Human values		
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Class/Section: IV Subject:EVS Chapter -18 Too much water Too little water No. of periods.....
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Water is an essential resource on earth . Knowledge of harmful effects of drinking water	Learn about different ways of purifying water.	Teacher will show visuals of different ways purification of water	How can unclean or dirty water harm our body?	Discovery of facts- Water must be used judiciously. Source of drinking water.	Picture depicted stories on water.	Group activity (make 3 group)
Utilization of waste water	Understand the importance of water. Learn about various games playing with water.	Student will paste the pictures of various water games	Do you know different ways to clean the water? List 3 way to purify water.	<u>Identification & Classification</u> 1Identifies sources of water, storage. 2.global issue regarding water crisis.	Map reading_ Listing of areas in AP and Karnataka which get heavy rains and those areas which face drought.	Group 1 – Find out the arrangement for drinking water in school.
	Learn about _ problems faced due to the shortage of water	Students should learn the various causes of water pollution.	What diseases are commonly spread through dirty water?	<u>Observation & Recording</u> Importance of water.	Slogan writing (save water)	Group 2- Find out the arrangement for toilets in school.

	To know about the different diseases cause by dirty or polluted water.		What happen when we do not conserve water?	knowledge	Draw pictures of different water containers.	Find out about the illnesses affecting children in the class.
					Preparation of ORS	

Class/Section: IV Subject: EVS Chapter: 19 Abdul in the garden No. of periods.....
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Abdul was working with his Abbu in the garden. He found that it is very difficult to pull out the grass as its roots are strong and at same time pea plant, which has a delicate stem , easily breaks.	Develop reporting skills.	1. Visit to the school garden and also to the local park. 2. Listing the common trees and plants planted there.	TLOs 1 .Which of the plants around you need regular watering? 2. What will happen if nobody gives water to plants? 3. Name three vegetables which are roots? 4. Name two body parts which keep growing? 5. Do all plants need water?	Love for nature	To Collect fallen seeds and dry leaves paste them in the scrap file and identify them.	MCQ 1.Where was helping his Abbu a. in the garden b. in the playground c .in a school 2.the pea plant is a A .shrub b. creeper c. climber
The plants have different type of roots.	Learn the art of interviewing	3. Interview with the gardener of the school and the local park.		Conserve and preserve the nature	Finding out from the gardener when the seeds are sown and how	

					long they take to grow.	
There is a law against cutting tree.	Identify and differentiate the various kinds of roots, plants and trees.	4. Identify the various plants and trees grown in their school and locality.	<p>HOTs</p> <p>1. Why could not Abdul pull out the small grass from its bed?</p> <p>2. What type of roots do Banyan trees have?</p> <p>3. Write the name of any five Desert plants?</p> <p>4. Write any four differences between living and non living things?</p> <p>5. If anybody wants to cut a tree near your house, what will you do?</p>	Sympathy towards nature	To water the plants and trees in the school and near their house and take care of them.	<p>Fill in the blanks</p> <p>1. The pea plant has a _____ stem.</p> <p>2. ____ and ____ are roots that we eat.</p> <p>3. Desert oak tree is found in _____.</p> <p>4. Radish is a _____.</p>
The Banyan tree has hanging branches which are actually the roots of the tree.	Develop love towards trees and plants	5. Make patterns of various fallen leaves	Correlation with other subjects English Drawing	.Creative thinking		<p>Name the pictures</p> 
Desert oak tree is found in Australia.	Understand that trees are	6. Adopt a tree or plant and		Awareness towards environment	Plantation in school	Questions-Answers

	our best friends.	take care of its growth.				1.Draw your favourite tree and write five sentences on it
Living things grow ,feel, move, need food, reproduce, breathe and die		7.Experiment on the germination of seeds. 8. Leaf collection in scrap book		Critical thinking		2.Draw a plant and label its parts.
Non living things do not.						

Class/Section- IV Subject-EVS Chapter- 20 Eating together No. of Periods-

Date of Commencement..... Expected date of completion..... Actual date of Completion.....

GIST OF THE LESSON	TARGETTED LEARNING OUTCOME	TEACHING LEARNING ACTIVITIES	QUESTIONS ON TEACHING LEARNING OUTCOME & CORRELATION WITH OTHER SUBJECTS	LIFE SKILLS TO BE DEVELOPED	SUGGESTED ACTIVITIES TO INCULCATE LIFE SKILLS	STRATEGIES TO EVALUATE LIFE SKILLS
This lesson is about the various occasions, festivals, cultural diversity in food associated with special occasions, family celebrations (birthdays and other ceremonies) Bihu festival of Assam, community lunch, class	1.Students will be acquainted with different types of occasions when they eat together 2.Know about the different festivals celebrated in different parts of India 3.They will be introducing in the cultural diversity in food	1.Arrangement of class party (participation of each and every child in bringing eatables, dress code, preparation of songs, dances and games) 2.In map of India, location of Assam 3.Collecting and pasting of pictures relating to Bihu festival 4.Community lunch	1.Which are the festivals you celebrate together with other families? 2.When do people of Assam celebrate Bihu? 3.What do the children do before eating mid-day meal? 4.Paste pictures of different occasions and festivals where many people sit and eat together?	1.Sharing and caring 2.Love and respect 3. Respect the Other's culture 4.Feeing of brotherhood 5. Importance of food	1.Sitting and eating together during recess 2.Arrangement of community lunch 3.Poster making on balanced diet 4.Celebration of common festivals in school	1.Keen observation by the teacher on the behavior of students if he/she washes his/her hands 2.Participation in group activities 3.Observe their lunch boxes to check whether they are bringing nutritios food or not

parties and mid-day meals.	during various occasion 4.Learn how to sit and eat together with many people 5.Learn the values of respect for other cultures and other festivals 6.Learn how to organize and manage a class party 7.Develop the habit of caring and sharing for others	5.Group discussion about the festivals they celebrate and special dishes related to that 6.PPT on various festivals celebrated in different parts of India 7.Video clips on Bihu dance 8.Group dance will be organized 9.Drawing of utensils used for cooking 10.Survey on different festivals during different seasons.	5.Draw any two utensils. 6.Locate Assam in map of India. HOTS 1.How can you arrange a class party? 2. What things are required for it? Make a list? 3.What values you learn when you eat with many people? CORRELATION WITH OTHER SUBJECTS Maths- making groups for arrangement of party for distribution of duties. English-Reading and spellings Art and craft-Drawing of utensils			
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Class/Section: IV Subject: EVS Chapter 21 Food and fun No. of periods..... Date of Commencement.....
Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Food and fun						
<p>To know cultural diversity of food</p> <p>Dignity of labour</p> <p>To develop concept of balanced diet and healthy food habits</p>	<p>Expression and explanation regarding different methods of cooking</p> <p>Observation and reporting of various types of food items</p> <p>Identification and classification of vessels and</p>	<p>Listens to others on themes like ways of cooking food in a family, festival or langar</p> <p>Sharing of food during lunch and observing the food items of different state</p> <p>To note down various vessels used for cooking food on large scale</p>	<p>Conduct an Interview with students going to boarding school</p> <p>How can we avoid wastage of food</p> <p>During parties, functions etc HOTS</p> <p>Explain mid day meal and its need</p>	<p>Develop reporting skill</p> <p>Application of knowledge about food</p> <p>Economical use of food</p> <p>To develop skill of Organizing</p> <p>Respect of food</p>	<p>Visit to gurudwara, temple and enjoying party</p> <p>To have fun and enjoy sharing of Food</p> <p>To adopt the concept of having a balanced diet</p> <p>Sharing and caring</p>	<p>Checking healthy food habits</p> <p>Checking of wastage of food- observation of students during lunch time</p>

To appreciate the value of food To explore the concept of mid day meal and community lunch	food of different states Discovery of facts about life in Boarding schools and food prepared during different festivals	Shares experiences related to boarding school, festival, or a party To organize class party or community lunch	Correlation with English and art Maths- Preparation of food.	To develop respect for dignity of labour Team work and co-operation	Visit to a field area to know the people grow fruit and vegetable Community Lunch	
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**Class/Section—IV Subject EVS Chapter-22 The world in my home No of periods-
Date of Commencement----Expected date of completion---- Actual date of completion-----**

Gist Of The Lesson	Targeted Learning Outcome (TLO)	Teaching Learning Activity Planned	Questions on TLOs, HOT & correlation with other subjects	Content skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Family and Family values	Students should be able to tell about their family and friends and their importance	Report writing on who watches what on T.V at your home? Is there a time slot for all or do they quarrel?	Q.1. In your home do you people quarrel over fans, TV, newspapers, chairs or anything else? Q.2. In your home who settles such quarrels	Love and respect for family and friends	To make a list of things our family do for us.	Acc. To you what is the best thing about your family? If you were in Dhondu's place what would you do?
Relationships and their importance	Students will be able to tell about relationships and their importance, honesty	Moral stories on 'Honesty'	Q.1. Is there anyone in your family who is like Pilloo Aunt? Who? Q:2 List five things that your elders do for you.	Value of Honesty	To discuss incidents of honesty	If you would be at Pillu's anty place, What would you do ?
Gender, earning capacity and decision making	Students will be able to express their views on	Discussion on rules and regulations at	Q.1 Why should there be one rule for Pratibha and another	Equality on Gender Basis	To Discuss rules and	Why same rules are important for all?

	gender discrimination and able to make important decisions	home? Are there separate rules for boys and separate ones for girls?	for her brothers? But what can she do?		regulations at home	
Caste and religion	Students will be able to tell about the barriers of caste and religion.	Incidents from the biography of Ambedekar and Gandhili on untouchablity.	Q.1. Why do you think Akshay's grandmother warned him not be drink even water in Anil's house? Q.5. Why was Akshay confused?	Equality of Caste and Religion	To discuss the theme of all religions Talk on caste system And ill effects	Q: What do you think Akshay should do? Q: Why do you think that Akshay's granny was wrong?
Knowledge about good and bad touch	Students have the idea of good and bad touch.	Discussion on sensitivity of touch.	Q.1. Have you ever disliked any body's touch? Whose touch did you dislike?	Gender sensitisation	Showing episode on good and bad touch from the show of Satyamev Jayate .	List any four types of touch you don't like.

Class/Section-IV Subject-EVS Chapter-23 (PONCHAMPALLI) No. of Periods-
Date of Commencement----Expected date of completion---- Actual date of completion-----

GIST OF THE LESSON	TARGETTED LEARNING OUTCOME	TEACHING LEARNING ACTIVITIES	QUESTIONS ON TEACHING LEARNING OUTCOME & CORRELATION WITH OTHER SUBJECTS	LIFE SKILLS TO BE DEVELOPED	SUGGESTED ACTIVITIES TO INCULCATE LIFE SKILLS	STRATEGIES TO EVALUATE LIFE SKILLS
1.Knowledge about Ponchampalli distt. of Andhra Pradesh famous for traditional craft.	Students will learn the skill of weaving clothes and art of dying the threads of silk & cotton threads	Mapping the states of India (10)	HOTS LEVEL1 1.Describe the steps from threads to sari & complete the web chart. 2.How did Ponchampalli become famous all through the world? 3.Why are weaves leaving village to work in big cities	Knowledge of using waste materials to make creative items	Making basket decoration pieces flower vase from bamboo	a)Work sheets
2.Ponchampalli village of weaver who weave silk sarees, bedsheets and clothes of	Learning of different art & craft	List of traditional arts & crafts of India	Level2: 1.Name different arts & crafts of India of different states	To create interest in traditional workmanship	Making pencil stands and chalk holder from waste tin and ice cream sticks	M.C.Q.

cotton thread known as Ponchampalli.			2.Fill the states in map of India A.P., Tamil Nadu, M.P. Rajasthan, Assam 3. Complete table: Work Workers 1.making furniture---- 2.making things of iron---- 3.making things of gold 4.weaving clo----- 5.cutting hair Level3: Fill ups: 1.Vani & Prasad live in ---- 2.Mukhtapur village in----- 3.Weavers-----clothes 4.Silks sarees are made of ---- threads			
3.Panchampalli sarees come in bright colours	Learning of map reading	Making list of artisans of remove area who awards for their traditional arts like sarees, shawl, toys,carpet etc.			Make flowers of coloured papers and wall-hanging of egg trays etc.	PPT
4.Knowledge of weaving clothes by thread on looms which have many different sizes	Learning of traditional arts and handicrafts & traditional occupation	Visuals on diifferent kind of tools required for weaving Ponchampalli sarees				Oral Questions
5.Knowledge of hard life of weavers as they struggle in their life to get good price of their products	Knowledge to create designs using colours & paper strips	Collection of pictures of different kinds of art & craft				Map reading Making list of different arts & crafts and states famous for handicrafts

Class/Section-IV Subject: EVS Chapter: 24 (HOME AND ABROAD) No. of periods
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
The chapter is about people ,culture, food habits and weather conditions of AbuDhabi (UAE)and Kerala (India) Currencies used in India and Abroad	1 Learns about other countries	Locating Kerala on the map of India	Level 1 -Where is Kerala on the map of India ? Level 2 –what is the language spoken in Kerala ? 3. level 3 - Name the neighbouring states	Will learn to respect the people and culture of other countries Celebrate the feeling of being united Importance of currencies	Share food Attending ceremonies of other states Can visit other states during holidays Arranging community lunch	Work in groups Watching whether students are sharing or not What other things they share ?
	2 Learns about currencies used earlier in India	Locating Abu Dhabi on the map of World	Level 1 – name the country in which AbuDhabi is located			

			Level – 2 Name the financial capital of UAE Level- 3 In which continent UAE is a part of			
	3 To be able to write Report Writing	Video on kerala people and food	Level 1 – Name the food famous in Kerala Level 2- which are the main cash crops of Kerala			
	4 Documentation	Ppt on abudhabi showing people ,food, buildings and weather	Level 3 –name the countries around UAE			

Class/Section...IV Subject: EVS Chapter-25 Spicy riddles..... No. of periods.....
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Knowledge of the different kind of spices	Learn about different types of spices.	Bring sample of spices to class room and feel their texture Size Shape.	Find out which spices used in your home for cooking.	Observation - To observe different type of spices. Growing and making your own spices	Play / drama enacted in class telling about the benefits of spices.	Group activity –
food items with various spices	Learn about how spices add flavor to the food we eat.	Teacher provides various spices and children will observe	Name one spice which is put both sweet and salty things.	Identification - When physical characters are used, such as shape, colors try to find the	Various spices to be put in cups and identify them through Smell	-prepare chat and masala chart - children in group Write the name of ingredients

senses of smell and touch		through touch and smell.		combination of characteristics that allow you to identify the spices.	Touch.	-used to prepared dishes -list the method of preparing dish.
	To know about which spices add to make garam masala	Paste different kind of spices on chart.	Name different spices which we put in garam masala.	Differentiation-Through taste	Blind folding activity	Individual activity
	Learn how to Differentiates food items based on their physical features		Which state is known as spice garden of India?	knowledge	To collect spices, pack them in small polythene zip pouches, Display on Charts, and name them	Collect pictures of different spices and paste them in scrap book.
	To understand the nutrition values of the ingredients used in the dishes.		How do spice –less and very spicy things feel on your tongue?	Discovery of facts		

Class/Section...IV A Subject:E.V.S Chapter-26 Defence officer Wahida Prism
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
1.Life history of lieutenant commander Wahida Prism 2.Hardships faced by girls to get their education in Indian villages. 3.Role of medical officers in keeping	knowledge and information about Defence officer Wahida Prism To inspire the children to work hard to words fulfilling their dreams. to encourage children to clean and green your surrounding	videos clippings related to the activites of army and navy forces class room discussion about importance of army navy and air forces ppt on different equipments used by different forces story related to	1. Do you know any one who is in defence service? Is this person in navy, army, or air force. 2. Would you like to join defence services? 3. Can you imagine what kind of work do they do in forces?	Observation To develop the sense of courage in children. To sensitize towards girls education.	small film on navy trip to army cant write 5 lines about Whida Prism from story collect images related to defence from news paper and magazines	Quiz Worksheet Scrap Book of collected images oral expression of views written responses by the students

good health of the people. 4.Hard work and determination is the key to success	information about different forces	Wahida prism Marking of different location on map	4. Which kind of hard work are you doing to achieve your target?		share your views about the importance of forces	
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Class/Section: IV Subject: EVS Chapter-27 CHUSKIT GOES TO SCHOOL No. of periods.....
Date of Commencement..... Expected date of completion..... Actual date of Completion.....

Gist Of The lesson	Targeted learning outcomes (TLO)	Teaching learning activity Planned	Questions on TLOs, HOTS & correlation with other subjects	Content life skills to be developed	Suggested activities to inculcate life skills	Strategies to evaluate life skills
Chuskit goes to School						
1.Story of a girl named Chuskit and her problems related to go to school.	1.To know the problems of disabled .	1. Using of the example of the lesson in English (Helen Keller)	1.Write the hobbies and talents of your four friends.	1.Positive attitude for all.	1.By showing disabled related movie.	1. Indirect observation of their behavior during film show.
2.Role of a chair in changing her life.	2. knowledge about the role of govt. to provide education.	2.Motivational movie in e. room.	2. Do you like to help others?	2.Helpful	2. Group projects.	2.By assigning work to help weaker students.

3.Role of students to help her.	3.To develop helping attitude.	3.Collection of the names and pictures of Indian madel winners in pera Olympic games.	3.Have you seen ramps anywhere or in any school ?	3. Interpersonal relationship	3.By using a chart related to social worker and other famous persons in the society.	3.By asking some questions.
4.Explanation about the role govt. to provide education to all children.	4.To make them aware about diversities in India.		4.Who is Deepa Malik.	4.Problem solving	4.By taking their help in difficult works in the class.	4.By taking picture based worksheets.
	To give knowledge about the differences in cities and villages.		How many RTE students are there in your class? What do you know about RTE students.			