



Mission Shikshan Samvad



Teaching Plan

Our Environment



4



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Teaching Plan- 1



Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes– Student knows about different types of families.

Topic– L-1- Our family-Our identity

Required material for teaching– Chart showing types of families, chalk, duster and smartboard.

Teaching Learning Process/ Activities–

S. No	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –Teacher asked about the families of the students,</p> <ol style="list-style-type: none"> 1) how many family members are there in the family? 2) What are the work done by family members? 3) How they treat with each other? 4) What happened when somebody Falls sick in the family? 5) How all the family members living together in the family? <p>Students tell about their experiences in their family students also tell about the profession and behaviour of family members in the their family.</p>	5 min	Observation
2.	<p><u>Mid of the teaching</u> –Teacher-student as we all living in the families the people with whom we live is called our family there are different types of families. In some families mother father and their children are living together but in some families grandfather, grandmother uncle, aunt and their children are living together students there are two types of families.</p> <ol style="list-style-type: none"> 1) Nuclear family- The family in which mother, father and their children are living together is called a small family or nuclear family. <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 2) Joint family- The family in which grandparents, parents, uncle, aunt and their children are living together is called a big family or joint family. <div style="text-align: center;">  </div> <p>Also teacher tell the students about the different types of families given in the book like Ankita's family is a joint family and their profession is farming, Sira and Nigar's family is a nuclear family their mother is a teacher and their father has a cloth shop.</p>	20-25min	Observation

3.	<p>At the end of the teaching – Teacher- How many types of families are there? Student- There are two types of families- 1)Nuclear family 2) Joint family Teacher ask to make a family tree in the notebooks of the students and check the work assigned to the students.</p>	5 min	Assessment
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- Homework**–1) How many members are there in your family?
2) What type of family is yours nuclear family or joint family?
3) Make a family tree by pasting pictures of your family members in your notebook.

Ref - <https://youtu.be/2liChIcDriA>

Next Planning–Teacher clear the doubts of students and tells about the works, responsibilities and behaviour of family members in the next class.



TeachingPlan– 2


Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes– Students knows about importance of family.

Topic–Why family is important to us? (L-1-Our family-Our Identity)

Required material for teaching–Chalk, duster, greenboard, smartboard or a chart showing the importance of family.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –Teacher ask some questions from the students:</p> <p>1)How many types of families are there? Ans- There are two types of families.</p> <p>2) Name the types of families. Ans- Nuclear family and Joint family.</p> <p>3) Now students what do you think why family is important for us? Ans- Listen carefully and give their views about families.</p>	5 min	Observation
2.	<div style="text-align: center;">  </div> <p>Teacher- Students today we learn why family is important for us. Teacher read and explain the topic and tell students also teacher shows a chart or a video on smartboard to explain the importance of family.</p> <ol style="list-style-type: none"> 1) We all live in our family with love and care. 2) All our needs are fulfilled in our family. 3) We learn good things from our family members. 4) We help each other in works in a family. 5) We celebrate festivals with our family. 6) We take care of each other when someone falls sick in the family. 7) We get identity from our family. 8) The families together forms society. 	20-25min	Observation
3.	<p><u>At the end of the teaching</u> –</p> <p>☆ Teacher- Students as we learn many good things in our family, then tell me about something which we learn from our family.</p> <p>☆ Student –Share their views that what they learn from the family.</p> <p>Teacher check the work assigned to the students.</p>	5 min	Assessment

Homework–1) What do you understand by the term family?

3) Why is family important to us.

Ref - https://youtu.be/wfTRN28U_vc

Next Planning–In the next class teacher ask about the difficulties of the students and tell about the work and behaviorof family members in the family.

TeachingPlan– 3

Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Student knows about work and behavior of family members in the family.

Topic–L-1-Our family-Our identity (Workandbehavior of family members in the family.)

Required material for teaching–Chalk, duster, greenboard, smartboard and a chart showing the activities of family members.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –</p> <p>1) Teacher- Students in the previous class we learn that why family is important for us. Now tell me how you feel how you feel if your family members are quarreling each and every time, they doesn't take care of each other, they do not help each other in their works?</p> <p>Ans- We feel bad.</p> <p>2) What do you think that these things are good or not?</p> <p>Ans- No teacher, these things are not good.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> –</p> <p>Teacher- Students if you not want that our family members quarreling everytime, then we should behave good with our family members. So students today we learn about Do's and Dont's in our family. I am writing some points on the board and you all will see and listen carefully.</p> <p><input type="checkbox"/> What should we do in the family? :-</p> <p>1) Respect one another. 2) Listen to and understand everyone. 3) Look after the one who falls sick. 4) Treat everyone humbly. 5) Cooperate with the members of the family in their respective work.</p> <p><input type="checkbox"/> What should we not do in the family? :-</p> <p>1) Go anywhere without informing. 2) Scatter things here and there. 3) Ignoring necessities of elders. 4) Not to cooperate in the household work. 5) Ignoring the needs of visually and hearing impaired people.</p> <p>Teacher also explain and show video/chart and discuss each point so that student knows that what should we do and what should we not do in the family.</p>	20-25min	Observation
3.	<p><u>At the end of the teaching</u> –</p> <p>Teacher- Now students you tell me what should We do and what should we not do in the family.</p> <p>Student- Give their views and tell that what should we do and what should we not do in the family after that teacher check the work assigned to the students.</p>	5 min	Assessment- Teacher check the assigned work.

Homework– 1) What should we do for our family?

- 2) Should we go anywhere without informing to the family members?
- 3) What we should do if someone falls sick in the family?
- 4) Make a family tree by pasting pictures of your family members.

Ref - https://youtu.be/wfTRN28U_vc



Next Planning–Teacher clear doubts of the students also teach the students to behave well in the family so that they learn the topic in their routine life.

TeachingPlan- 4


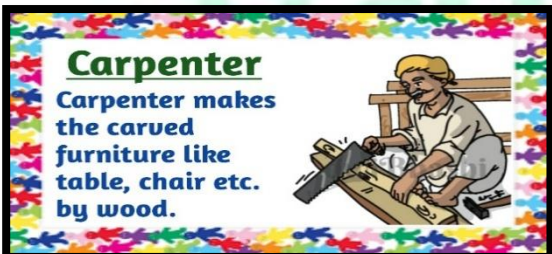
Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students learn about different types of local occupations and business and the work done by carpenter, potter and tailor.

Topic–L-2- Local occupation and business.

Required material for teaching–Chalk, duster, greenboard, smartboard and picture story of the topic.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –Teacher talks to students.</p> <p>1)Teacher- Students we all live in our families and to run our family and to fulfill our needs the head of the family do some work to earn and in some families more than one person work to earn so what works are done in your families for earning.</p> <p>Student- Students tell the different answers like farming, potter or their father goes to a company, mother is a teacher or nurse, father stitches clothes etc.</p> <p>2)Teacher- So students as you tell that different types of works are done in your families to earn so these professions are called by some names also our professions help to other people so they are also known as people who help us.</p> <p>Student- Listen carefully and understand.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u>–</p> <p>Teacher- So student today we learn about the different local occupations and business.</p> <div style="text-align: center;">  </div> <p>Teacher shows a picture book of different occupation and business. Teacher explains and read the lesson</p> <p>Tell about-</p> <p>1)Carpenter- Ramu Kaka is a carpenter and he makes carved furniture like table, chair, sofa set, doors etc with wood and he makes all these items by special tools like</p> <div style="text-align: center;">  </div> <p>hammer, chisel, plane, Jack, drill, file, rinch, and iron saw.</p> <p>2)Potter- Teacher tell about the work of potter to the students that he made things of clay also he/she show some items made of clay to the students like diya, kulhar etc. Teacher explains that the potter kneads the clay properly before making the pots, the wheel on which objects are made is called chakreti and the socket on the wheel is called gulbi while making the pots water is kept in a pot called mundi and the tools used for beating the pots</p>	20-25min	Observation

are called thapa and pindi.



3) **Tailor**- Now teacher explains about the work of tailor, tailor stitches the clothes we



wear, tailor use scissors, sewing machine, measuring tape, needle, thread, buttons etc. to stitch the clothes.

- a) Carpenter- Makes the carved furniture by wood.
- b) Potter- Makes the objects of clay.
- c) Tailor- Stitches the clothes.

★ Also teacher shows a video related to the topic to the students.

★ For picture book visit the website of MissionShikshan.Samvaad and click on the link – <http://missionshikshansamvad.com/□□□□□□-□□□□□□-□□□□□□-□□/>

3.	<p>At the end of the teaching –Teacher ask some questions from the students:</p> <ul style="list-style-type: none">1) What work will a carpenter do? Ans- Carpenter makes the carved furniture by wood.2) Who makes objects of clay? Ans- Potter.3) Who stitches the clothes? Ans- Tailor. <p>Teacher check the work assigned to the student.</p>	5 min	Assessment
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Homework–Paste the pictures of

- 1) Carpenter.
- 2) Potter.
- 3) Tailor.

In your notebook and write some lines about them.

Next Planning– Teacher clears the doubts of students and tell some more local occupation to them.

Teaching Plan- 5

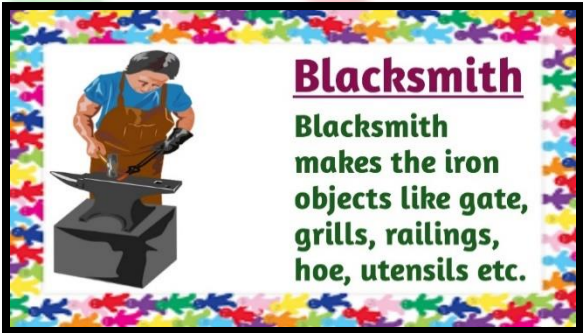
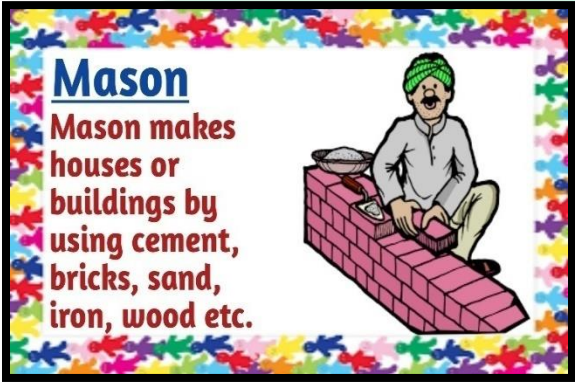
Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes– Students know about some local occupation and business also they know about the work of Blacksmith, Mason, Doctor and Cobbler.

Topic– L-2- Local occupation and business (Work of Blacksmith, Mason, Doctor and Cobbler)

Required material for teaching–Chalk, duster, greenboard, smartboard, picture story chart of the topic.

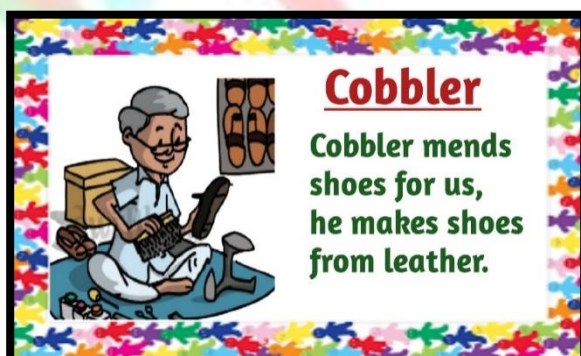
Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher talks to students: Teacher- Students yesterday we learn about different occupations as carpenter, potter and tailor, what do you think how more occupations are there. Student- Tells about some more occupations like doctor, nurse, teacher etc. Teacher- Good, the bench on which you are sitting who made this bench. Student- Its upper part is made by carpenter and its lower part is made by the person who works with iron. (Student knows but he doesn't tell the exact name of the occupation)</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> –Today we learn about some more occupation. (Teacher shows the picture story chart to the students)</p> <p>1) Blacksmith- The person who makes the objects of iron by heating it and then he moulds in to desired shape is called blacksmith, he makes gates, grills, railings,</p> <div style="text-align: center;">  </div> <p>hoe, utensils etc. by using tools like hammer, chisel, blower etc.</p> <p>2) Mason- Teacher ask some questions to the students: Teacher- Who makes the buildings, your school and home? Student- The man who works with bricks, cement etc. Teacher- Students the person who makes our home, buildings, with the help of soil, cement, grit, sand, iron, wood, tennis called MASON. The tools used by</p> <div style="text-align: center;">  </div> <p>Mason are hammer, chisel, file, trowel, thread, plumb, bevel, pata, bubble level etc.</p> <p>3) Doctor- Teacher the story of Raju to the students that he had a high fever and his father called a doctor, doctor examined him by a Stethoscope and gives medicine</p>	20-25min	Observation

to him.
 Sostudents when we fall sick then doctor gives us medicine and treat us he use Stethoscope to examine the chest of the patient he also use some other tools like Sphygonometer to record blood pressure, stop watch to record respiratory rate, weighing machine to record weight, thermometer to record the temperature of the body, bandage to cover the wounded part of the body.



- 4) **Cobbler**- Students the person who mends our shoes is called cobbler he also make new shoes by using tools – Shoe envil, shoe pliers, awl thread, deri, jhabia, sheelapanch, kutavari brush etc.
- Blacksmith- Makes the iron objects.
 - Mason- Makes the buildings and home.
 - Cobbler- Mends the shoes.



3.	<p>At the end of the teaching – Teacher ask some questions to the students:</p> <ol style="list-style-type: none"> Who makes iron objects? Ans- Blacksmith. Who makes buildings? Ans- Mason. Who treat us when we fall sick? Ans- Doctor. Who mends our shoes? Ans- Cobbler. <p>☆Teacher check the work assigned to the students. ☆For picture story visit the website of Mission ShikshanSamvaad and click on the link given below-</p> <p>http://missionshikshansamvad.com/</p>	5 min	Assessment
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Homework– 1) Name the tools used by Mason.
 2) Name the tools used by doctor.
 3) Who makes the iron objects?
 4) Who mends our shoes?
 5) Paste the pictures of a) Blalocksmith b) Mason c) Doctor d) Cobbler in your notebook.

Next Planning– Teacher clears the doubts of students and tell about some more occupations.

Teaching Plan- 6



Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes– Students know about the work of Farmer and Sweeper.

Topic– L-2- Local occupation and business.

Required material for teaching– Chalk, duster, greenboard, smartboard and picture story chart.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –Teacher talks with students:</p> <p>Teacher- Students we eat many tasty food items, from where we get these food.</p> <p>Student- From farms.</p> <p>Teacher- When our surroundings dirty then who cleans it.</p> <p>Student- The person who comes in the morning and cleans our surroundings with broom.</p>	5 min	Observation
2.	<p><u>Mid of the period</u> –Teacher explains the work of farmer and Sweeper to the students, teacher also shows the picture story book and a video on smartboard to the students.</p> <p>1) Farmer- Students farmer cultivates food and grains in the farms they prepare fields for sowing seeds, irrigate, remove the unwanted plants and when they ripe they are made available to the people for their use, farmer cultivates fruits, vegetables and grains by using the</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div> <p>tools like spade, trowel, hoe, sickle, plough etc.</p> <p>2) Sweeper- The person who keeps our surroundings clean is called sweeper. He comes every morning and cleans by using variety of brooms, he also use pan,</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">  </div> <p>scuttle, basket, bucket to collect the garbage.</p>	20-25min	Observation

	<p>Teacher- Student what do you think if these people don't do their work than what happened. Student- We don't get things which we desired by us we face many problems.</p> <p>a) Farmer- Cultivates grains, fruits and vegetables. b) Sweeper- Cleans our surroundings.</p>		
3.	<p>At the end of the teaching– Teacher ask some questions from the students: 1) Who cultivates food for us? Ans- Farmer. 2) Who keeps our surroundings clean? Ans- Sweeper. ☆ Activity- Paste the pictures of people who help us in your notebook. Teacher check the work assigned to the students.</p>	5 min	Assessment

Homework– 1)What is the work of Farmer?

2)Whom do you go when you fall sick?

3)What does Sweeper do?

Ref - <https://youtu.be/y2jkebLgTJI>

<https://youtu.be/kcKb3Uz01DA>

☆ Fill in the blanks with the names of the person who -

a) Makes earthen cups, pitcher and earthen lamps. _____

b) Makes chair, table and other wooden objects. _____

c) Grows wheat and vegetables in the fields. _____

d) Prescribe medicines and gives injections when we fall sick. _____

e) Makes houses with the help of cement, sand and bricks. _____

Next Planning– Teacher clears the doubts of students ask the students to collect information about local occupations as a project work.

TeachingPlan-7

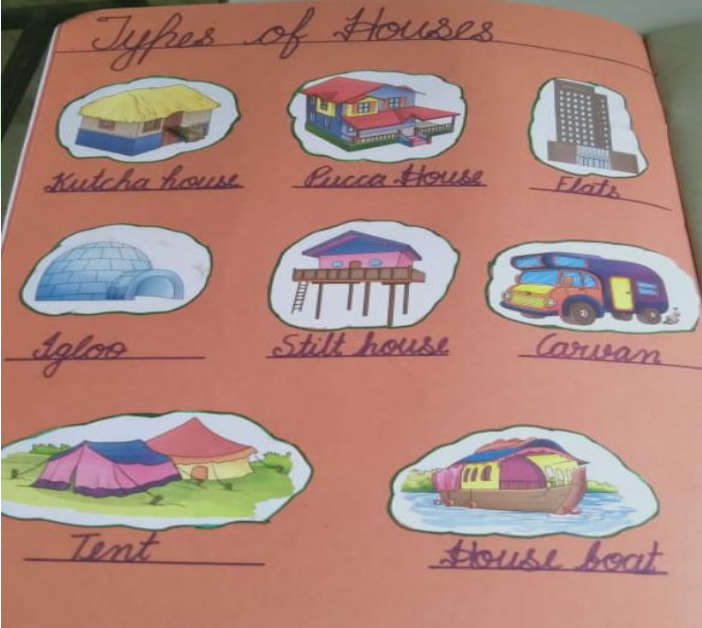
Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes– Students knows that we need a house to live and different types of houses.

Topic–L-3- Howhousesarebuilt.

Required material for teaching– Chalk, duster, greenboard, smartboard and a chart showing types of houses.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher- shows a chart of types of houses to the students and ask about the different types of houses in their surroundings.</p> <div style="text-align: center;">  </div> <p>Student- Tells about the different types of houses they seen in their surroundings some are Kutcha houses and some are Pucca houses. Teacher- Students how many types of houses have you seen in your surroundings name some of them. Student- Tells the names of some types of houses like hut, kutchha houses and pucca houses. Teacher- Students do you know when there are no houses then where man lives. Student- Feels a problem to answer this.</p>	5 min	Observation
2.	<p><u>Mid of the period</u> –So students our today’s topic is ‘How houses are built’ teacher shows a video of ‘Types of houses’ and ‘Why we need a house’ and then talk to the students about houses and we need house to live in, houses protects us from heat, rain, cold, thieves and wild animals and we have different portions in our home like Bedroom, Drawingroom(livingroom), Kitchen,studyroom etc. We also have things which we need in our house.</p>	20-25min	Observation
3.	<p><u>At the end of the teaching</u> – Teacher- Students why do we need a house? Student- We need a house to live in? Teacher- Draw and colour a house of your choice.</p>	5 min	Assessment

Teacher check the work assigned to the students.



Homework–Paste the pictures of different types of house in your notebook.

Ref-<https://youtu.be/sNAUbyZpNt4>

[https://youtu.be/ F4HcbxoZvk](https://youtu.be/F4HcbxoZvk)

Next Planning–Teacher clear the doubts of students and tell more about different types of houses.

शिक्षण

संवाद

TeachingPlan– 9



Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students learn about garbage management and 4Rs.

Topic–L-3- How houses are build.

Required material for teaching–Chalk, duster, greenboard, and smartboard.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –</p> <p>Teacher- Students when we live in our homes many types of waste products are produced, do you tell me what type of waste products are produced and from where.</p> <p>Students- Peels of fruits and vegetables from kitchen, glass or plastic bottles, newspapers etc.</p> <p>Teacher- Yes you all are right, so where these waste things are thrown.</p> <p>Student- Tell that where they throw the garbage.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> –</p> <p>Teacher shows a video of garbage management and 4Rs to the students.</p> <p>Students watch the video carefully and understand about garbage management.</p> <p>Teacher- Students many types of waste products are drawn from homes, offices and many public places and these waste products should be put in to dustbin, you have seen many public places and dustbins which are kept for waste products there.</p> <p>There are two types of dustbins one is green coloured and other is blue coloured the green coloured dustbin is used for biodegradable wastes such as peels of fruits and vegetables, waste food etc and blue coloured dustbin is used for non biodegradable waste such as glass and plastic bottles, polythene bags.</p> <p>Students we should always put the garbage in to dustbin and keep our surroundings neat and clean.</p> <div style="text-align: center;">  </div> <p>Teacher also tell about 4Rs and garbage disposal, Reduce, Reuse, Refuse and Recycle the objects made of plastic.</p> <p>□Activity- Take a used plastic bottle and cut it from the top, fill it with soil and place a plant in it, in this way we convert the old plastic bottles in to a vase for plantation.</p> <div style="text-align: center;">  </div>	20-25min	Observation

3.	At the end of the teaching – Teacher asks from the students that how they can use the old objects in a useful manner. <i>Students give their views that they can make pen stand and for other objects. Also teacher check the work assigned to the students.</i>	5 min	Assessment
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Homework–

- 1) What do you mean by waste material?
- 2) What are 4Rs?
- 3) Why should we keep two kinds of dustbins in our house?
- 4) Why it is necessary to keep our house clean?

Ref - <https://youtu.be/c7iYsg70iD4>

Next Planning–Teacher clears the doubts of students and suggest to make different types of useful items from waste products.



Teaching Plan- 10

Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes–Students know about components of food and balanced diet.

Topic–L-4- Our food.

Required material for teaching–Chalk, duster, greenboard, smartboard and a chart showing some food items.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher and students talking with each other:</p> <p>Teacher- Students there are many works which we do daily in our routine life, please tell me about some works.</p> <p>Students- We play, study and do some household works.</p> <p>Teacher- Ok, what works your father mother and other family members do.</p> <p>Students- Father goes to farm for farming, mother do household works, some are saying that their mother also goes to work or father goes to factory or office.</p> <p>Teacher- So students what do you think from where we get the energy to do all these works.</p> <p>Students- When we eat food then we are able to do work.</p> <p>Teacher- Yes you are right food gives us energy to do work.</p>	5 min	Observation
2.	<p><u>Mid of the period</u> –</p> <p>Teacher- Students we get energy to do work from food we eat, we eat many food items in our daily diet, which food items do you eat in our daily routine diet.</p> <p>Student- We eat pulses, rice, vegetables, chapati, milk, fruits, and vegetables.</p> <p>Teacher- Yes, you all eat these food items daily but which food item do you like.</p> <p>Students- We like Samosa, kachori, kheer, halwa, momos, chowmeen, maggi etc.</p> <p>Teacher- Ok students are these food items are healthy for us?</p> <p>Students- No, these food items are not healthy for us.</p> <p>Teacher- So students to be healthy we need a balanced diet which have all the components of food. (Teacher shows a video related to the topic in which students can easily understand the components of balanced diet.)</p> <p style="margin-left: 20px;">a) Carbohydrates (Energy giving food)- The food items which gives us energy to do work are called carbohydrates (energy giving food) fats also gives us energy. Energy giving foods are wheat, rice, sugar, jaggery, oil, ghee, butter etc.</p> <p style="margin-left: 20px;">b) Proteins or Body building food- Proteins are also known as body building food because these food are responsible for the growth of our body for e.g. fish, peanut, nuts and milk.</p> <p style="margin-left: 20px;">c) Vitamins and minerals- Vitamins and minerals are also known as protective food because these food protects us from diseases for e.g. green leafy vegetables and fruits.</p>	20-25min	Observation
3.	<p><u>At the end of the teaching</u> –Teacher check the work assigned to the students and also ask about the names of energy giving, proteins, vitamins and minerals food items.</p>	5 min	Assessment

Homework–

- 1) Name any two energy giving food items.
- 2) Name any two body building food items.
- 3) Name any two protective food items.
- 4) Paste pictures of energy giving food items, body building food items and protective food items in your notebook.

Ref - <https://youtu.be/LF9vg3gs1Ok>

Next Planning–Teacher clear the doubts of students and tell about the sources of food.

TeachingPlan- 11



Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students knows about different types of food and their sources.

Topic–L-4- Our Food

Required material for teaching–Chalk, duster, greenboard, smartboard and a chart showing different types of food items.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –Teacher and students talk with each other.</p> <p>Teacher- Students we eat many food items daily, do you know from where we get these food items.</p> <p>Student- We get some food from farms like wheat, rice and some from animals like milk.</p> <p>Teacher- Yes you are right we get food items from farming and animals too, students today we learn that what are the sources of food.</p>	5 min	Observation
2.	<p><u>Mid of the period</u> – Teacher shows a video/chart of sources of food to the students and after showing the video/chart the following conversation takes place:</p> <p>Teacher- Students as you see in the chart/video that we get food items from plants and animals I.e. there are two main sources of food, these are plants and animals.</p> <p>Students we get cereals, pulses, vegetables and fruits from plants and we get egg, milk, meat and fish from animals.</p> <p>● Greenboard work:</p> <p>★Food obtained from plants-</p> <p>1) Cereals- Wheat, barley, paddy, maize etc.</p> <p>2) Pulses- Chickpeas, region pea, moonglow, lentils etc.</p> <p>3) Vegetables- Potato, carrot, bottle gourd, tomato etc.</p> <p>★Food obtained from animals-</p> <p>1) Egg 2) Milk 3) Fish 4) Meat</p> <p>Students listen carefully and write the work of greenboard in their notebook.</p> <p>★Activity- Draw any two food items obtained from plants.</p> <p><u>FruitsVegetables</u></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	20-25min	Observation
3.	<p><u>At the end of the teaching</u> –Teacher ask some evaluatory questions from the students and check the work assigned to the students.</p> <p>1) Which food items we get from plants? Ans- Fruits, vegetables, cereals, pulses and spices.</p> <p>2) Which food items we get from plants? Ans- Milk, egg, meat and fish.</p>	5 min	Assessment

Homework–Write the names of any five things which we obtained from plants and animals each and paste their pictures.

Ref - <https://youtu.be/LF9vg3gs1Ok>

Next Planning–Teacher clears the doubts of students and tell about the cultivation of crops in farms.



TeachingPlan– 12


Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students learn about hthat how cereals, pulses, vegetables, fruits, and spices are cultivated in the farms.

Topic–L-4- Our food.

Required material for teaching–Chalk, duster, greenboard, smartboard and chart showing food items.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –</p> <p>Teacher-Shows a chart to the students and ask about the food items shown in the chart. Student- Tell about the food items like kheer, poori,halwa, curry etc. Teacher- Students do you know that from where we getthese items? Student – We get these items from wheat, rice, milk and vegetables. Teacher – Yes do you know that from where we get fruit, vegetables, wheat and rice. Student- They are cultivated in farms by farmers. Teacher- Yes, students we all knows that farmers cultivate food like wheat, rice, maize in their farms and grow.</p>	5 min	Observation
2.	<p><u>Mid of the period</u> – Teacher shows a video to the students that how farmers cultivate crops in their farms.</p> <p>Students- Watch the video carefully and understand that how fruits, vegetables, grains, cereals and spices are grown in the fields by farmer.</p> <p>Teacher- Students farmer work hard in all the seasons such as summer, winter, rainy seasons etc. to grow the crops so that we eat delicious food like chapati, poori, kheer, idling etc so we should not waste the food in our homes or in a party. Farmers also cultivate spices like coriander, chilli, turmeric, cumin seeds, carrom seeds and fennel seeds etc to add flavors to our food and spices also make the food items digestible.</p> <p>Students- Listen carefully and understand the topic.</p>	20-25min	Observation
3.	<p><u>At the end of the teaching</u> –</p> <p>★Activity-</p> <p>Teacher- Now students we will solve some riddles.</p> <p>1) <i>Hari dandilalkaman, Taubatauba,kare insaan Boojho main kaun hoon</i></p> <div style="text-align: center;">  </div> <p><i>Bolo-Bolo main kaun hoon.</i></p> <p>Ans- Red chilli.</p> <p>2) <i>Kootijati, peesijati, Peeli- peeli dikhti hoon, Khane me prayog sab karte, Main masalon ki Rani hoon.</i></p> <p>Ans- Turmeric</p>	5 min	Assessment

Homework–

Write names of any four food substances obtained from plants and animals each and paste the pictures in your notebook.

Ref - <https://youtu.be/LF9vg3gs1Ok>

Next Planning–Teacher clear the doubts of students and tell that how the crops cultivated in farms are delivered to market.

TeachingPlan– 13

Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students knows about how crops are cultivated in the fields and then delivered to the market.

Topic–L-5- From fields to market.

Required material for teaching–Chalk, duster, greenboard, smartboard and some natural fields near to the school.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Conversation between teacher and students.</p> <p>Teacher- Students do you know from where we get wheat, rice, potato, tomato and onions.</p> <p>Students- We buy them from the market or from fruit seller or vegetable seller.</p> <p>Teacher- Yes you are right we buy all these things from the market, have you also seen the lush green fields all around you, do you want to go there with me.</p> <p>Students- Yes all students become very happy.</p>	5 min	Observation
2.	<p><u>Mid of the period</u> –Teacher along with students goes to the field near to the school where some farmers are working.</p> <p>Teacher with students talk to the farmer and take information that how crops are grown in the field.Farmer tell about the whole process that they first plough their field then make beds for the seeds and sow the seeds in the prepared beds, then they do irrigation of fields, they pull out the unwanted plants called weeds this process is called weeding, at the end when the crop is ready then they harvested the crops and the harvested crops are filled into the sacks and then delivered to the market.</p> <p>After taking all the information is student and teacher back to school class and take a discussion over it.</p> <p>Teacher explain the steps to grow a crop in fields and then finally delivered in to the market.</p> <p>Let’s know about the correct order from sowing of crops to selling them in the market.</p> <ol style="list-style-type: none"> 1) Ploughing of fields 2) Sowing of seeds. 3) Irrigation. 4) Weeding. 5) Harvesting. 6) Delivering the ready crop to the market. 	20-25min	Observation
3.	<p><u>At the end of the teaching</u> –</p> <p>All students draw the flowchart in their notebook and teacher check the work assigned to the students.</p>	5 min	Assessment

Homework–

- 1) Make a list of the crops cultivated around you.
- 2) In which month wheat is sown and harvested.

Ref - <https://youtu.be/aovHO21UnvU>

Next Planning–Teacher clears the doubts of students and explain the processes of cultivation by the story of Prerna and her family.

Teaching Plan- 14

Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes–Students know about the steps of farming in detail.

Topic–L-5- From fields to market.

Required material for teaching–Chalk, duster, greenboard, smartboard and a field near to the school.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> –</p> <p>Teacher- Students in the previous class we learn about the steps of farming, today we discuss about each step in detail.</p> <p>Student- Listen carefully and try to understand it.</p> <p>Teacher- Let us revise about the steps of farming.</p> <ol style="list-style-type: none"> 1) Ploughing of fields. 2) Sowing of seeds. 3) Irrigation. 4) Weeding. 5) Harvesting. 6) Delivering the ready crops to the markets. 	5 min	Observation
2.	<p><u>Mid of the period</u> –Students today I tell you the story of Perna and her family, Perna is a little girl who lives with her family in a village her family decided to grow onions in their field this time. First they go to their fields they loosened and levelled the field's soil and raise onion beds with the help of hoe, they also mix cow dung manure in the soil, then her mother put seeds in the prepared beds at equal distances. After 25 days small plants of onion are sprouted then Perna and her mother goes to the field they saw some unwanted plants are also grown in onion fields along with onion trees her mother told to Perna that these plants are grown their own and these plants are also harmful for crops because they absorb all the water and pesticides and the crop will be weakened so we have to remove them this process is known as weeding and unwanted plants are known as weeds.</p> <p>Teacher also show the video of the topic.</p> <ol style="list-style-type: none"> 1) Weeds – The unwanted plants which are grown themselves in the field are known as weeds. 2) Weeding –The removal of weeds from fields is known as weeding. 3) Tilling – Weeds are removed along with their roots by digging deeply by the use of some instruments like hoe is called tilling. <p><i>Students listen carefully and write the definition in their notebook.</i></p>	20-25min	Observation
3.	<p><u>At the end of the teaching</u> – Teacher ask from the students that they have seen the weeds in their fields or not, how their parents remove them.</p> <p><i>Students share their experiences and teacher check the work assigned to the students.</i></p>	5 min	Assessment

Homework–

- 1) Define – (a) Weeds (b) Weeding (c) Tilling
- 2) Go with your parents in the fields and ask about the unwanted plants that are grown themselves.

Ref - <https://youtu.be/aovHO21UnvU>

Next Planning–Teacher clears the doubts of students and explains about the process of harvesting, drying the crops, filled in to the sacks and finally delivered to the market.

Teaching Plan- 15

Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes–Students know about the harvesting of crops and how the crops are finally delivered in to the market.

Topic– From fields to market.

Required material for teaching–Chalk, duster, greenboard and smartboard.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching –Teacher asks some questions from the students-</p> <p>Teacher- Students yesterday I was telling you about weeding and tilling have you seen this process in your home garden and fields.</p> <p>Students- Tell that when some unwanted plants are grown in their home garden and fields then their parents remove them by digging it deeply and pull out with their roots.</p> <p>Teacher- Students what will we do when the crop is ready in the fields?</p> <p>Student- We cut the crops and then sell in to the market.</p> <p>Teacher- Yes you are right, let us understand the whole process by the story of Perna.</p>	5 min	Observation
2.	<p>Mid of the Period– Teacher shows the video of the topic and then explain:</p> <p>When the crop of onion is ready then it need to be harvested because if the crop is not harvested I time, all onions will rot in fields and all the efforts are wasted so Perna's Father, mother, uncle, aunt harvested the crop together, Perna and her brother also helped their family in that work. Big and red onions are looking beautiful the yield is also good, they dried the onions in the shady place for a week and then filled and tied in to the sacks, the sacks of onion are loaded on the tractor and the father goes to sell the crop in the market.</p> <p>Teacher- So students you understand that when the crop is ready then it is harvested to sell into the market.</p> <p>Student- listen carefully and also give their views on it.</p>	20-25min	Observation
3.	<p>At the end of the teaching – Teacher ask some questions from students and check the work assigned to them.</p>	5 min	Assessment

Homework–

- 1) What do you mean by harvesting?
- 2) Write down the process of any one crop starting from sowing to selling the crop into the market.

Ref - <https://youtu.be/aovHO21UnvU>

Next Planning– Teacher clears the doubts of students and explains about the threshing of wheat and paddy crop.

TeachingPlan– 16



Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students are able to tell about manual threshing of paddy crop and wheat threshing by machine.

Topic–L-5- From fields to market

Required material for teaching–Chalk, duster, greenboard , smartboard or a picture showing threshing of wheat and paddy crop.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher and students talk with each other-</p> <p>Teacher - Students have you seen that when the crop is harvested from fields such as wheat or paddy crop the grains are covered with a wooden plank.</p> <p>Student – Yes sir the grains are covered by brownish colour wooden plank.</p> <p>Teacher – Do you know that how these wooden planks are removed from grains?</p> <p>Student – Yes sir, we have seen that it is removed by beating or by machine.</p> <p>Teacher –Good, Do you know about its complete process.</p> <p>Student – Feels problematic.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> –Teacher shows a picture or a video on the smartboard and show some unthreshed grains and threshed grains.</p> <p>Teacher – Students after harvesting crop of wheat and rice from the fields the grains are covered with a wooden plank, so to remove this wooden planks we have to thresh it, let us know about the threshing of wheat and paddy crops in detail.</p> <p>☐Manual threshing of paddy crop –</p> <p><i>Students after cutting and drying the paddy crop in sun, the crop is hand beaten to separate the grains from the wooden plank, nowadays this work can also be</i></p> <div style="text-align: center;">  </div> <p><i>done by the machines.</i></p> <p>☐Wheat threshing by machines–</p> <div style="text-align: center;">  </div> <p>When the wheat plants turn in to golden colour,then they are harvested and threshed by the thresher machine to separate grains by the wooden plank as straw. Teacher can also go with students in the nearby fields to show the threshing of wheat and paddy crops. (It depends on the season and situation)</p>	20-25min	Observation

3.	At the end of the teaching –Teacher ask some questions from the students: 1) Which crop is cultivated in the areas around you? 2) How is manual threasing of paddy crops done? 3) Have you seen the thresher machine? 4) In which month wheat is sown and harvested? Students give the answers on the basis of their experiences.	5 min	Assessment
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Homework–Answer the following questions-

- 1) Write down the process of any one crop starting from sowing to sell in to the market.
- 2) Name the disease which affect the wheat crop?
- 3) In how many days does this crop ripe?
- 4) Ask your elders the names of some tools used in farming, write them and draw their pictures.

Ref - <https://youtu.be/aovHO21UnvU>

Next Planning–Teacher clarify the doubts of students and give some information about the tools used in agriculture.

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Teaching Plan- 17

Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes—Students know about different types of animals, animals live at different places and also animals are helpful for us in many ways.

Topic—L- 6 – Usefulness of animals.

Required material for teaching—Chalk, duster, greenboard, smartboard or a chart showing different types of animals.

Teaching Learning Process/ Activities—

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher shows a chart of different types of animals and ask some questions.</p> <ol style="list-style-type: none"> 1) Students what do you observe in the picture? Ans – We see many animals here. 2) Are the all animals are same here? Ans – No all are different. 3) OK, in what ways they are different? Ans – They are different in colour size and shape. 4) Are these all animals living at the same place? Ans – No they are living at the different places. 5) Are these all animals eat same type of food? Ans –No they eat different types of food? <p>Teacher – Students today we learn about different types of animals and how animals are useful for us.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> – Teacher explain the topic to the students.</p> <p>Students there are different types of animals in our surroundings, these animals are different in their colour, appearance, shape and habits from one another.</p> <p>☆Animals also differ in their eating habits-</p> <ol style="list-style-type: none"> 1) Herbivores – The animals which eat only plants, fruits and vegetables are called herbivores e.g. Cow, goat etc. 2) Carnivores – The animals which eat flesh of other animals as their food are called carnivores e.g. Lion, Bear etc. 3) Omnivores –The animals which eat both plants and animals as their food are called omnivores e.g. Dog, Man etc. <p>☆Animals also live at different places-</p> <ol style="list-style-type: none"> 1) Some animals live on land e.g. Cat, dog, cow etc. 2) Some animals live in water e.g. Fish, crocodile etc. 3) Some animals live in both land and water e.g. frog. 4) Some fly high in the sky e.g. birds like crow, peegion etc. <p>☆Animals who help us- Animals are also useful for us in many ways we get different thing from animals.</p> <ol style="list-style-type: none"> 1) Sheep – Wool 2) Cow – Milk 3) Hen – egg 4) Honeybee - honey and wax <p>☞Think about some more animals which are useful for us in different ways.</p> <p>Students think and give their views that how animals are useful for us in different ways.</p>	20-25min	Observation



Also teacher shows a video for different types of animals.

3.	<p><u>At the end of the teaching</u> – Teacher gives an activity to the students- ☆Think and discuss with your friends about the animals found in your surroundings and make a list in your notebook: a) Animals that live in water. b) Animals that eat flesh. c) Animals that live on land. d) Animals that crawl. Teacher also check the work assigned to the students.</p>	5 min	Assessment
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Homework–Paste or draw the picture of different types of animals and colour it.

Reference - <https://youtu.be/xSCEkrLW4yE>

Next Planning–Teacher clear the doubts of students and tell how animals are useful for us in different ways in detail.

Name of teacher–PratibhaYadav(A.T.)

School Name–Primary school Chauradev

Block & District–Punwarka Saharanpur (U.P.)

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TeachingPlan– 18

Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students knows about the usefulness of animals as a source of food and how honeybees make honey.

Topic–L-6- Usefulness of animals.

Required material for teaching–Chalk, duster, greenboard, smartboard, a chart showing the food items obtained by animals.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher discuss with students-</p> <p>1) Students from where we get eggs? Ans- We get eggs from hen?</p> <p>2) From where we get milk? Ans- We get milk from cow or buffalo.</p> <p>3) From where we get meat? Ans- We get meat from chicken, goat or buffalo.</p> <p>4) From where we get honey? Ans- We get honey from honeybees.</p> <p>So students we get many food items from animals, let us discuss it in detail.</p>	5 min	Observation
2.	<p><u>Mid of the period</u>– Teacher shows a chart of food items obtained from animals to the</p> <div style="text-align: center;">  <p style="font-size: small; text-align: center;">Animals as source of food: Milk, Meat, Eggs...</p> </div> <p>students.</p> <p>Students we get many food items like milk, eggs, meat, fish and honey so animals are useful for us as a source of food.</p> <p>☆Food items obtained from animals-</p> <ol style="list-style-type: none"> 1) Milk – Cow, goat, buffalo. 2) Egg – Hen, Duck 3) fish - fish 4) meat – Chicken, goat, buffalo 5) Honey- Honeybees <p>☆Note-</p> <ol style="list-style-type: none"> 1)Students milk is a complete food because it contains all the nutrients and we also get many milk products likecheese, sweets, curd, butter, ghee etc. 2) Eggs are also used to make things like cake and biscuits. <p>☆Honey from honeybee-</p> <p>Teacher shows a picture in a chart and ask to recognize it-</p>	20-25min	Observation



Teacher – Students what you have seen in the picture.

Students –Honey and honeybee.

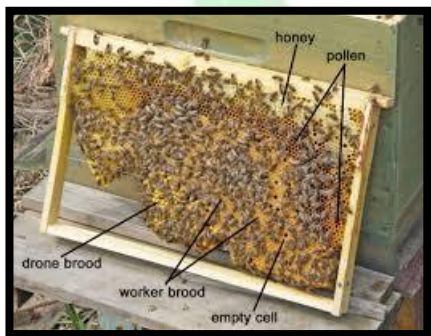
Teacher – Do you know that how honeybees prepare Honey?

Students –Feel problematic.

Teacher – Students honeybees prepare honey from the nectar of flowers they suck and collect nectar in their hives, honeybee lives in beehive, in a hove there is only one queen bee which lay eggs, it's life span is about three years, there are also some male honeybeesand some worker bees.

Worker Bees do the maximum work like producing wax, building hives, cleaning and guarding hives, searching flowers and collecting nectar, preparing honey from nectar, taking care of eggs etc. Working honeybees are maximum in number in the hives and their lifespan is 40 to 45 days.

Now a days many people are associated with beekeeping to produce honey and wax for commercial purpose, in which bees are reared by modern techniques, honeybees are kept



in special type of box called honeybee brood box.

3. **At the end of the teaching** –
 Teacher tell about the rearing of animals and what it is called:
 1) Rearing of honeybees – Apiculture
 2) Rearing of silkworm – Sericulture
 3) Rearing of fish – Pisciculture
 Also teacher check the work assigned to the students.

5 min

Assessment

Homework–Answer the following questions:

- 1) What food items we get from animals?
- 2) How many types of honeybees are there in a hive?
- 3) Draw a picture of honeybee brood box in your notebook and colour it.

Reference - https://youtu.be/wfTRN28U_yc

Next Planning–Teacher clears the doubts of students and also tell about the Usefulness of animals in clothes, transport and agriculture.

TeachingPlan- 19





Date	Class	Subject	Time
	4	EVS	35-40 min


LearningOutcomes–Students knows about Usefulness of animals for clothes, transportation, agriculture, fuel and in leather industry.

Topic–L-6- Usefulness of animals

Required material for teaching–Chalk, duster, greenboard, smartboard and a chart showing some animals like sheep, pashmina goat, animals useful for agriculture and leather industry.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher and students discuss with each other:</p> <ol style="list-style-type: none"> 1) Students in winters what type of clothes we wear? Ans –Woollen clothes. 2) From where we get wool? Ans – We get wool from sheep. 3) Have you listen or seen about pashmina shawl? Ans –Yes. 4) Do you know from where we get pashmina? Ans – problematic. <p>Students today we learn about the usefulness of animals for clothes, transportation, agriculture, fuel and leather industry.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> – Teacher shows a chart to the students and discuss about it:</p> <p>Students as we see in the picture we get wool from sheep also in winters we wear pashmins</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div> <p>shawls, we get pashmina by special types of mountain goats called pashmina goat.</p> <p>□For transportation and agriculture-</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px;">  </div> <div style="border: 1px solid black; padding: 5px;">  </div> </div> <p>Students animals like bullocks, camels, horses, donkeys are also useful for transportation and agriculture.</p> <ul style="list-style-type: none"> • Camel is also known as the ship of desert. • Thousands year ago pigeons are used as messengers. 	20-25min	Observation

	<ul style="list-style-type: none"> • Dung of many animals like cow, buffalo, bullocks, sheep is used as manure and fuel. <p>☐ Leather industry- We use many leather items in our daily routine life like shoes, purse, jackets, belts etc. for</p>  <p>this we get leather from the skin of animals.</p> <ul style="list-style-type: none"> • Animals are also useful for making cosmetics, decorative items and medicines. • Earthworms also make the soil fertile so it is called farmer's friend. <p>So students in this way animals are useful for us. ☐ Teacher also shows a video for the topic to the students.</p>		
3.	<p>At the end of the teaching – Teacher ask some questions from the students:</p> <ol style="list-style-type: none"> 1) From where we get pashmina? Ans – Pashmina goat. 2) Which animal is known as ship of desert? Ans – Camel. 3) Who is known as farmer's friend? Ans – Earthworm. <p>Also teacher check the work assigned to the students.</p>	5 min	Assessment

Homework–Paste or draw the pictures of different animals write their names and write how they are useful or us.

Ref- https://youtu.be/wfTRN28U_yc

Next Planning–Teacher clears the doubts of students and tell about different types of animals, their habitats and Adaptation.

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TeachingPlan– 20


Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students knows about different types of animals, habitat and adaptation.

Topic–L-7- Adaptation in animals.

Required material for teaching–Chalk, duster, greenboard, smartboard and a chart showing different types of animals.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher and students discuss with each other.</p> <ol style="list-style-type: none"> 1) Students name some animals which you have seen around you. Ans – Cat, dog , cow, frog etc. 2) Where animals live? Ans – Animals are living on land, in water or fly in air like birds. 3) Yes, you are right animals are living at different places, but haven't you think that why different animals are living at different places. Ans – Students feel problematic. <p>So today we learn about different types of animals, habitat and adaptation.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> – Teacher shows a chart of different types of animals and discuss with students.</p> <ol style="list-style-type: none"> 1) What do you see in the picture? Ans – We see different types of animals living at the different places, students also give their views like fish in pond, camel in desert and birds are flying in air. <p>Teacher – Students as you have seen in the picture that different types of animals found in our surroundings are living at the different places, animals like to live in that place where</p> <div style="text-align: center;">  </div> <p>there is enough food, safety and favourable conditions.</p> <p>□ Habitat –The place where animal live and found enough food, safety and favourable conditions is called their habitat.</p> <p>On the basis of habitats animals are divided in to four types.</p> <ol style="list-style-type: none"> 1) Terrestrial animals – The animals living on land are called terrestrial animals e.g. dog, cat, cow etc. are called terrestrial animals. 2) Aquatic animals –Those animals which are living in water are called aquatic animals e.g. fish. 3) Aerial –The animals flying in sky i.e. birds are aerial animals e.g. crow, sparrow, eagle etc. 4) Amphibians – Those animals which are living on both land and water are called amphibians e.g. frog, tortoise. <p>Students animals live at different places due to the favourable conditions found at that place.</p> <p>□ Adaptation – The changes take place in organism to adapt themselves according to their surroundings is called adaptation , the main reasons for adaptation are-</p> <ol style="list-style-type: none"> 1) Availability of food 2) Environment 3) Reproduction 4) Protection from enemies 	20-25min	Observation

	Also teacher shows a video of the topic to the students. Students listen and understand it carefully and write in their notebook.		
3.	<u>At the end of the teaching</u> – Teacher ask to do an activity to the students. On the basis of habitats write the names of animals found in your surroundings as given below: 1) Cow – Terrestrial 2) Fish – 3) Frog – 4) Sparrow – Teacher check the work assigned to the students.	5 min	Assessment

Homework–Answer the following questions-

- 1) What are the reasons for adaptation in living organisms?
- 2) Write the names of three aquatic animals.

Reference : <https://youtu.be/PmRMN46N-YI>

Next Planning–Teacher clears the doubts of students and explain in detail about different types of animals and adaptation.

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Teaching Plan- 21

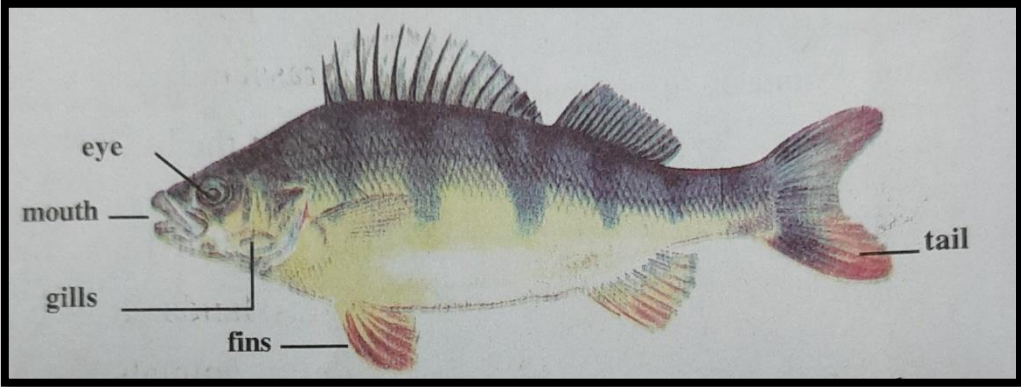


Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes—Students know about aquatic and terrestrial animals.

Topic—L-7- Adaptation in animals.

Required material for teaching—Chalk, duster, greenboard, smartboard and a chart showing diagram of fish.

Teaching Learning Process/ Activities—

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching –</p> <p>Teacher – Students in the previous class we learn that animals are living at different places due to food, safety and favourable conditions, the places where animals live are called their habitats and the changes that take place in animals according to their habitats is called adaptation.</p> <p>Students – Listen carefully.</p> <p>Teacher – Students if take out fish from water then what happen?</p> <p>Student – Fish will die.</p> <p>Teacher – If we drawn in water then what happen?</p> <p>Ans – We will die.</p> <p>Students this is because the body structure of fish is to adapt in water and our body structure and features are able to adapt on land.</p>	5 min	Observation
2.	<p>Mid of the Period –Teacher shows a chart showing diagram of fish to the students-</p> <div style="text-align: center;">  </div> <p>Teacher explains to students:</p> <p>★Aquatic animals—Students we all know that the animals who live in water are called aquatic animals like fish, as we see in the diagram the body of fish is streamlined which is helpful in swimming in water, It also has fins on its body and its tail act as oar, fish has gills to breathe in place of lungs, it opens and close its mouth regularly because water enters through the mouth of fishing comes out from gills. Gills absorb the oxygen dissolved in water so these are the features in fish which is helpful to adapt in water. In the same way if we observe the feet of duck and frog it has membrane between their toes called foot web, it help them to swim in water like oars.</p> <p>★Terrestrial animals – Teacher shows a picture of lion and deeron smartboard or</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	20-25min	Observation

	<p>chart and explain: Students the animals that live on land are called terrestrial animals, there are many diversities in terrestrial habitats-</p> <p>1) Animals that live in plains-</p> <p>Lion - Students lion live in the forest or grasslands, it's dusky skin colour help it to hide itself in the grasslands, it's eyes are located on its face in such a way so that it can trace its prey from the long distance, it's nails are long and pointed which help it to catch its pray.</p> <p>Deer –Deer lives in plain area, it's strong teeth help it to chew hard stems of plants. It's long ears and eyes are located on the sides of head to alert it about danger, it's high speed helps it to run away from hunters.</p>		
3.	<p><u>At the end of the teaching</u> – Teacher give an activity to the students draw and colour the diagram of fish in their notebooks. Also teacher check the work given to the students.</p>	5 min	Assessment

Homework– 1) Match the following:

- | | |
|----------|-------------|
| a) Birds | Streamlined |
| b) Camel | feather |
| c) Yak | hump |
| d) Fish | amphibians |
| e) Frog | hilly area |

Ref - <https://youtu.be/PmRMN46N-YI>

Next Planning–Teacher clear the doubts of students and tell about animals live in desert, mountainous region and aerial animals.

TeachingPlan– 22

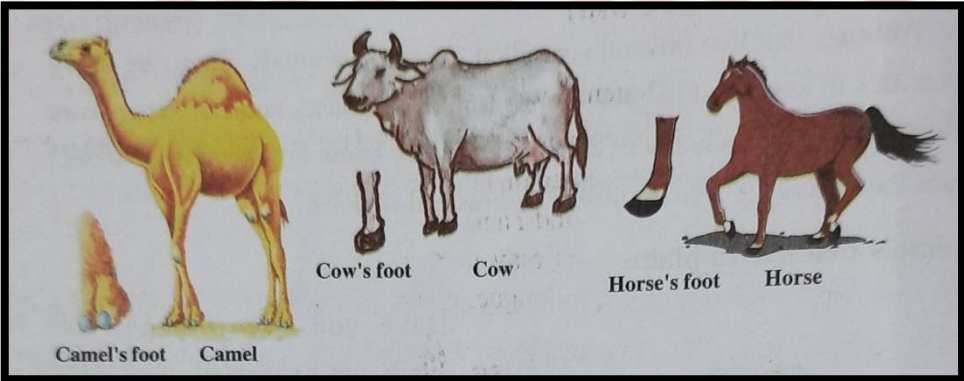
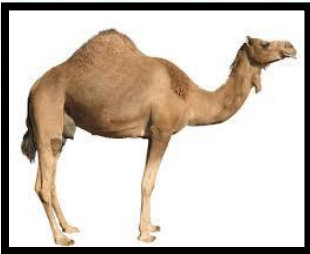
Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes–Students knows about desert animals, animals lives in mountainous area and aerial animals.

Topic–L-7-Adaptation in animals.

Required material for teaching–Chalk, duster, greenboard, smartboard, and a chart showing different types of animals.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching –Teacher and students discuss with each other by showing a picture:</p>  <p>Teacher -Students see the picture and observe the difference in the foot of camel, cow and horse.</p> <p>Student – See carefully and try to observe the difference between them and they found that camels feet are padded.</p> <p>Teacher – Students do you know why the foot of camel are padded?</p> <p>Student – Discuss with their friends and give their views.</p> <p>Teacher – Students as we have learnt earlier that animals has different characteristics and features to adapt in their habitats.</p> <p>So today we learn about the animals that live in desert, mountainous area and aerial animals.</p>	5 min	Observation
2.	<p>Mid of the Period – Teacher again shows the picture or video of camel to the students and explain:</p>  <p>★Animals that live in desert-</p> <p>Students as we see in the picture camel has hump and its foot are padded, students in deserts camel is used for transportation, the food is stored in its hump in the form of fat also water is stored in the special bags present in its stomach so that it can survive without food and water for many days in desert.</p> <p>Camel has long padded feet which help it to walk and run miles on sand, therefore it is calledthe '<i>Ship of desert</i>'.</p> <p>☐Animals that lives in mountainous area:</p>	20-25min	Observation

Teacher shows the picture of mountainous animals and explain:



Students as we see in the picture that mountainous animals like sheep, yak, mountain goat, bear etc. These animals have long hairs on their body and a layer of fat under their thick skin which protects them from the cold in winters and these animals are able to survive in cold climate.

□ **Aerial animals:**

Teacher shows the picture of bird to the students discuss-



Teacher – Students can we fly in air like birds?

Students – No

Teacher – So students what special features in birds make them able to fly in air?

Students – Feel problematic.

Teacher – Students every bird has a pair of wings which help them to fly in air, their tail helps in changing direction, the muscles of chest are very strong which help them in upward and downward movement of the wings, their bones are light and shape of the body is streamlined which helps them in flying.

□ **Nests** –

Teacher shows different types of nests to the students and discuss:



Students these are the different types of nests of birds, birds make nest to lay and protect eggs, birds make nest on the branches of trees with twigs, straw, hair, cotton, fibers of cloth etc.

	<p>some birds make their nests in pits on the ground , shrubs, hole of tree, middle of the rocks and in our houses too.</p> <ul style="list-style-type: none"> • <i>Teacher shows a video to the students for different types of animals and adaptation.</i> 		
3.	<p><u>At the end of the teaching</u> – Teacher gives an activity to the students: ☞ Draw and colour a bird in your notebook. Also teacher check the work assigned to the students.</p>	5 min	Assessment

Homework–Answer the following questions:

- 1) How do birds fly in air?
- 2) Why do the animals found in mountain areas have long and thick air?

☐Project/ Activity :

Make a nest of your choice by twigs, straw, hair, cotton, fibers of cloth etc.

Reference: <https://youtu.be/rtSuqopMLhU>

Next Planning–Teacher clears the doubts of students, help to make nest with students and further discuss about parts of plants.

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TeachingPlan- 23

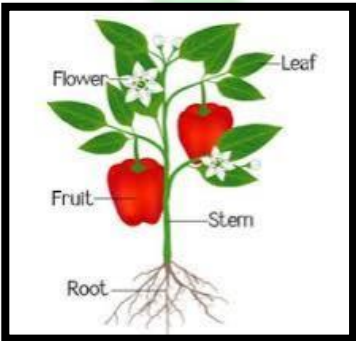
Date	Class	Subject	Time
	4	EVS	35-40 min

LearningOutcomes– Students are able to tell about different parts of plants, function of root and edible roots.

Topic- L-8- Parts of plants and their functions.

Required material for teaching– Chalk, duster, green board, smart board or a chart showing different parts of plants.

Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching – Teacher and students discuss with each other: Students we see many types of plant and trees in our surroundings now tell me-</p> <ol style="list-style-type: none"> 1) What is the colour of leaves in plants? Ans – Green. 2) What is the size of plants and trees? Ans – All are different, some are big or some are small. 3) Are the leaves of all plants are same? Ans –No the leaves of different plants are different. 4) What is the type of stems of all plants? Ans – Stems are different also, some are hard and some are soft. <p>So students as we have discussed that plants and trees are different some are big and some are small, some has hard stems and some has big stems, leaves of the plants are also different. Students today we learn about parts of plants and their functions.</p>	5 min	Observation
2.	<p>Mid of the Period – Teacher shows a chart showing different parts of plants to the students and discuss:</p>  <p>Students look at the picture and tell:</p> <ol style="list-style-type: none"> 1) Which parts of the plants are found above the ground? Ans –Stem, leaves, fruits and flowers. 2) Which part of the plant found under the ground? Ans –Roots. <p>Yes, you are right leaves, Stem, flowers and fruits are the parts of a plant our of which leaves, Stem, flowers and fruits are found above the ground and roots are found under the ground.</p> <p>★ Parts of plants-</p> <ol style="list-style-type: none"> 1) Stem–found above the ground 2) Leaves – found above the ground 3) Flower–found above the ground 4) Fruits – found above the ground 5) Roots – found under the ground 	25 - 30min	Observation

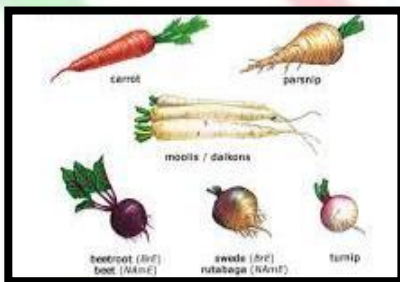
Students these all parts of the plant have their specific functions, let us discuss about the function of roots:

Teacher shows a picture of root or original root to the students:



★ Root –Students as we see that roots are found under the soil, small fibers are found on the surface of roots called root hairs. The root is a foundation of a plant and fixes the plant firmly in the soil. Roots absorb water and minerals from the soil by root hair.

Some roots of plant are also edible like carrot, radish, turnip, potato.



Students you have also seen the banyan tree, the roots of a banyan tree are hanging from its branches, it emerges from the branches and grow downwards these are called supporting roots.



If we see the money plant, the stem of money plant is soft and flexible. Roots emerge from different places of the stem that support the plant to climb up.



So students these are the different types of roots and their functions.

3.	At the end of the teaching – Teacher ask to the students to draw a diagram of parts of a plant in their notebook,clears the doubts of students and check the work of students.	5min	Assessment
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Homework–

- 1) Name main parts of plants.
- 2) Name three edible roots.
- 3) Roots of banyan tree are called _____.
- 4) Paste the leaves of different plants in the notebook and write their names.

Next Planning–Teacher clears the doubts of students and explain about stem of plants.

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Teaching Plan- 24


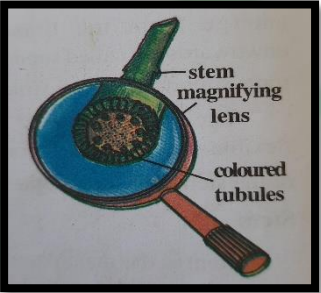
Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes–Students know about functions of stem and leaf.

Topic- L-8 – Parts of plants and their functions.

Required material for teaching–Chalk, duster, greenboard, smartboard, water colour, two glasses, tomato or balsam plant and a blade.

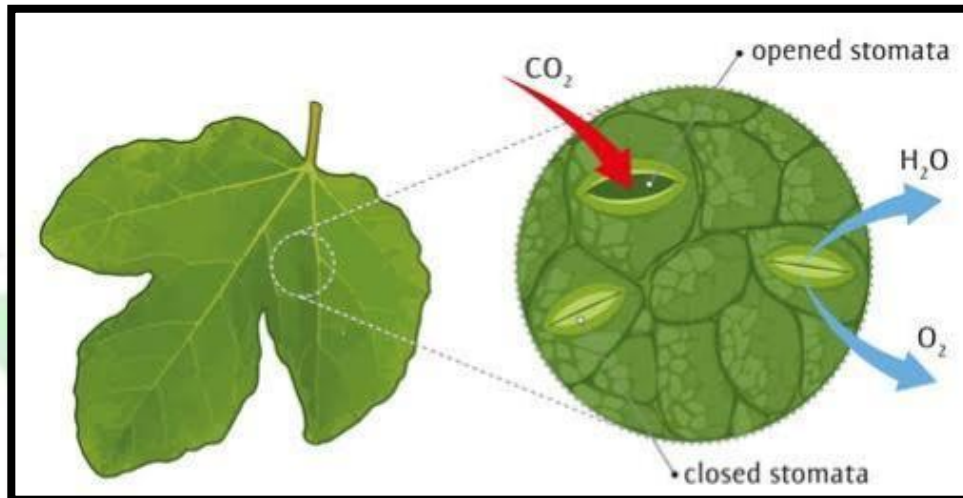
Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching – Teacher and students discuss with each other –</p> <ol style="list-style-type: none"> 1) Students which part of plant supports the branches of the plant? Ans – Stem 2) What happened when there is no stem in plants? Ans – Branches, leaves, fruits and flower doesn't get any support so they lie on the ground. 3) Do you know about more functions of stem? Ans – Problematic <p>Students today we learn about stem and its function in plants.</p>	5min	Observation
2.	<p>Mid of the Period – Teacher does an activity with the help of students.</p> <p>Teacher take coloured water in a transparent glass and place the stem of tomato or balsam plant, they observe it after some time and find:</p> <ol style="list-style-type: none"> 1) There is a small decrease in the quantity of water in the glass. 2) The veins of leaves appear slightly coloured. <p>Now teacher ask to cut the stem with a blade to a student and observe the cut portion of stem with a magnifying lens, they observe some coloured spots.</p> <p>Now teacher explain :</p> <p>As we see some coloured spots here on the cut portion of stem, small tubules are seen in the form of coloured spots, water and minerals are carried to the different parts of plants by these tubules, these tubules also carry the food prepared by leaves</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>to the different parts of plant also stem gives support to the branches of plant. Students also branches from the stem get covered under the ground. The ends of these branches swell and store food. Therefore they are called underground stem that store food for example –potato, ginger, turmeric etc.</p> <p>☆Leaf – Now teacher shows a leaf to the students and discuss:</p> <ul style="list-style-type: none"> • What Is the colour of this leaf? <p>Ans – Green</p> <ul style="list-style-type: none"> • Where you see the leaves on a plant? <p>Ans – On the branches?</p>	25 - 30min	Observation

- Above the ground or under the ground?

Ans –Above the ground.

Ok, students as we all know that leaves of the plant are green in colour, this green colour is due to the green pigment present in it is chlorophyll and leaves of the plant are found above the ground, the flattened part of the leaf is called lamina, it has two surfaces upper surface and lower surface, these surfaces have tiny pores called stomata, large number of stomata are found on the lower surface of the leaf, through stomata leaf leave and exchange gases from the environment.



Students listen carefully and write the important notes in notebook.

3.	<p>At the end of the teaching – Teacher ask to draw a leaf with stomata in the notebook to students. Also teacher check the work assigned to the students.</p>	5 min	Assessment
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Homework–

- 1) What are the function of stem in a plant?
- 2) Why the colour of a leaf is green?
- 3) What is stomata?
- 4) What is lamina?

Next Planning– Teacher clears the doubts of students and discuss more about functions of leaf.

Teaching Plan- 25

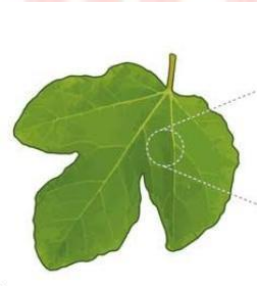
Date	Class	Subject	Time
			35-40 min

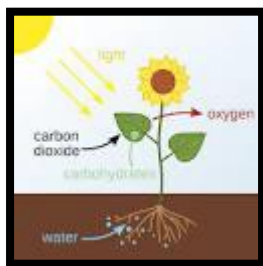
Learning Outcomes– Student knows about function of leaf.

Topic- L-8- Parts of plants and their functions.

Required material for teaching– Chalk, duster, greenboard, smartboard and a chart showing process of photosynthesis.

Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1	<p>In the beginning of teaching – Teacher shows a leaf to the students and ask to the students:</p>  <p>1) What Is this? Ans – This is a leaf.</p> <p>2) Why it is green in colour? Ans – It is green in colour due to chlorophyll.</p> <p>3) What are the surfaces of leaf called? Ans – Lamina</p> <p>4) What are the tiny pores in the surface of a leaf called? Ans – Stomata.</p> <p>5) What are the functions of chlorophyll and stomata in the leaf? Ans – Problematic.</p> <p>Students every part in the plant has its specific function so the leaf also has its functions in which chlorophyll and stomata plays it's important role so today we learn about the functions of leaf.</p>	5min	Observation
2.	<p>Mid of the Period –Teacher explain to the students: ★ There are three main functions of plant these are:</p> <p>1) Photosynthesis 2) Transpiration 3) Respiration</p> <p>1) Photosynthesis – Teacher shows a chart of photosynthesis to the students and explain-</p>	25 - 30min	Observation



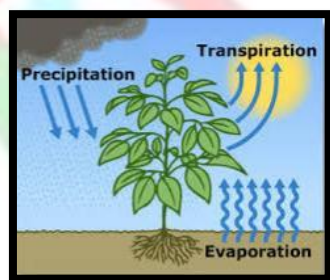
Students as we need food and water to live, plants also need air, water, sunlight and water to live, the green leaves of the plants prepares food for plant so leaves are called as kitchen of the plant.

Leaves prepare food in presence of sunlight with the help of chlorophyll, water and carbon di oxide this process is called photosynthesis, in the process of photosynthesis plants take carbon dioxide from air and releases oxygen so in this way plants also purify our environment, this process takes place on in day time, in night plants also respire like us they take oxygen and releases carbon dioxide.

2) Transpiration – The excess water absorbed by the roots of plants leaves in the form of water vapour through leaves, this process is known as transpiration. This process takes place through stomata.

(Teacher explains the process of transpiration with the help of a chart)

3) Respiration – Plants also breathe like us, the process of breathing is



called respiration, during respiration plants take oxygen and releases carbon dioxide.

3.	<p>At the end of the teaching –Teacher ask to draw the photosynthesis chart in their notebook and discuss it about their friends. Also teacher check the work assigned to the students.</p>	5 min	Assessment
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Homework–1) Why the leaves are called kitchen of the plant?

2) What is Transpiration?

Ref :<https://youtu.be/lcX8BylHYgl>

Next Planning– Teacher clears the doubts of students and explain about flower, fruits and seeds of plants.

Teaching Plan-26


Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes- Students knows about flower, fruits and seeds in the plant.

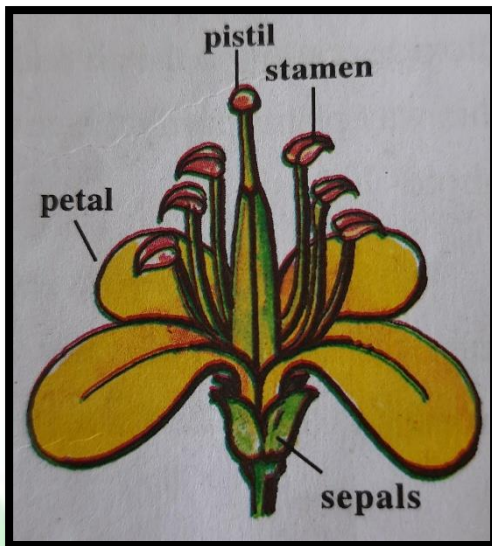
Topic-L-8- Parts of plants and their functions.

Required material for teaching-Chalk, duster, green board, smart board, hibiscus flower, pea or a fruit.

Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher discuss with students-</p> <ol style="list-style-type: none"> 1) Which is the most colourful and beautiful part of a plant? Ans- Flower 2) Which part of plant we eat and sweet in taste? Ans- fruit. 3) What we sow in the soil to grow a plant? Ans –Seed. 4) Do you know what is the function of these in the plant? Ans – Problematic. <p>Students today we learn about flower, fruits and seed .</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> –Teacher showsa hibiscus flower to the students and discuss-</p> <p>★ Flower-</p> <ol style="list-style-type: none"> 1) What Is this? Ans – Flower. 2) Where the flower found in a plant above theground or under the ground? Ans – Above the ground. 3) What Is the colour of flowers? Ans – flowers are of many colours. 4) How flowers smell? Ans – flowers smell very pleasant. <p>Yes students as we all know that the most beautiful and colourful part of the plant is flower, flowers also add fragrance to our lives, let us discuss about flowers.</p>  <p>Teacher explains to the students with the help of hibiscus flower- Students let us know about a flower in detail: There are four main parts of a flower these are-</p> <ol style="list-style-type: none"> 1) Sepals – the outermost green parts of a flower called calyx/sepals, they protect all other parts of a flower. 2) Petals – The coloured part of a flower are called corolla. Thus is the most attractive part of a flower. 	25-30min	Observation

- 3) Stamen – Long and thin structures in the middle of the petals, the upper end of these structures is slightly swollen, these are called Stamen.
- 4) Pistil – The funnel like structure found exactly middle of the flower is called pistil.



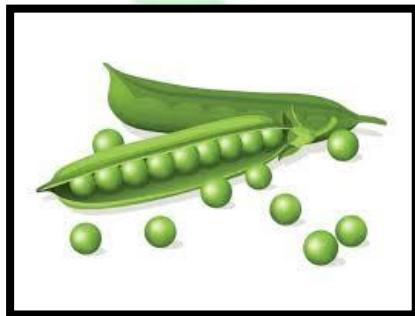
★ Fruit – Teacher shows a fruit to the students and discuss:

1) Do you know from which part of the plant fruits are formed?

Ans – Problematic.

Students fruits are formed by flowers and also fruits contain seeds for reproduction.

★ Seed – Teacher show a pea fruit to the students and show seeds in it and discuss-



Students some fruits has one seed and some fruits has many seeds also fruits protect the seeds.

3. At the end of the teaching – Teacher ask to students draw a fruit or a flower in the notebook and colour it.
Also teacher check the work assigned to the students.

5 min

Assessment

Homework–1) Write the names of 10 flowers.

2) Write the names of 10 fruits.

Ref - https://youtu.be/bJaT-TsCx_8

Next Planning– Teacher clears the doubts of students and explain about adaptation in plants.

Teaching Plan- 27

Date	Class	Subject	Time
	4	EVS	35-40 min

Learning Outcomes-Students knows bout adaptation in plants and different types of plants.

Topic- L-8- Parts of a plant and their functions.

Required material for teaching-Chalk, duster, green board, smart board or a chart showing different types of plants.

Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching –Teacher discuss with students. Students we see many types of plants in our surroundings, some plants are found in water, some plants are found in deserts, some plants are found in mountainous regions, students do you know-</p> <ol style="list-style-type: none"> 1) How does a lotus plant live in water? 2) Why spines are found on cactus plant? 3) Why the plants found in mountainous regions are conical? <p>Students - listen carefully and think and discuss with their friends. Teacher –Students today we learn about adapted in plants and different types of plants found in desert, water and mountainous regions.</p>	5min	Observation
2.	<p>Mid of the Period –Teacher shows a picture of different types of plants to the students and explain-</p> <p>★ Habitat of plants –Students the particular place where plants grows and develop is called its habitat. ★ The changes acquired by the plants according to their habitat is called adaptation. Students we see different types of plants like mango, banyan, mustard, china rose, rose etc. in our surroundings these plants are called terrestrial plants. ★ Classification of plants according to their habitat- Plants growing in different habitat has their specific features to adapt themselves to live in their special habitats.</p> <ol style="list-style-type: none"> 1) Aquatic plants –The plants found in water like lotus, lily and hyacinth are called aquatic plants. Their stems are hollow and filled with air so they are light and soft and float in water, the surfaces of their leaf is smooth like wax so water doesn't stay on it and they don't get rotten. <div data-bbox="354 1493 659 1799" data-label="Image"> </div> <ol style="list-style-type: none"> 2) Xerophytic plants –The plants grows un desert are called xerophytic plants, there is scarcity of water so leaves of these plants are modified in to spines, the thorn like leaves slows down the process of transpiration, the stem of these plants is green flat and succulent which prepare food and 	25-30min	Observation

collect water. For example- cactus, keekar etc.



- 3) Mountainous plants –The plants found in mountainous regions always remain green so these are also called evergreen plants,the shape of these plants or trees is conical, their leaves are pointed like needle, due to its conical shape the snow falling on them does not stay on them and the trees remain evergreen always.



Teacher also shows the video of the topic to the students.

3.	At the end of the teaching – Teacher ask to students to draw a lotus flower and colour it. Also teacher check the work assigned to the students.	5 min	Assessment
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- Homework-1)** Name any two aquatic plants.
2) Name two xerophytic plants.
3) Name two mountainous plants.
4) How you identify the mountainous region plants.

Ref: https://youtu.be/44Rccq_Vwdg

Next Planning-Teacher clears the doubts of students and explain about gardening techniques.

Date	Class	Subject	Time
	4	EVS	35-40 min


Learning Outcomes-Students knows that how to take care of our home and school garden.

Topic- L-9- Grandmother's Garden

Required material for teaching- Chalk, duster, green board, smart board and garden of our school.

Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching – Teacher and students discuss with each other-</p> <ol style="list-style-type: none"> 1) Students where you have to go in your vacations? Ans – Students are telling about the places where they go like at her aunts place, metarnal uncle's place or at grandparents home. 2) What you do there? Ans – We play, eat good items do gardening etc. 3) Do you like to do gardening? Ans – Yes <p>Like you a boy Vishal also goes to his grandmother's house in vacation in Ramnagar, his grandmother love to do gardening and explain to Vishal that how we take care of garden, let's read the lesson to learn that how we take care of garden.</p>	5 min	Observation
2.	<p>Mid of the Period – Teacher ask a student to read the lesson and explain- Students we have beautiful gardens in our home and school,to make them beautiful we have to take proper care of garden and plants, the main steps to take care of garden are:</p> <ol style="list-style-type: none"> 1) Tilling 2) Weeding 3) Watering of plants 4) Manure <p>For taking care of plants, we use many types of tools. Let us discuss these process one by one:</p> <ol style="list-style-type: none"> 1) Tilling – In the process of tilling the soil of flowerbeds and pots by digging <div data-bbox="328 1306 820 1600" data-label="Image"> </div> <p>it with hoe so that the roots of the plants get air and water properly</p> 2) Weeding –In the process of weeding unwanted plants, grass, dry leaves, flowers and wild plants are removed from the flowerbeds so that planted plants get more manure, water and sunlight and they grow fast. 3) Watering of plants – As we need food and water to live in the same way plants also need air, water, sunlight and nutrients to live so we should water the plants regularly but keep in mind that always water the plants in morning and in the evening time, we should not water the plants under midday sun because plants get harmed when watered in bright sunlight. 4) Manure –Manure makes the soil fertile, So we should add manure to the 	25-30min	Observation

	<p>soil of flowerbeds, the manure is of two types-</p> <p>a) Organic fertilizer –The manure made from dung of animals, oil cakes of neem and mustard, by decomposing kitchen waste such as peels of fruits and vegetables, shells of eggs, leftover spoiled food, tea leaves remaining after use is called organic fertilizer.</p> <p>b) Chemical fertilizer –We can also buy the fertilizers like urea, ammonium sulphate, diammonium phosphate etc. these fertilizers are made from chemical substances so these are called chemical fertilizers</p> <p>Teacher also show all these process in the school garden to the students or show</p>  <p>a video to the students on smartboard.</p>		
3.	<p>At the end of the teaching – Teacher ask to do work in the notebook of the students and also check the work assigned to the students.</p>	5 min	Assessment

Homework–

- a) What Is the benefit of tilling?
- b) Why should we water the plants?
- c) What is manure?
- d) What is the advantage of weeding?

Ref - <https://youtu.be/quGSK2rbeKM>

<https://youtu.be/pbl4HJpBljQ>

Next Planning– Teacher clears the doubts of students and explain more about garden tools.


Date	Class	Subject	Time
	4	EVS	35-40 min


Learning Outcomes–Students knows about the equipments used for gardening, and the things we get from plants.

Topic–L-9- Grandmother’s Garden

Required material for teaching–Chalk, duster, green board, smart board, some gardening equipments used in school garden or a chart/Video showing gardening equipments.

Teaching Learning Process/ Activities–

S. No.	Steps	Duration	Method of Assessment
1.	<p><u>In the beginning of teaching</u> – Teacher discuss with students- Students as we have learnt earlier for taking care of school and home garden we should do many processes like weeding, tilling, watering of plants and adding manure to the soil for all these purposes we also need some equipments. Also we get many things from plantsso today we learn about the instruments and the things we get from plants.</p>	5 min	Observation
2.	<p><u>Mid of the Period</u> – Teacher show the gardening equipments to the students also he/she can show a chart or a video for this and explain- ★ Gardening equipments - Students these are the equipments we use for taking care of garden-</p> <ol style="list-style-type: none"> 1) Watering can – To give water to the plants. 2) Trowel – For weeding and tilling of soil. 3) Spade –To dig soil of garden for planting new saplings. 4) Gardening scissors – To cut extra branches of the plants.  <p>We should also keep in mind that we should not plant the trees inside the room because plants need proper air and sunlight to prepare their food in presence of Carbon dioxide so air and sunlight are necessary for the growth of plants but we should protect the plants from extreme sunlight. All plants need care bur some of the trees like neem, ashok, mango, mahua, banyan, jackfruit, etc need less care similarly the roadside plants like babool, chirchita, doob madar etc. grow on their own and flourish in the natural environment. ★ Things we get from plants- Also we should take care of plants because we get many things from plants.</p> <ol style="list-style-type: none"> 1) Fruits 2) Flowers 3) Vegetables 4) Fibres 5) Pulses 6) Vegetables 7) Spices 	20– 25min	Observation

	<p>8) Cereals 9) Medicines 10) Fresh air to breathe.</p> 		
3.	<p>At the end of the teaching – Teacher ask the students to discuss with their friends and discuss about the five things they get from plants and their uses. Also teacher check the work assigned to the students.</p>	5 min	Assessment

Homework–

- 1) Write the names of five fruits?
- 2) Write the names of five flowers?
- 3) Write the names of five vegetables?
- 4) Write the names of three medicinal plants?

Ref - <https://youtu.be/WsCgZMx94fc>
<https://youtu.be/wuJpffvvel4>

Next Planning–Teacher clears the doubts of students and explain more about seasonal flowers.

Teaching Plan- 30


Date	Class	Subject	Time
	4	EVS	35-40 min

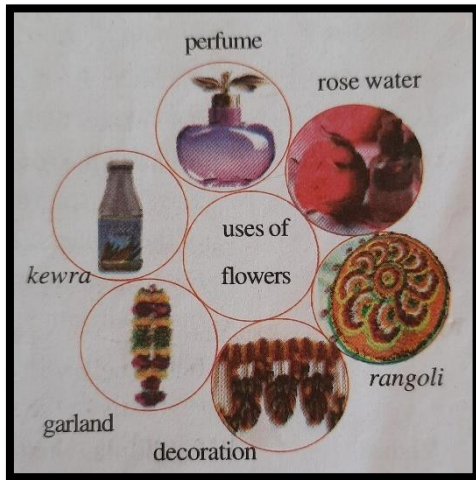
Learning Outcomes-Students knows about seasonal flowers and their uses.

Topic-L-9- Grandmother's Garden

Required material for teaching-Chalk, duster, greenboard, smartboard or a chart showing different types of flowers.

Teaching Learning Process/ Activities-

S. No.	Steps	Duration	Method of Assessment
1.	<p>In the beginning of teaching – Students and teacher discuss with each other-</p> <ol style="list-style-type: none"> 1) Which is the most beautiful and colourful part of the plant? Ans – Flower 2) Do you like flowers? Ans – Yes 3) Name some flowers. Ans – Rose, Marigold, Jasmine etc. <p>Students today we learn about seasonal flowers and their uses.</p>	5 min	Observation
2.	<p>Mid of the Period –Teacher shows a chart or a video of flowers to the students on smartboard and explain – Students different types of seasonal flowers bloom in different seasons like:</p> <ol style="list-style-type: none"> 1) Rose 2) Marigold 3) China rose 4) Jasmine 5) Sunflower  <p>These flowers are of different colours, some has pleasant fragrances too.</p> <p>★ Uses of flowers –</p> <ol style="list-style-type: none"> 1) Perfumes –Flowers like rose, mogra, raat rani, Jasmine are used to make perfumes due to their pleasant fragrances, Kannauj the district in Uttar Pradesh is famous for perfumes. 2) Rose water –Rose water is made by rose flowers we mix rose water with glycerine in equal amount and add some lemon drops, in winters it is used as moisturizer. 3) Garlands – Some people made garlands of flower for this purpose that do farming of flowers and sell them. 4) Rangoli and decoration –We also make rangoli from flowers and do decoration of flowers on occasions and festivals. 5) Kewra –Kewra is also made by flowers and used as flavoring agent in food items and it also has it's medicinal values. <p>So in this way flowers are useful for us.</p>	25-30min	Observation



Students we get many things from plants so we should take proper care for them.

3.	At the end of the teaching – Teacher ask the students to draw a flower in their notebook and colour it and also teacher check the work assigned to the students.	5 min	Assessment
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Homework-

☆ Project / Activity : Make a herbarium

Collect the flowers shed by the trees and keep them in your notebook or newspaper. After they dried paste them in your notebook and write their names.

Ref - <https://youtu.be/bJaT-TsCx 8>

Next Planning- Teacher clears the doubts of students and move forward to the next lesson 'A Fair.

शिक्षण
संवाद