

**SUBJECT : ENVIRONMENTAL STUDIES****LESSON PLAN****TOPIC : L-1 POONAM'S DAY OUT**

| Pre-Content/content<br>Post-Content                                                                                                                       | Learning outcomes/Objectives                                                                                                                                                             |                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                           | General                                                                                                                                                                                  | Specific                                                                                                                                                                 |
| <b><u>PRE CONTENT</u></b> <ul style="list-style-type: none"><li>Chapter will be introduced by talking about animal life and their surroundings.</li></ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"><li><b>list</b> different types of animals</li></ul>                                                                  | <b>Students will be able to:</b> <ul style="list-style-type: none"><li><b>compare</b> the types of animals</li></ul>                                                     |
| <b><u>CONTENT</u></b> <ul style="list-style-type: none"><li>Differentiate between pet animals and wild animals</li></ul>                                  | <ul style="list-style-type: none"><li><b>recognize</b> animals based on habitats in which they live.</li></ul>                                                                           | <ul style="list-style-type: none"><li><b>differentiate</b> between animals having different habitats.</li></ul>                                                          |
| <ul style="list-style-type: none"><li>Classification of animals based on locomotion</li></ul>                                                             | <ul style="list-style-type: none"><li><b>give examples</b> of animals which can fly, swim, walk, hop and crawl</li></ul>                                                                 | <ul style="list-style-type: none"><li><b>categorize</b> animals based on their movement.</li></ul>                                                                       |
| <b><u>POST CONTENT</u></b> <ul style="list-style-type: none"><li>Importance of living in a group.</li><li>Hand painting</li></ul>                         | <ul style="list-style-type: none"><li><b>develop</b> a feeling of togetherness among themselves.</li><li><b>apply</b> their imagination to make animals by using their fingers</li></ul> | <ul style="list-style-type: none"><li><b>analyze</b> reasons why animals live in a group.</li><li><b>create</b> sketches using water colours and their fingers</li></ul> |

**Home Work /Assignments:**

Q1. Write names of animals that have internal or external ear .

Q2. Why do animals live in groups ?

**AND PROGRESS****MONTH-DECEMBER  
CLASS – III**

| Teacher's Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Students' Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teacher's observation and Remedial |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p><b>Teacher will:</b></p> <ul style="list-style-type: none"><li>illustrate the concept by showing them video</li><li>show pictures of different animals and will ask students whether they can live in their house or not? She will ask them to write their answers in an observation table where they can</li><li>ask students to fill in colours given on page no.-4 of NCERT book as well.</li></ul> <p><b><u>Annexure 1 (A)</u></b></p> <ul style="list-style-type: none"><li>conduct the activity as explained in the annexure and ask students to write their observations and have a discussion on the same afterward</li></ul> <p><b><u>Group Discussion:</u></b></p> <ul style="list-style-type: none"><li>initiate the brainstorming session about why animals live in groups?</li></ul> <p><b><u>(Art integration)</u></b></p> <p><b><u>Magic with fingers</u></b></p> <ul style="list-style-type: none"><li>guide students to make images of the animals with the help of poster colours given on page number-6 of the textbook using their imagination.</li></ul> | <p><b>Students will:</b></p> <ul style="list-style-type: none"><li>differentiate between wild and domestic animals .</li><li>complete the activity by writing the name of animals in their notebooks.</li><li>complete the book exercise.</li></ul> <p><b><u>Annexure 1 (a)</u></b></p> <ul style="list-style-type: none"><li>perform the activity and complete their observation table</li><li>list the reasons why animals live in groups .</li><li>make the masterpieces and share them with their friends and teacher.</li></ul> |                                    |

**Teaching Aids :**Textbook ,ICR, You tube video

**Methodology/Innovative Method:** Chapter will be taught by lots of interactive sessions followed by hands-on activities a painting sessions, Experiential learning

**Interdisciplinary Links:** Social skill – compassion towards animals

**HOD**

**COORDINATOR**

**HEADMISTRESS**

**PRINCIPAL**

## **Annexure 1 (A),(a)-LET'S DISCOVER ANIMAL WORLD !**

|                           |                                                           |
|---------------------------|-----------------------------------------------------------|
| <b>SUBJECT</b>            | EVS                                                       |
| <b>CLASS</b>              | III                                                       |
| <b>CHAPTER</b>            | POONAM'S DAY OUT                                          |
| <b>TOPIC</b>              | CATEGORIZATION OF ANIMALS ON THE BASIS OF THEIR MOVEMENT. |
| <b>TIME</b>               | 40 MINS                                                   |
| <b>NATURE OF ACTIVITY</b> | GROUP                                                     |

**What will I learn? (Learning Outcome)** To analyze that animals are divided on the basis of their movement from one place to another. Some animals can fly, can crawl, can walk, can hop, have wings, have feet, have a tail.

**Skills:** Recognizing, Understanding, Analyzing, Integrating art

**What I have to do?** To categorize animals on the basis of their movement

**What do I require?** Paper, scissors, sketch pens, 4 envelope

**What do I need to know?** All animals cannot move in a similar way. Each animal has different way to move from one place to another.

### **Teacher's Activity**

➤ Teacher will:

- (1) divide the class into different groups to conduct the activity to classify animals on the basis of their movement.
- (2) ask students of each group to make small chits and write the names of any ten pet/domestic animals, ten wild animals, ten birds, ten aquatic animals on them.
- (3) give four envelopes to each group.

### **Note:**

- (1) Each envelope will have heading of animals that **can fly, can crawl, can walk, can hop, have wings, have feet and have a tail .**
- (2) After the completion of this activity of categorization of animals, the teacher will take the students in the park and conduct a **frog race and monkey race** among students in which they will have to hop and jump respectively .

### **How will I proceed?**

### **Student's Activity:**

➤ Students will :

- (1) write the names of animals on the chits and start putting the chits in the respective envelope depending on their locomotion.
- (2) further note their observations in the table.
- (3) present any one category of animals in front of the class (with examples)

### **What have I observed?**

| <b><u>S. No.</u></b> | <b><u>CATEGORY OF ANIMALS</u></b> | <b><u>NAME OF THE ANIMALS</u></b> |
|----------------------|-----------------------------------|-----------------------------------|
| <b>1</b>             | <b>Animals that can fly</b>       |                                   |
| <b>2.</b>            | <b>Animals that can hop</b>       |                                   |
| <b>3.</b>            | <b>Animals that can crawl</b>     |                                   |
| <b>4.</b>            | <b>Animals that can walk</b>      |                                   |
| <b>5.</b>            | <b>Animals that have wings</b>    |                                   |
| <b>6.</b>            | <b>Animals that have a tail</b>   |                                   |
| <b>7.</b>            | <b>Animals that have feet</b>     |                                   |

### **What have I learnt?**

Different animals have a different way of moving from one place to another.

### **What am I curious to learn?**

❖ Let us find out whether plants also move ?

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### **Let me evaluate myself**

**Q1) Choose the animal which is not a part of the group:**

(i) cow ,goat, lion ,deer \_\_\_\_\_

(ii) tiger, camel ,leopard ,eagle\_ \_\_\_\_\_

**Q2) Name two animals which :**

(i) Hibernate \_\_\_\_\_ , \_\_\_\_\_

(ii) Camouflage \_\_\_\_\_ , \_\_\_\_\_

**Q3) Why do all animals need to move from one place to another?**

**Ans)** \_\_\_\_\_

**Q4) Write two differences between consumers and producers.**

| <u><b>CONSUMERS</b></u> | <u><b>PRODUCERS</b></u> |
|-------------------------|-------------------------|
|                         |                         |
|                         |                         |

**Q5) Represent a food chain in the form of a flow-chart.**