<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. To know about self</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Can express the views about himself/ herself.</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td></td>
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</tbody>
</table>

TLO – Can express the views about himself/ herself

Sample Activity:

1) Ask the children to bring the photographs and to paste.
   (Photographs of a child, family members, home, favorite fruit & vegetable etc.)

*Note: Teacher can modify the activity as per situation.*
Skill focused | Target Learning Outcome | Suggested strategies
--- | --- | ---
1. Observation & Recording | 1. Discussion on family. 2. To feel the belongingness of each other in a family. 3. Talking about different relationships in a family. 4. Discussion about events related to addition & subtraction in families through picture reading. | Peer group
2. Identification & classification | | Individual
3. Discovery of facts | |

TLO: - *To express the thoughts about family members.*

Sample Activity
1) Give a family wheel to a child and discuss the following points –

1. How many members are there in your family?
2. What do you think? – Is it a big family or small family?
3. Your uncle gets married and his wife joins your family. What is her relation to you?
4. Your Bua gets married and goes to her husband’s house. Now, how many members in your family?
5. Your uncle blessed with a daughter. What is her relation to you?
Sample activity 2 - Recite the following poem to know the importance and need of family.

Poem Every Day

July

Family

The first people to know you
The ones who gave you a name

They give you love
And a place to belong;

The root from which you came.

Cherish them while you have them.....
When they’re gone, it’s never the same.

Ms Moem
<table>
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</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>Observes, Identifies and records the routine activities in daily life.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td></td>
<td>Individual</td>
</tr>
</tbody>
</table>

**TLO:** Recalling & sequencing different activities in nature through picture reading.

Sample Activity: Shows the following pictures of nature. Ask them to speak few lines about each of them. They can also sequence the pictures like – 1. Sunrise 2. Flying birds to their home. 3. Sunset 4. Stars appear in the sky.

![Sample Pictures](image-url)
SUBJECT :- EVS  LEVEL: A1 (CLASS II)  LESSON 4: Was it my dress?

Worksheet 4

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. Observation about the physical changes in self and others.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Creative expression through art &amp; aesthetics.</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TLO: To observe the physical changes in self & others.

Sample activity – Draw a Family Garden.

Children cannot draw pictures of family, members, so they can show them as plants/flowers. If father is the tallest, they will draw the tallest flower for father and stick his photograph on it. They can draw flowers for mother, sister, brother and rest of family members accordingly. Then they decorate the garden.

Sample activity 2):- Ask children to get their different size clothes. Then try to find out the reason about the difference in size of old and new clothes.
SUBJECT :- EVS  
LEVEL: A1 (CLASS II)  
LESSON 5: What I am doing? Who I am?

Worksheet 5

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. Observes the people around them to know their occupations.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Identifies their names. (What are they called?)</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td>3. Dependency of each on other.</td>
<td></td>
</tr>
</tbody>
</table>

**TLO:** To identify helpers & their occupation.

Sample activity :- A race can be organized. Slips for the names of objects, such as mop, broom, dustbin, stethoscope, tablets, tape, cloth, duster, chalk etc. Children will run to pick these slips. The child will be asked about the object written on the slip as follows..

1. Name the object?
2. What can be done with this?
3. Who uses this?
4. Would you like to do this work? Why?

**Sample activity –**

- Ask the children what they want to become?
- Ask to pick the picture from the bowl.
- Ask to perform a role of that helper.
Note – Teacher can show real objects and also can ask to perform a role play.
Skill focused | Target Learning Outcome | Suggested strategies
---|---|---
1. Observation & Recording | 1. Observes variety of vegetables and fruits in the market. Tells their local names & English names. 2. Classifies the vegetables which can be eaten raw & which can be eaten cooked. 3. Knows why to eat all types of fruits & vegetables. | Peer group Individual |
2. Identification & classification | | |
3. Discovery of facts | | |

TLO: To know the shape, colour, use, eating cooked or raw, dish prepared from it, regional name.

Sample Activity 1)
Let children draw a grid in their notebook to fill the above columns as in TLO. Start giving clues about the vegetable or fruit.
E.g.- Its colour is red and the shape is round. It can eat be eaten raw or can be eaten in the form of sabzi.

Sample Activity 2)
Role play of riddles. Eg:-
1) I’m red in colour. My shape is round. Lot of water and small seeds are inside me. I’m a vegetable. Who am I?

2) I’m purple and oval. I have a crown on my head. My first letter is B. Who am I?

3) I’m a fruit and also a colour. I begin with O. Who am I?
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. Observes variety of animals in the surroundings. Tells their regional names &amp; English names. Their uses. Patterns in animals.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Identifies and classifies animals as wild- domestic, small – big, eats grass – eats flesh.</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td>3. We should take proper care of the animals. We should love them. Conservation of extinct animals.</td>
<td></td>
</tr>
</tbody>
</table>

TLO: - To name and group the wild, domestic, pet animals in different climatic conditions.

Sample activity 1): - PPT/ pictures on the different animals found in different climatic conditions. Ask the names and type of each animal. If doesn’t know help to know.

Teacher explains the difference between reindeer and deer, tiger and leopard etc.

Can also gives more information of rats found in different regions.

Adaptation will be clear to the children by showing videos.
**SUBJECT :- EVS**

**LEVEL: A1 (CLASS II)**  

**LESSON 8: Plants**

**Worksheet 8**

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
</table>
| 1. Observation & Recording | 1. Observes variety of plants in the surroundings. Tells their regional names & English names. Their uses.  
2. Identifies and draws the parts of a plant.  
3. Identifies their uses.  
4. Interdependence of plants and animals.  
5. Love and care for the nature. Why to grow more plants? | Peer group  
Individual |
| 2. Identification & classification |                                                                                       |                      |
| 3. Discovery of facts |                                                                                       |                      |

**TLO: - To develop knowledge about uses of plants.**

Sample Activity - Collect the pictures of different types of plants and pictures of things obtained from plants.

Tell the students to sit in a group and match the things with the plants or their parts. E.g. cloth – cotton plant; grains – wheat, jowar, maize; oil – groundnut, coconut, mustard; medicine – tulsi, mint, turmeric etc.

Teacher can emphasize on the particular parts of that plant like groundnuts under the soil, cotton bud and its flower.
### Skill focused

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</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. Observes the vehicles around. Tells their regional names &amp; English names.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Identifies and draws the vehicles. Classifies as per number of wheels. Land-air – water.</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td>3. Knows the traffic rules and signals. Tells the meaning and importance of signals.</td>
<td></td>
</tr>
</tbody>
</table>

**TLO:** To develop awareness about traffic rules.

Sample activity – Dramatization of a story which tells the importance of traffic rules in our life.

Story can be narrated by a teacher. In between of narration placards of main traffic rules are to be shown to the children and give the explanation.
### Skill focused

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</thead>
<tbody>
<tr>
<td>Observation &amp; Recording</td>
<td>1. Observes types of food.</td>
<td>Peer group</td>
</tr>
<tr>
<td>Identification &amp; classification</td>
<td>2. Knows about good eating habits.</td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>4. Importance of taking a balanced diet.</td>
<td></td>
</tr>
</tbody>
</table>

### TLO -
Classifies plant and animal products.

Sample activity -1) Children are used to sit in a group of 6/8. Turn by turn they will pick the slip in which names of food item has been written. They will drop the slip in the respective box. Box A will have animal products and Box P will have plant products. The group who will do it first and correct will win.

Sample activity 2) – Two teams will be made. One will be food items and other will be plant or animal’s name or a picture. Teacher will call out food item. The child will come out along with his pair from other group.
### LESSON 11: Patterns in fruits & vegetables.

**Worksheet 11**

<table>
<thead>
<tr>
<th>Skill focused</th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. Observes the patterns in fruits and vegetables.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Identifies the vegetables and fruits having pattern.</td>
<td>Individual</td>
</tr>
</tbody>
</table>

**TLO -** *To know the patterns in fruits and vegetables. (Relates Math)*

Sample Activity – Tell the children to bring one/one fruit and vegetable from home. Ask them to observe them from outside and then help them to cut and again ask to observe. After observation let them make designs using vegetable imprints (the pattern they observed) in their notebook.
Skill focused | Target Learning Outcome | Suggested strategies
---|---|---
1. Observation & Recording | 1. Sensitization for working together as a team, taking care of public property. 2. Sensitization for taking responsibility and care for the elderly. 3. Inculcation of leadership quality for taking initiative & responsibility & contributing for a genuine cause. | Peer group
2. Identification & classification |  | Individual
3. Discovery of facts |  | 

TLO - To inculcate the leadership quality for taking initiative & responsibility.

Sample activity - Divide the class into group and label these as flowers/ fruits/ animals/ birds etc. Let each group perform the following activities on the day assigned to their group.

1) Keeping the classroom tidy.
2) Switching off lights and fans when not required.
3) Closing water taps of the school.
4) Closing the windows of their classroom while leaving the school.
5) Helping in checking of uniform and nails of children
6) **Checking the extra weight of school bag.**

Teacher Note: - Can add the tasks as per group.
Skill focused | Target Learning Outcome | Suggested strategies
--- | --- | ---
1. Observation & Recording | 1. Observes and sensitize the desirable & undesirable habits. 2. Identifies and follows good habits in day to day life. 3. Counting/ addition and subtraction through play. | Peer group
2. Identification & classification | | Individual
3. Discovery of facts | | |

**TLO -**

To develop good habits.

Sample activity :-Teacher Makes Snake and ladder game chart. Cards with numbers are made with activities written on the reverse.

Make a list of good habits like –

1. Putting trash into the dustbin.
2. Greeting the elders.
3. No talking or watching T.V. while having meals.
4. Playing on the ground.
5. Doing regular studies.

(Tr. Can add or subtract some other activities)

Make a list of bad activities.

1. Throwing litter here and there.
2. Biting nails.
3. Jumping on the benches or banging the bench.
4. Running or playing on the road.
5. Fighting with friends.

(Tr. Can add or subtract the activities)

Write the activities in the grid. Guide them the way to play.
### Skill focused

<table>
<thead>
<tr>
<th></th>
<th>Target Learning Outcome</th>
<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Observation &amp; Recording</strong></td>
<td>1. Observes the uses of water.</td>
<td>Peer group</td>
</tr>
<tr>
<td><strong>2. Identification &amp; classification</strong></td>
<td>2. Identifies the objects that sink / float.</td>
<td>Individual</td>
</tr>
<tr>
<td><strong>3. Discovery of facts</strong></td>
<td>3. Find out the reasons for the pollution of water.</td>
<td></td>
</tr>
</tbody>
</table>

**TLO:** To get the concept of sinking and floating. (Relates Hindi)

Sample Activity: - Experiments with water.

Ask the children to bring some objects from their home. Call one by one and ask to put the object in water tub. Ask to observe and tell to make the list of sinking objects and floating objects.
**SUBJECT :- EVS**

**LEVEL: A1 (CLASS II)**

**LESSON 15: Living & Non living things**

**Worksheet 15**

<table>
<thead>
<tr>
<th>Skill focused</th>
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<th>Suggested strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>1. Observes, Identifies and classifies the natural and manmade things.</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>2. Tells the difference between the natural and manmade things.</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TLO -** To identify and classify the objects as natural and manmade things.

Sample Activity : - Ask the children to make slips of the things around them. (one name on one slip)
Take the children outdoor. Tell them to stand in a circle. Give them numbers. Keep all the slips in the centre. Call out one- one number and ask the child to pick any slip. Two children will stand in front with placards of Natural thing & manmade thing. Children will go to the correct child. Get the two concern groups. Ask to write the names of things in two columns in their notebook.
Sample activity _- Say the poem loudly to understand the difference between living and nonliving things.

The Living Song
(tune- Frere Jacques)
(Adopted from "Learner Classroom")
It is living!
It is living!
I know why!
I know why!
It eats and breathes and grows.
It eats and breathes and grows.
It's alive!
It's alive!
### Skill focused

<table>
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<th>Suggested strategies</th>
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</thead>
<tbody>
<tr>
<td>1. Observation &amp; Recording</td>
<td>Peer group</td>
</tr>
<tr>
<td>2. Identification &amp; classification</td>
<td>Individual</td>
</tr>
<tr>
<td>3. Discovery of facts</td>
<td></td>
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</table>

**TLO -**  
To get the related things to given object.

Sample Activity: - Passing the parcel Game – whoever will be out write one thing in the centre of a web. The web will get completed by giving related words by children as they go out.

E.g.

![Diagram of a web with "BIRD" in the center and related words around it](image_url)
**Skill focused** | **Target Learning Outcome** | **Suggested strategies**
---|---|---
1. Observation & Recording | 1. To know about people different religion. | Peer group
2. Identification & classification | 2. To know about their prayers and holy books. | Individual

**TLO -**

To know about different religions in India.

Sample activity: - Sing a song --- सारे जहाँसे अच्छा हिन्दोस्ता हमारा।

हम सब एक हैं।

हिन्द देश के निवासी सभी जन एक हैं।

Teacher note – Can get many more songs and poems from Google.

Sample activity: - Different religion children come forward and say their prayers.
(In addition can modify it as a role play)
Q1) Write about yourself by giving the following answers.

1) Your name - _______________________
2) Your father’s name - _______________________
3) Your mother’s name - _______________________
4) Your school name - _______________________
5) Your favorite colour - _______________________
6) Your favorite fruit - _______________________
7) Your favorite sport - _______________________

Q2) Write about your family by giving following answers.

1) How many members are in your family? _______
2) Who all stay with you? _______________________
3) Who is your favorite? _______________________
   Why do you like he/ she? _______________________
4) Is your family big or small? _______

Q 3) Write your daily routine on the ladder given below
Q1) To whom will you go?  (Match with helpers)

1) To study
2) To get treatment
3) To get vegetables
4) To get your hair cut
5) To get your shoes mend
I am a Safe and Healthy Kid!

I Eat Fruits and Veggies Everyday!

Match the clues to the words in the Word Bank. Find and circle the letters for each word in the Word Find chart.

Fruit and Veggie Fun
Riddle and Word Find Puzzle

1. I am a long fruit that people and monkeys eat.
2. I am a round yellow fruit that is used to make lemonade.
3. I am a long orange vegetable that both people and rabbits eat.
4. I am yellow vegetable that grows on an ear.
5. I am a round red vegetable and taste good on hamburgers.
6. I am a red, yellow or green round fruit that grows on trees and is used in pies.
7. I am a green vegetable and grow in a pod.
8. I am a round orange fruit that is used to make juice.
9. I am a vegetable that is white inside and is used to make French fries.
10. I am a green leafy vegetable that is used in salads.

WORD BANK: TOMATO, POTATO, PEAS, ORANGE, LETTUCE, LEMON, CORN, CARROT, BANANA, APPLE

©Mindy Kuckle 2013
Circle the correct parts of the plant.

Root, stem, leaf, fruit, flower
Q1)

1) Where have you seen this? __________________________
2) What does it called? __________________________
3) Colour the lights.
4) What is the meaning of each colour? __________________________
   __________________________
   __________________________
Q2) Colour the junk food in RED and healthy food in GREEN.
Q1)

Sink or Float?

Cut out words and place the ones you think will float at the top of the bowl and the ones you think will sink at the bottom.
Q.2)
Q.3)

Which Ones Are Non-Living?

The new island is loaded with things to see. Circle the pictures of the non-living things that we found on our latest hike.