


Lesson Plan – 6th Class

NAME OF THE TEACHER:

NAME OF THE SCHOOL:

Name of the Lesson/Unit	Topic	No of periods required	Time line for teaching		Any specific Information
			From	to	
6.1 Components of food	• Prerequisites and components that are needed our body	• 1+1			Introduce some rich nutrient food items.
	• Types of nutrients and uses	• 1+1			Shows the pictures of kwashiar merasmus and obesity children.
	• Tests for starch, proteins and fats	1+1			Shows vitamin deficiency pictures
	• Balanced diet , Deficiency diseases	1+1			
	Byjuce activities	4			
	<i>Total</i>	8			

- *Learning Outcomes: Students will be able to*
- *Learn about different components and their uses*
- *Understand the practical knowledge in lab activities through the tests for carbohydrates, proteins and fats*
- *Ask questions to understand the uses of nutrients*
- *Explain the methods of lab activities and what to do and what not to do*
- *Understand the balanced diet and deficiency diseases.*
- *Appreciate the natural and nutritious food items.*

Content	I Do	We Do	You Do
<ul style="list-style-type: none"> Pre Requisites Cereals, pulses, millets, meat, fish, curd, butter, ghee, milk, vegetables 	<ul style="list-style-type: none"> Teacher shows the picture and ask them to identify them. Which ingredients do you observe in picture no. 1,3,4 Can you tell me which items have more water? Did you list out the midday meal list and the ingredients used. Name some food items did you like most. Teacher writes prerequisites on the board, guide the students to discuss in their group and present. 	<p>Students discussing in groups and understanding the prerequisites.</p>	<ul style="list-style-type: none"> Write the prerequisites in their note books .
	<ul style="list-style-type: none"> Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic. 	<ul style="list-style-type: none"> Discuss and give answers 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Relevance of the lesson Identified food items eaten in different parts of India . 	<p>Teacher explains why do we learn this lesson Teacher writes the concepts of the chapter / unit step by step in a flow chart form.</p>	<ul style="list-style-type: none"> Student will fill 	<ul style="list-style-type: none"> Copy the activity table in their note

<ul style="list-style-type: none"> • Ingredients contain some components that are needed to our body. • Our body needs different kinds of food for some purpose. • Fill the table no. 1, to select some food items and enter these in it. 	<p>Students practice questions & Activities:</p> <p>https://www.practically.com/studymaterial/wp-content/uploads/2020/11/image2.jpg</p> <p>https://www.practically.com/studymaterial/wp-content/uploads/2020/11/image3.jpg</p>	<p><i>the activity tablet in groups .</i></p>	<p><i>books.</i></p>
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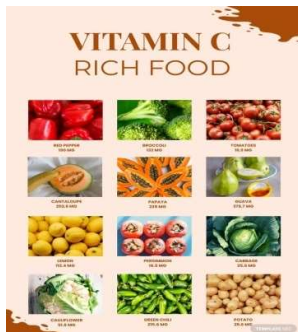
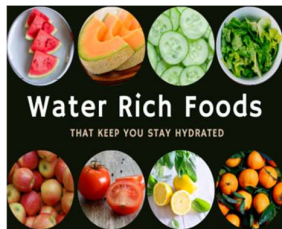
• **Strategies for Practice period -1**

<ul style="list-style-type: none"> • Key words reading <i>Ingredients, components, plant based food items, animal based food items, meal, dal,</i> 	<ul style="list-style-type: none"> • • <i>Write key words from the text and read them.</i> • 	<ul style="list-style-type: none"> • • <i>Read key words and discuss meaning in groups</i> • 	<ul style="list-style-type: none"> • <i>Read key words</i> • <i>Individually with spelling and Syllables division.</i> • <i>Explain key words orally</i> •
<p>Similar lines reading</p>	<p><i>Sugar.</i></p> <p><i>Mustard. Plant</i></p> <p><i>Butter milk. From. Animal</i></p> <p><i>Meat. Others</i></p> <p><i>Salt</i></p>	<ul style="list-style-type: none"> • <i>Read similar sentences in groups.</i> • <i>Add some more lines to the substitution table</i> • <i>Prepare their own similar lines based on the text</i> • 	<ul style="list-style-type: none"> • <i>Read lines individually</i>

<p>Synopsis reading</p> <p><i>All living organisms need food .</i></p> <p><i>We get food from plants, animals and other sources.</i></p> <p><i>These ingredients contain some components.</i></p> <p><i>These components develop our body healthy.</i></p>	<ul style="list-style-type: none"> • <i>Write synopsis based on key words and similar lines on the board and give one model reading.</i> • <i>Ask some comprehension question on the synapses like</i> • <i>What are plant based and animal based food items?</i> 	<ul style="list-style-type: none"> • • <i>Write synopsis on their own</i> • <i>Read synopsis in groups.</i> <ul style="list-style-type: none"> ○ 	<ul style="list-style-type: none"> • • <i>Read synopsis individually</i> •
<ul style="list-style-type: none"> • Writing / editing 	<ul style="list-style-type: none"> • <i>Conduct seen / unseen dictation on keywords / similar</i> • <i>lines</i> 	<ul style="list-style-type: none"> • <i>Conduct editing in groups</i> • 	<ul style="list-style-type: none"> • <i>Write explanation or meaning of key words on their own .</i>

Teaching Period – 2

<ul style="list-style-type: none"> • Key words • Carbohydrates, proteins, fats, dietary fibres, water, nutrientsq • 	<ul style="list-style-type: none"> • <i>Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly.</i> • <i>Teacher reads the selected concept or para loudly.</i> • 	<ul style="list-style-type: none"> • • <i>Read key words in groups – peer group reading</i> • 	<ul style="list-style-type: none"> • • <i>Read key words individually</i> • <i>Copy the key words in their note book</i> •
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1. What do you observe here?
 Name some kinds of vitamins?
 Which vitamin helps in eyes health?

What is the importance of vitamin E?

Name some rich B vitamin foods?

Citrus fruits are rich in which vitamin?

Observe this picture.

Name some food items present in the picture?

What is the use of water to our body?

Teacher explains the concept of the activity.

participate in discussion and give the answers

- Write 3 to 4 main points from the observations.

- **Recapitulation/ Summary/ synopsis readings**

- **Assessment:**
- **A few questions like**

- **Read**

- **Read synopsis**

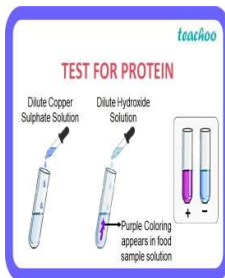
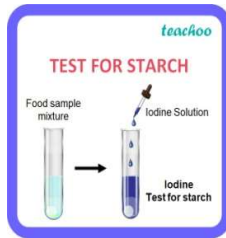
	<ul style="list-style-type: none"> • 1. What are major nutrients? • 2. Which nutrients protects our body against diseases. 	<p><i>synopsis in group and discuss about the concepts they learnt</i></p> <p>○</p>	<p><i>individually</i></p> <ul style="list-style-type: none"> • <i>Copy the synopsis in their note books</i> • 									
<ul style="list-style-type: none"> • • Key words reading • Carbohydrates, proteins, fats, vitamins, dietary fibres, water, diseases, • • 	<ul style="list-style-type: none"> • • <i>Write key words from the text what they learnt in the previous period and read them with syllables division</i> • 	<ul style="list-style-type: none"> • • <i>Read key words and discuss meaning in group</i> 	<ul style="list-style-type: none"> • • <i>Read key words individually with spelling and Syllables division.</i> • <i>Explain key words orally</i> • 									
<ul style="list-style-type: none"> • • Similar lines reading <table border="1" data-bbox="191 865 892 1224"> <tr> <td data-bbox="191 865 516 967"> <ul style="list-style-type: none"> • Carbohydrates </td> <td data-bbox="516 865 686 967"> <ul style="list-style-type: none"> • </td> <td data-bbox="686 865 892 967"> <p><i>Energy giving food</i></p> </td> </tr> <tr> <td data-bbox="191 967 516 1070"> <ul style="list-style-type: none"> • Proteins </td> <td data-bbox="516 967 686 1070"> <p><i>Are</i></p> </td> <td data-bbox="686 967 892 1070"> <p><i>Body building food</i></p> </td> </tr> <tr> <td data-bbox="191 1070 516 1224"> <p><i>Vitamins</i></p> </td> <td data-bbox="516 1070 686 1224"> <ul style="list-style-type: none"> • </td> <td data-bbox="686 1070 892 1224"> <p><i>Protecting against diseases .</i></p> </td> </tr> </table>	<ul style="list-style-type: none"> • Carbohydrates 	<ul style="list-style-type: none"> • 	<p><i>Energy giving food</i></p>	<ul style="list-style-type: none"> • Proteins 	<p><i>Are</i></p>	<p><i>Body building food</i></p>	<p><i>Vitamins</i></p>	<ul style="list-style-type: none"> • 	<p><i>Protecting against diseases .</i></p>	<ul style="list-style-type: none"> • <i>Write the key words from the text what they learnt in the previous period and read them With syllables division.</i> 	<ul style="list-style-type: none"> • <i>Read similar sentences in groups.</i> • <i>Add some more lines to the substitution table</i> • <i>Prepare their own similar lines based on the text</i> • 	<ul style="list-style-type: none"> • • <i>Read lines individually</i> • <i>Explain key words orally.</i>
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<ul style="list-style-type: none"> • Proteins 	<p><i>Are</i></p>	<p><i>Body building food</i></p>										
<p><i>Vitamins</i></p>	<ul style="list-style-type: none"> • 	<p><i>Protecting against diseases .</i></p>										
<ul style="list-style-type: none"> • Synopsis reading • 1. Major nutrients are carbohydrates, proteins,fats, vitamins and minerals,in addition to roughages and water. • 2. Carbohydrates and fats are energy giving nutrients. • 3.proteins are bodybuilding nutrients. • 4. Vitamins protects our body against the diseases. 	<ul style="list-style-type: none"> • • <i>Write synopsis based on key words and similar lines on the board and give one model reading</i> 	<ul style="list-style-type: none"> • • <i>Write synopsis on their own</i> • <i>Read synopsis in groups.</i> 	<ul style="list-style-type: none"> • <i>Read synopsis individually</i> 									

<p>5. Roughages helps our body get rid of undigested food. 6. Water cleans our body and essential for metabolic activities.</p>			
<ul style="list-style-type: none"> • Writing / editing 	<ul style="list-style-type: none"> • <i>Conduct seen / unseen dictation on keywords / similar lines</i> 	<ul style="list-style-type: none"> • <i>Conduct editing in groups</i> 	<ul style="list-style-type: none"> • <i>Write explanation or meaning of key words on their own.</i>

• **Teaching Period – 3**

<ul style="list-style-type: none"> • Key words • <i>Iodine</i> • <i>Copper sulphate</i> • <i>Caustic soda</i> • <i>Starch</i> • <i>Test tube</i> • <i>Dropper</i> • 	<ul style="list-style-type: none"> • • <i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher reads the selected concept or para loudly.</i> 	<ul style="list-style-type: none"> • <i>Read key words in groups – peer group reading</i> 	<ul style="list-style-type: none"> • <i>Read key words individually</i> • <i>Copy the key words in their note book.</i>
<ul style="list-style-type: none"> • Conceptual understanding / Learning activities 	<p><i>Teacher do the lab activity and asks students observe carefully.</i></p> <p><i>Activity _2 is test for starch</i></p>	<ul style="list-style-type: none"> • <i>Understand the instructions of the teacher, students do the work and fill in the data .</i> • 	<ul style="list-style-type: none"> • • <i>Note the data in their note books</i> • <i>Students write their answers in</i>

*Activity_2 lab activity
Test for starch and protein.*



Activity_4 is test for proteins.

Teacher instructs the students while doing this experiments do not taste them, don't put your hands into your mouth.

What is the aim of activity_1?

Which chemical is used in test for starch?

What do you observe in activity_1?

What is the aim of activity_2?

What do you need for experiment_2?

What do you learn in activity_2?

Fill the table no. 2 nutrients present some food items, do the experiment your own.

What do you observe in test for fats?

Write briefly about activity_1 your own in the note book.

Write the chemicals used in starch and proteins tests?

<https://youtu.be/SgDeHXWm8Hk>

<https://youtu.be/ufec89A47uM>

Students follow the instructions and do the Activity.

lab records.

<ul style="list-style-type: none"> Recapitulation/ Summary/ synopsis readings 	<ul style="list-style-type: none"> • Ask few questions like • How to do the test for starch? • What do you need for protein test? • What you observe from these two experiments? • Is all food items contain carbohydrates? 	<ul style="list-style-type: none"> • Read synopsis in group and discuss about the concepts they learnt 	<ul style="list-style-type: none"> • Read synopsis individually • Copy the synopsis in their note books.

Practice period -3

<ul style="list-style-type: none"> <i>Iodine solution, copper sulphate, caustic soda, test tube, dropper</i> 	<ul style="list-style-type: none"> • Write key words from the text what they learnt in the previous period and read them with syllables division. 	<ul style="list-style-type: none"> • Read key words and discuss meaning in groups 	<ul style="list-style-type: none"> • Read key words individually with spelling and Syllables division. • Explain key words orally 			
<ul style="list-style-type: none"> Similar lines reading <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">Iodine solution</td> <td style="width: 33%; text-align: center;">Is Used for</td> <td style="width: 33%; text-align: center;">Presence of starch</td> </tr> </table>	Iodine solution	Is Used for	Presence of starch	<ul style="list-style-type: none"> • Write similar lines like a substitution table on the board and give one model reading. 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table 	<ul style="list-style-type: none"> • Read lines individually
Iodine solution	Is Used for	Presence of starch				

Copper sulphate and Caustic soda	Is Used for	Protein test	Students write similar sentences and make their some own sentences	• Prepare their own similar lines based on the text	
<ul style="list-style-type: none"> • Synopsis reading • 1. If the food item contains starch, it will turn into blue black colour in iodine test. • To do protein test we need copper sulphate and caustic soda solutions. • If the food item present proteins it will turns into Violet colour. 			<ul style="list-style-type: none"> • <i>Write synopsis based on key words and similar lines on the board and give one model reading.</i> 	<ul style="list-style-type: none"> • <i>Write synopsis on their own</i> • <i>Read synopsis in groups.</i> 	<ul style="list-style-type: none"> • <i>Read synopsis individually</i>
<ul style="list-style-type: none"> • Writing / editing 			<ul style="list-style-type: none"> • <i>Conduct seen / unseen dictation on keywords / similar lines</i> 	<ul style="list-style-type: none"> • <i>Conduct editing in groups</i> 	<ul style="list-style-type: none"> • <i>Write explanation or meaning of key words on their own.</i>

• **Teaching Period – 4**

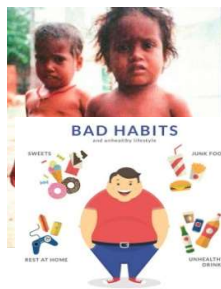
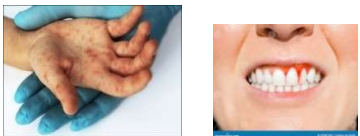
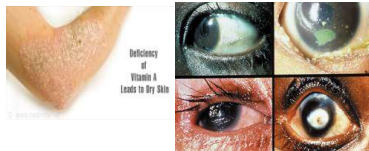
<ul style="list-style-type: none"> • Key words • Balanced diet, health, proper cooking, fried foods, obesity, • Deficiency diseases, 	<ul style="list-style-type: none"> • <i>Teacher writes Key words from the concepts going to teach in this period explain on the</i> 	<ul style="list-style-type: none"> • <i>Read key words in groups – peer group reading</i> 	<ul style="list-style-type: none"> • <i>Read key words individually</i> • <i>Copy the key words in their note book.</i>
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board briefly.

- **Conceptual understanding /Learning activities**
- **Balanced diet**



Deficiency diseases



PDF COMPRESSOR Free Version
Table 1.3 – Some diseases/disorders caused by deficiency of vitamins and minerals

Vitamin/Mineral	Deficiency disease/disorder	Symptoms
Vitamin A	Loss of vision	Blurred vision, loss of vision in darkness, conjunctivitis, irregular loss of vision
Vitamin B1	Beriberi	Weak muscles and very little energy to walk
Vitamin C	Scurvy	Bleeding gums, swollen and itchy, time to heal
Vitamin D	Rickets	Bones become soft and bend
Calcium	Bone and tooth decay	Weak bones, tooth decay
Iodine	Goiter	Glands in the neck appear swollen, mental disability in children
Iron	Anaemia	Weakness

This distribution, we find, ensures that our meals have a balance of the different nutrients.

- Teacher shows the pictures and ask them
- 1. What do you observe in the picture?
- How you can say that meal is balanced diet?
- How do the infants grow by taking only milk?
- If we donot take balanced diet what will happen?
- What is meant by deficiency diseases?
- Loss of vision caused by which vitamin?
- What happens due to deficiency of vitamin D?
- What are the symptoms of deficiency of calcium?
- What are the reasons for anaemia?
- Beriberi causes to which vitamin?
-

- Students discuss and give their answers.
- Reading the given concepts in text book and present their understandings
- Students discuss and give their answers.
- Students note down the readings and discuss
-
- Students discuss and give their answers
- Watch the video and understand the concepts

Students write their answers.

<ul style="list-style-type: none"> • Recapitulation/ Summary/ synopsis readings 	<ul style="list-style-type: none"> • Ask few questions like • 1.what is meant by balanced diet? • 2. What will happen if we do not take balanced diet? • 3.Eat too much of fat food what will happen? • 4.if the one or more nutrients are not adequate in our food what will happen? 	<ul style="list-style-type: none"> • Read synopsis in group and discuss about the concepts they learnt • 	<ul style="list-style-type: none"> • Read synopsis individually • • Copy the synopsis in their note books. •
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Practice period – 4

<ul style="list-style-type: none"> • Key words reading • Balanced diet, proper cooking, health, deficiency diseases, obesity 	<ul style="list-style-type: none"> • Write key words from the text what they learnt in the previous period and read them with syllables division. 	<p>Read key words and discuss meaning groups.</p>	<ul style="list-style-type: none"> • Read key words individually with spelling and Syllables division. • • Explain key words orally
<ul style="list-style-type: none"> • Similar lines reading 	<p>1. poor vision. Deficiency of 2. Loss of vision. Vitamin A 3. Beriberi. Causes to. Vitamin B 4.scurvy. Vitamin C 5. Rickets. VitaminD</p>	<ul style="list-style-type: none"> • Read similar sentences in groups. • • Add some more lines to the substitution table • • Prepare their own similar lines based on the text • 	<ul style="list-style-type: none"> • Read lines individually •

<ul style="list-style-type: none"> • Synopsis reading <i>A diet that contains all the nutrients in required quantity is called balanced diet.</i> <i>Children who do not take balanced diet may face growth and developmental and problems.</i> <i>Balanced diet provides all the nutrients that our body needs in right quantities along with adequate amount of roughages and water.</i> <i>Deficiency of one or more nutrients in our food for a long time makes certain diseases.</i> <i>If we take food containing too much fats daily it leads to obesity.</i> 	<ul style="list-style-type: none"> • <i>Write synopsis based on key words and similar lines on the board and give one model reading.</i> 	<ul style="list-style-type: none"> • <i>Write synopsis on their own</i> • <i>Read synopsis in groups.</i> 	<ul style="list-style-type: none"> • <i>Read synopsis individually</i>
<ul style="list-style-type: none"> • Writing / editing 	<ul style="list-style-type: none"> • <i>Conduct seen / unseen dictation on keywords /</i> • <i>similar lines</i> 	<ul style="list-style-type: none"> • <i>Conduct editing in groups</i> 	<ul style="list-style-type: none"> • <i>Write explanation or meaning of key words on their own</i>

Signature of the teacher

Signature of visiting officer

Signature of Head Master

Lesson Plan – 6th Class

NAME OF THE TEACHER:


NAME OF THE SCHOOL:

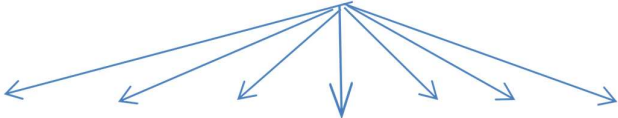
Name of the Lesson/Unit	Topic	No. of Periods Required	Time line for teaching		Any specific Information
			From	to	
2. Sorting Materials into groups	Prerequisites and Objects and Materials	1+1			
	Properties of Materials appearance, Hardness, Soluble	1+1			
	Properties of Materials Solubility of water, Sink Float	1+1			
	Transparent, Opaque, Translucent	1+1			
	<i>Total</i>	8			

Learning Outcomes: Students will be able to

1. Learn about that there are vast variety of objects around us
2. Understand that Objects are made of different type of materials
3. Classify the Objects depend on the material they made up of
4. Understand the properties of materials.
5. Classify the objects into soluble, insoluble and Transparent ,opaque
6. Explain why do we group the materials
7. Appreciate the properties of Materials and their usage

Strategies for Teaching Period
Teaching Period 1

Step	I Do	We Do	You Do
<p>Pre Requisites <i>Glass, Metal, Wood, Paper, Plastic, Cotton, Soil, Leather</i></p> 	<ul style="list-style-type: none"> • <i>Teacher shows the picture and ask them to identify them.</i> • <i>Classify them depend upon the nature of the item?</i> • <i>How many types of items you separate ?</i> • <i>Are all one and the same ?</i> • <i>Add some of the items belong to the same type which are not there?</i> <p><i>Teacher writes prerequisites on the board, guide the students to discuss in their group and present</i></p>	<p><i>Students discuss in groups their understanding about prerequisites</i></p>	<p><i>write the prerequisites in their note books .</i></p>

	<p>Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.</p>	<p>Discuss and give answers</p>																													
<p>Relevance of the lesson</p> <p>Concept map</p> <div style="text-align: center;"> <p>Material</p>  </div> <table border="1" data-bbox="193 894 1018 1175"> <tr> <td>Glass</td> <td>Metal</td> <td>Wood</td> <td>Plastic</td> <td>Clay</td> <td>Cotton</td> <td>Paper</td> </tr> <tr> <td>Tumbler</td> <td>Almirah</td> <td>Bench</td> <td>Chair</td> <td>Pot</td> <td>Towel</td> <td>Book</td> </tr> <tr> <td>Door</td> <td>Lock</td> <td>Door</td> <td>Pen</td> <td>toys</td> <td>Bags</td> <td>Plate</td> </tr> <tr> <td>Mirror</td> <td>Ornament</td> <td>furniture</td> <td>Toys</td> <td>Vessel</td> <td>Thread</td> <td>Bags</td> </tr> </table>	Glass	Metal	Wood	Plastic	Clay	Cotton	Paper	Tumbler	Almirah	Bench	Chair	Pot	Towel	Book	Door	Lock	Door	Pen	toys	Bags	Plate	Mirror	Ornament	furniture	Toys	Vessel	Thread	Bags	<p>Teacher explains why do we learn this lesson</p> <p>Teacher writes the concepts map of the chapter / unit step by step in a flow chart form.</p> <p>https://youtu.be/2td5mfgf1OI</p> <p>https://youtu.be/20k ohfg4lkc</p> <p>Students practice questions & Activities:</p> <ol style="list-style-type: none"> 1. Make a flow chart showing the Materials and their examples <p>Assessment: What objects are used at your school ?</p>	<p>Students study the flow chart in groups</p> <p>Students watch the videos</p>	<p>Copy the flow chart in their note books.</p>
Glass	Metal	Wood	Plastic	Clay	Cotton	Paper																									
Tumbler	Almirah	Bench	Chair	Pot	Towel	Book																									
Door	Lock	Door	Pen	toys	Bags	Plate																									
Mirror	Ornament	furniture	Toys	Vessel	Thread	Bags																									

Strategies for Practice period -1

Key words reading			Read key words
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<p>Objects, Material,Leather, Glass, Metal, Wood, Paper, Plastic, Cotton,Soil,</p>	<p><i>Write key words from the text and read them.</i></p>	<p><i>Read key words and discuss meaning in groups</i></p>	<p><i>individually with spelling and Syllables division. Explain key words orally</i></p>									
<p>Similar lines reading</p> <table border="1" data-bbox="195 506 606 740"> <tr> <td>Cot</td> <td>is made up of</td> <td>Wood</td> </tr> <tr> <td>Door</td> <td></td> <td>Metal</td> </tr> <tr> <td>Chair</td> <td></td> <td>Plastic</td> </tr> </table>	Cot	is made up of	Wood	Door		Metal	Chair		Plastic	<ul style="list-style-type: none"> • Cot is made up of Wood • Door is made up of Metal • Chair is made up of Plastic 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p><i>Read lines individually</i></p>
Cot	is made up of	Wood										
Door		Metal										
Chair		Plastic										
<p>Synopsis reading 1. There is a vast variety of Objects everywhere. 2. Objects are made up of one or more materials. 3. Different types of objects are made up of same material</p>	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Ask some comprehension question on the synapses like • How do the Objects made? • What are the objects used in your class room ?. 	<p><i>Write synopsis on their own</i></p> <ul style="list-style-type: none"> • Read synopsis in groups. 	<p><i>Read synopsis individually</i></p>									
<p>Writing / editing</p>	<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own .</i></p>									

Key words

Properties, Appearance, Lustre, sand paper, Metals, Ironsmith

Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly.
• *Teacher reads the selected concept or para loudly.*

Read key words in groups – peer group reading

Read key words individually
• *Copy the key words in their note book*

Conceptual understanding / Learning activities

Conduct Activity 3



Material	Hard	Soft
Key		
Sponge		
cloth		
Iron		
Jilebi		
Tomato		
Wood		

Conduct Activity 4

Mix the collected material in water and note whether they disappear or not.

Teacher asks the following questions and discuss
Why cloth is not used for making tumbler or vessel?
What do we think in making objects with suitable material ?
Collect material and separate them which are showing lustre?

Now observe the hardness of the material you collected . Press it and note down in the table?

<https://youtu.be/i6V2fHBjEVs>

Now observe the picture.
What do you observe here ?

Substance	Disappear

Write brief notes on what they observed in the display.

Students participate in discussion and give the answers

and points note down their note books

Watch the video


Students participate

Prepare answers for the question on their own.

Student participate in discussion and note the points

Students fill in the table

Substance	Disappear	
	Yes	No
Sugar		
Salt		
Sand		

	<table border="1"> <thead> <tr> <th></th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Sugar</td> <td></td> <td></td> </tr> <tr> <td>Salt</td> <td></td> <td></td> </tr> <tr> <td>Sand</td> <td></td> <td></td> </tr> <tr> <td>Chalk Powder</td> <td></td> <td></td> </tr> <tr> <td>Sawdust</td> <td></td> <td></td> </tr> <tr> <td>clay</td> <td></td> <td></td> </tr> </tbody> </table>		Yes	No	Sugar			Salt			Sand			Chalk Powder			Sawdust			clay			<p><i>in discussion and give the answers</i></p>	<table border="1"> <tbody> <tr> <td>Chalk Powder</td> <td></td> <td></td> </tr> <tr> <td>Sawdust</td> <td></td> <td></td> </tr> <tr> <td>clay</td> <td></td> <td></td> </tr> </tbody> </table>	Chalk Powder			Sawdust			clay		
	Yes	No																															
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<p>Recapitulation/ Summary/ synopsis readings</p> <ol style="list-style-type: none"> <i>We Choose a material to make an object depending on its properties</i> <i>Not all materials are useful to make all objects</i> <i>Materials are different from each other and some have similarities also</i> <i>Metals show lustre</i> <i>Some substances dissolve in water</i> 	<p>Assessment:</p> <ol style="list-style-type: none"> <i>What are the materials that show lustre ?</i> <i>State whether the statements given below are True or False</i> <i>A) A notebook has lustre while eraser does not</i> <i>B) Chalk dissolves in water</i> 	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i></p> <ul style="list-style-type: none"> <i>Copy the synopsis in their note books</i> 																														
<p>Key words reading <i>Properties, Appearance, Lustre, sand paper, Metals, Ironsmith</i></p>	<p><i>Write key words from the text what they learnt in the previous period and read them with syllables division</i></p>	<p><i>Read key words and discuss meaning in group</i></p>	<p><i>Read key words individually with spelling and Syllables division.</i></p> <ul style="list-style-type: none"> <i>Explain key words orally</i> 																														
<p>Similar lines reading</p> <table border="1"> <tbody> <tr> <td>Chalk</td> <td></td> <td></td> </tr> <tr> <td>Salt</td> <td><i>is soluble</i></td> <td><i>in water</i></td> </tr> <tr> <td>Sugar</td> <td></td> <td></td> </tr> <tr> <td>Sawdust</td> <td><i>is not soluble</i></td> <td></td> </tr> <tr> <td>Iron</td> <td></td> <td></td> </tr> <tr> <td>Plastic</td> <td></td> <td></td> </tr> </tbody> </table>	Chalk			Salt	<i>is soluble</i>	<i>in water</i>	Sugar			Sawdust	<i>is not soluble</i>		Iron			Plastic			<p><i>Chalk is soluble in water</i></p> <p><i>Sugar is soluble in water</i></p> <p><i>Iron is not soluble in water</i></p> <p><i>Plastic is not soluble in waater</i></p>	<ul style="list-style-type: none"> <i>Read similar sentences in groups.</i> <i>Add some more lines to the substitution table</i> <i>Prepare their own similar lines based on the text</i> 	<p><i>Read lines individually</i></p>												
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Plastic																																	

<p>Synopsis reading 1. We Choose a material to make an object depending on its properties 2. Not all materials are useful to make all objects 3. Materials are different from each other and some have similarities also 4. Metals show lustre 5. Some substances dissolve in water</p>	<p>Write synopsis based on key words and similar lines on the board and give one model reading</p>	<p>Write synopsis on their own Read synopsis in groups.</p>	<p>Read synopsis individually</p>
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own.</p>

Teaching Period – 3

<p>Key words Vinegar, Kerosene, solubility, Liquids, Musturd Oil , Stir</p>	<p>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly. • Teacher reads the selected concept or para loudly.</p>	<p>Read key words in groups – peer group reading</p>	<p>Read key words individually • Copy the key words in their note book.</p>												
<p>Conceptual understanding / Learning activities Conduct Activity 5</p> <table border="1" data-bbox="270 1365 642 1479"> <tr> <td>Liquid</td> <td>Mixes well</td> <td>Does not mix</td> </tr> <tr> <td>Vinegar</td> <td></td> <td></td> </tr> </table>	Liquid	Mixes well	Does not mix	Vinegar			<p>Teacher instructs the students to observe the Activity 5 and note their observations in the table given</p> <p>Which liquids are mixed well?</p>	<p>Understand the instructions of the teacher students do the work and fill in the data</p> <p>Students follow the instructions and do</p>	<p>Note the data in their note books</p> <p>Students write their answers.</p> <table border="1" data-bbox="1503 1365 1848 1479"> <tr> <td>Liquid</td> <td>Mixes well</td> <td>Does not mix</td> </tr> <tr> <td>Vinegar</td> <td></td> <td></td> </tr> </table>	Liquid	Mixes well	Does not mix	Vinegar		
Liquid	Mixes well	Does not mix													
Vinegar															
Liquid	Mixes well	Does not mix													
Vinegar															

Lemon Juice		
Mustard Oil		
Coconut Oil		
Kerosene		
Milk		



Conduct Activity sink/float objects



Object	Sink	Float
Oil		
Tomato		
stone		
Mud		
Ship		
Iron Nail		

Which liquids are not mixed?

What do you understand after doing this activity ?

<https://youtu.be/tleDkkyoAPw>

<https://youtu.be/jQGIQjhUquQ>

Teacher instructs the students to observe the Activity and note their observations in the table given

the activity

Watch the video and note down

Watch the video and note down

Students follow the instructions and do the activity

Lemon Juice		
Mustard Oil		
Coconut Oil		
Kerosene		
Milk		

Students write their answers

Object	Sink	Float
Oil		
Tomato		
stone		
Mud		
Ship		
Iron Nail		

Recapitulation/ Summary/ synopsis readings

Ask few questions like

Read synopsis in group and discuss about the concepts they learnt

Read synopsis individually

- Copy the synopsis in their*


<p>1. Some liquids completely mixed with water 2. Some liquids do not mix with water and form separate layer 3. Some gases dissolve in water. 4. Oxygen dissolve in water which is very important for Animals and Plants which live in 5. Some objects float and some sink in water</p>	<p>1. What happens if Oxygen does not dissolve in water ? 2. Can we separate the liquids dissolve in water ? 3. How do we use the properties of water dissolving materials?</p>		<p>note books.</p>
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Practice period -3

<p>Key words reading Vinegar, Kerosene, solubility, Liquids, Musturd Oil, Stir</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>																		
<p>Similar lines reading</p> <table border="1" data-bbox="191 917 558 1209"> <tr> <td>Salt</td> <td></td> <td>in water</td> </tr> <tr> <td>Sugar</td> <td>dissolves</td> <td></td> </tr> <tr> <td>Sponge is</td> <td>Soft</td> <td></td> </tr> <tr> <td>Apple is</td> <td></td> <td>in nature</td> </tr> <tr> <td>Iron is</td> <td>Hard</td> <td></td> </tr> <tr> <td>Stone is</td> <td></td> <td></td> </tr> </table>	Salt		in water	Sugar	dissolves		Sponge is	Soft		Apple is		in nature	Iron is	Hard		Stone is			<p>Write similar lines like a substitution table on the board and give one model reading Sugar dissolves in water Iron is hard in nature Sponge is soft in nature</p>	<p>Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text</p>	<p>Read lines individually</p>
Salt		in water																			
Sugar	dissolves																				
Sponge is	Soft																				
Apple is		in nature																			
Iron is	Hard																				
Stone is																					
<p>Synopsis reading 1. Some liquids completely mixed with water 2. Some liquids do not mix with water and form separate layer 3. Some gases dissolve in water. 4. Oxygen dissolve in water which is very important for Animals and Plants which live in</p>	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own • Read synopsis in groups.</p>	<p>Read synopsis individually</p>																		

<p>5. Some objects float and some sink in water 3. Known fixed quantity is Unit</p>			
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own.</p>

Teaching Period – 4

<p>Key words</p> <p>Transparent Translucent Opaque , Opaque , Grouping Similarities Grocer</p>	<p>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</p> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	<p>Reed key words in groups – peer group reading</p>	<p>Read key words individually</p> <ul style="list-style-type: none"> • Copy the key words in their note book.
<p>Conceptual understanding /Learning activities</p> 	<p>Teacher shows the pictures and ask them</p> <ol style="list-style-type: none"> 1. What do you observe in the picture? 2. Can you see the objects in the containers? 3. Can we see the objects kept inside a wooden box ? 4. What do we call the objects which shows the items kept inside them ? <p>Now observe the picture. In which we can see the face of the boy</p>	<p>Students discuss and give their answers.</p>	<p>Students write their answers.</p> <p>Students write their answers.</p>

 <p>Conduct Activity 6</p>	<p>clearly? <i>What do we call these objects? Give some more examples of this type of objects.</i></p> <p><i>1. Can you see through a paper? 2. What is your observation when put 2 or 3 oil drops on paper and try to see through it ? 3. Is the object visible clearly? 4. What do we call this type of Materials?</i></p> <p>https://youtu.be/JJmVXARWLIY</p>	<p><i>Students note down the readings and discuss</i></p> <p><i>Students discuss and give their answers</i></p> <p><i>Watch the video and understand the concepts</i></p>	<p><i>Students write their answers.</i></p>
<p>Recapitulation/ Summary/ synopsis readings</p> <p>1. Those substances or materials, through which things can be seen, are called transparent.</p> <p>2. Those substances or materials, through which things can not be seen, are called Opaque</p> <p>3. The materials through which objects can be seen, but not clearly, are known as translucent</p> <p>4. Things are grouped together for convenience and to study their properties.</p>	<p><i>Ask few questions like</i></p> <p><i>1. Give examples for transparent objects</i></p> <p><i>2. Correct the following statement Stone is transparent. Glass is Opaque</i></p> <p><i>3. Why do we need to group materials at home or at shops?</i></p>	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i></p> <ul style="list-style-type: none"> <i>• Copy the synopsis in their note books.</i>

Practice period – 4

<p>Key words reading Transparent Opaque Translucent Grouping Similarities, Grocer</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>																								
<p>Similar lines reading</p> <table border="1" data-bbox="191 724 583 1065"> <tr><td>Air</td><td></td><td></td></tr> <tr><td>Glass</td><td></td><td>transparent</td></tr> <tr><td>Water</td><td></td><td></td></tr> <tr><td>Wood</td><td></td><td>Opaque</td></tr> <tr><td>Book</td><td>is</td><td></td></tr> <tr><td>Tree</td><td></td><td></td></tr> <tr><td>Rough Glass</td><td></td><td>Translucent</td></tr> <tr><td>Oily paper</td><td></td><td></td></tr> </table>	Air			Glass		transparent	Water			Wood		Opaque	Book	is		Tree			Rough Glass		Translucent	Oily paper			<p>Air is transparent Glass is transparent Book is Opaque Oily paper is Translucent</p>	<p>Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text</p>	<p>Read lines individually</p>
Air																											
Glass		transparent																									
Water																											
Wood		Opaque																									
Book	is																										
Tree																											
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<p>Synopsis reading 1. Those substances or materials, through which things can be seen, are called transparent. 2. Those substances or materials, through which things can not be seen, are called Opaque 3. The materials through which objects can be seen, but not clearly, are known as translucent 4. Things are grouped together for convenience and to study their properties.</p>	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own • Read synopsis in groups.</p>	<p>Read synopsis individually</p>																								

Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own</i>
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Signature of the teacher

Signature of visiting officer

Signature of Head Master

Lesson Plan – 6th Class

NAME OF THE TEACHER:

NAME OF THE SCHOOL:

<i>Name of the Lesson/Unit</i>	<i>Topic</i>	<i>No.of Periods Required</i>	<i>Time line for teaching</i>		<i>Any specific Information</i>
			<i>From</i>	<i>to</i>	
<i>3. Separation of Substances</i>	<i>Prerequisites and Objects and Materials</i>	<i>1+1</i>			
	<i>Methods of Separation Handpicking, Threshing,Winnowing,</i>	<i>1+1</i>			<i>Panneer preparation</i>
	<i>Sieving, Sedimentation,Decantation</i>	<i>1+1</i>			<i>Loading</i>
	<i>Filtration Evaporation, condensation,</i>	<i>1+1</i>			
	<i>Solutions, Saturation</i>	<i>1+1</i>			



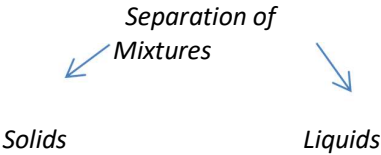
	<i>Total</i>	10			

Learning Outcomes: Students will be able to

8. *Learn about the various methods of separation of mixers*
9. *Understand the methods of separation used by farmers*
10. *Differentiate the usage of Handpicking and Threshing.*
11. *Give reasons for using different filtration methods*
12. *Classify the solutions into saturated and unsaturated*
13. *Explain how saturated solutions are formed*
14. *Appreciate the Separation methods in our daily life*

Teaching Period 1

<i>Step</i>	<i>I Do</i>	<i>We Do</i>	<i>You Do</i>
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<p>Pre Requisites Material, Substance, Mixture, Grains, Strainer, Separation</p> <p>1).</p>  	<ul style="list-style-type: none"> • Teacher shows the picture and ask them to identify them. • What do you observe in pic 1? • What is the use of strainer ? • How do you separate the fruits ? • Can you separate salt mixed in sand in the same way as you do above? <p>Teacher writes prerequisites on the board, guide the students to discuss in their group and present</p>	<p>Students discuss in groups their understanding about prerequisites</p>	<p>write the prerequisites in their note books .</p>
	<p>Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.</p>	<p>Discuss and give answers</p>	
<p>Relevance of the lesson</p> <p>Concept map</p> 	<p>Teacher explains why do we learn this lesson</p> <p>Teacher writes the concepts map of the chapter / unit step by step in a flow chart form.</p> <p>https://youtu.be/2td5mfqf10I</p>	<p>Students study the flow chart in groups</p>	<p>Copy the flow chart in their note books.</p>

<i>Hand Picking</i>	<i>Decantation</i>	https://youtu.be/20kohfq4lkc Students practice questions & Activities: 2. <i>Make a flow chart showing the mixtures and separation methods</i> Assessment: Match correctly Table 3.1 Why do we separate substances?		
<i>Threshing</i>	<i>Filtration</i>			
<i>Sieving</i>	<i>Evaporation</i>			
<i>Sedimentation</i>	<i>Condensation</i>			

Separation process	Purpose for which we do the separation	What do we do with the separated components?
1) Separate stones from rice	a) To separate two different, but useful components.	i) We throw away the solid component.
2) Churning milk to obtain butter	b) To remove non-useful components.	ii) We throw away the impurities.
3) Separate tea leaves	c) To remove impurities or harmful components.	iii) We use both the components.

Strategies for Practice period -I

Key words reading <i>Material, Substance, Mixture, Grains, Strainer, Separation</i>	<i>Write key words from the text and read them.</i>	<i>Read key words and discuss meaning in groups</i>	<i>Read key words individually with spelling and Syllables division. Explain key words orally</i>												
Similar lines reading <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;"><i>Tea is filtered</i></td> <td style="width: 33%;"></td> <td style="width: 33%;"><i>Tea leaves</i></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>To separate</i></td> <td><i>butter</i></td> </tr> <tr> <td><i>Curd is churned</i></td> <td></td> <td><i>Seeds and fibre</i></td> </tr> <tr> <td><i>Cotton is ginned</i></td> <td></td> <td></td> </tr> </table>	<i>Tea is filtered</i>		<i>Tea leaves</i>		<i>To separate</i>	<i>butter</i>	<i>Curd is churned</i>		<i>Seeds and fibre</i>	<i>Cotton is ginned</i>			<ul style="list-style-type: none"> • <i>Tea is filtered to separate tea leaves</i> • <i>Curd is churned to separate butter</i> • <i>Cotton is ginned to separate fibre</i> 	<ul style="list-style-type: none"> • <i>Read similar sentences in groups.</i> • <i>Add some more lines to the substitution table</i> • <i>Prepare their own similar lines based on the text</i> 	<i>Read lines individually</i>
<i>Tea is filtered</i>		<i>Tea leaves</i>													
	<i>To separate</i>	<i>butter</i>													
<i>Curd is churned</i>		<i>Seeds and fibre</i>													
<i>Cotton is ginned</i>															

<p>Synopsis reading 1.Mixtures are combination of two or more materials. 2.We have to separate mixtures to use them correctly. 3.Different types of separation methods are there to separate mixtures.</p>	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Ask some comprehension question on the synapses like • How do the mixtures formed ? • What are the different separation methods ?. 	<p>Write synopsis on their own</p> <ul style="list-style-type: none"> • Read synopsis in groups. 	<p>Read synopsis individually</p>
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own .</p>

Teaching Period – 2

<p>Key words Hand picking, impurities, husk, Threshing, Winnowing</p>	<p>Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly.</p> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	<p>Read key words in groups – peer group reading</p>	<p>Read key words individually</p> <ul style="list-style-type: none"> • Copy the key words in their note book
<p>Conceptual understanding / Learning activities Conduct Activity 2</p>	<p>Teacher asks the following questions and discuss Now observe the picture.</p> <p>What do you observe here ?</p> <p>How can we separate different grains from the mixture? https://youtu.be/ijeQtR24rf8</p>	<p>Write brief notes on what they observed in the video.</p>	<p>Prepare answers for the question on their own.</p> <p>Student participate in discussion and note the</p>



Where does this method useful in your daily life ?

observe the picture.

- 1.What do you observe here ?*
- 2.Why can't we pluck the grains from a stalk like we pluck fruits from a tree?*

<https://youtu.be/BqMv-p2QntM>

observe the picture.

What do you observe here ?

- 1.What is the woman doing in picture 2?*
- 2.Where can we see this type of separation ?*
- 3.What property involved in this method ?*

<https://youtu.be/xczx79wJTKI>

Students participate in discussion and give the answers

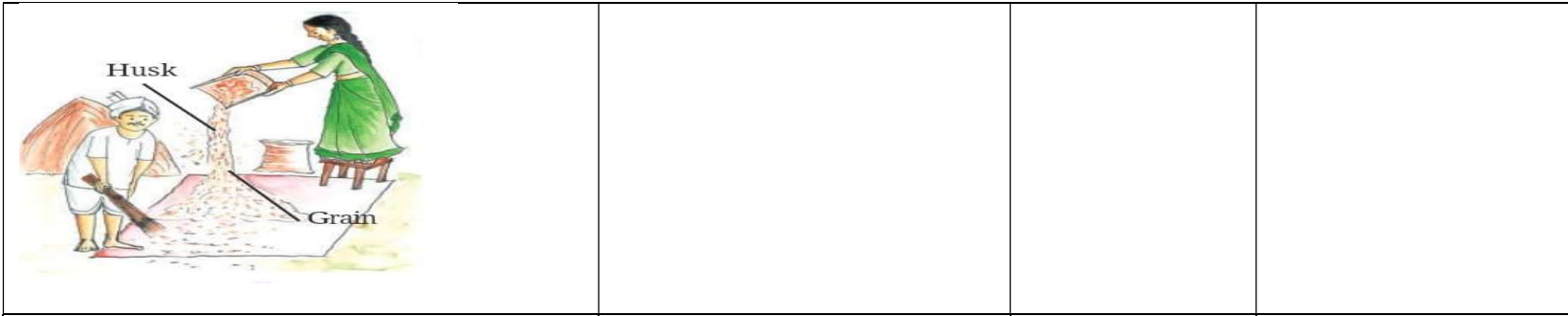
and points note down their note books

Watch the video

Students participate in discussion and give the answers

points

Students fill in the table



<p>Recapitulation/ Summary/ synopsis readings</p> <p>1. Hand picking method is used when the components are different in size. 2. The process to separate grains from stalks is known as threshing. 3. Winnowing is used to separate heavier and lighter components of a mixture by wind</p>	<p>Assessment:</p> <p>1. What is winnowing? Where is it used? 2. The method of separating seeds of paddy from its stalks is called _____</p>	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually</p> <ul style="list-style-type: none"> • Copy the synopsis in their note books
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<p>Key words reading Hand picking, impurities, husk, Threshing, Winnowing</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division</p>	<p>Read key words and discuss meaning in group</p>	<p>Read key words individually with spelling and Syllables division.</p> <ul style="list-style-type: none"> • Explain key words orally
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<p>Similar lines reading</p> <table border="1" data-bbox="193 1209 651 1388"> <tr> <td>Rice, Pulses are</td> <td></td> <td>Hand picking</td> </tr> <tr> <td>Grains are</td> <td>separated by</td> <td>Threshing</td> </tr> </table>	Rice, Pulses are		Hand picking	Grains are	separated by	Threshing	<p>Rice, Pulses are separated by Hand picking</p> <p>Heavier and Lighter components are separated by winnowing</p>	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p>Read lines individually</p>
Rice, Pulses are		Hand picking							
Grains are	separated by	Threshing							

Heavier and Lighter components are		Winnowing				
Synopsis reading 1. Hand picking method is used when the impurities are different in size. 2 The process to separate grains from stalks is known as threshing. 3. Winnowing is used to separate heavier and lighter component of a mixture by wind			Write synopsis based on key words and similar lines on the board and give one model reading	Write synopsis on their own Read synopsis in groups.	Read synopsis individually	
Writing / editing			Conduct seen / unseen dictation on keywords / similar lines	Conduct editing in groups	Write explanation or meaning of key words on their own.	

Teaching Period – 3

Key words Sieving, sedimentation, decantation,	Teacher writes key words from the concepts going to teach in this period on the board and explain briefly. • Teacher reads the selected concept or para loudly.	Read key words in groups – peer group reading	Read key words individually • Copy the key words in their note book.
Conceptual understanding / Learning activities	Teacher asks the following questions and discuss	Understand the instructions of the teacher students do the work and fill in the data	Note the data in their note books

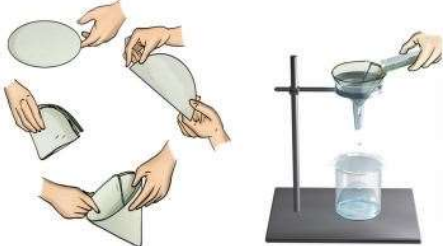

 <p>Conduct Activity 4</p> 	<p>Now observe the picture.</p> <p><i>What do you observe here ? What do you do to separate impurities from flour ? What is the method used for ? What instrument is needed for this ?</i></p> <p>Watch the video https://youtu.be/zyBbs_A5LMk</p> <p><i>.How can we separate water from the mud? 2.Where do the soil and sand settle ? 3.What is the process known as ? 4. Can we separate water immediately ?</i></p> <p>Watch the video https://youtu.be/j58VN7_5mlQ</p>	<p><i>Students follow the instructions and do the activity</i></p> <p><i>Watch the video and note down</i></p>	<p><i>Students write their answers</i></p>
<p>Recapitulation/ Summary/ synopsis readings</p> <p>1. Sieving is used when components of a mixture have different sizes. 2.The heavier component in a mixture settles down after water is added to it, the process is called sedimentation. 3.When the water (along with the dust) is removed, the process is called decantation</p>	<p><i>Ask few questions like</i></p> <ol style="list-style-type: none"> 1. What is the process of separation of water from sediments? 2. Can we separate liquids in this method? 	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i></p> <ul style="list-style-type: none"> • Copy the synopsis in their note books.


Practice period -3

<p><i>Sieving, sedimentation, decantation,</i></p>	<p><i>Write key words from the text what they learnt in the previous period and read them with syllables division.</i></p>	<p><i>Read key words and discuss meaning in groups</i></p>	<p><i>Read key words individually with spelling and Syllables division.</i> <ul style="list-style-type: none"> • <i>Explain key words orally</i> </p>									
<p>Similar lines reading</p> <table border="1" data-bbox="195 602 674 992"> <tr> <td data-bbox="195 602 346 732"> <p><i>Mixture of different sizes is</i></p> </td> <td data-bbox="346 602 485 732"></td> <td data-bbox="485 602 674 732"> <p><i>Sieving</i></p> </td> </tr> <tr> <td data-bbox="195 732 346 846"> <p><i>Oil and water mix is</i></p> </td> <td data-bbox="346 732 485 846"> <p><i>separated by</i></p> </td> <td data-bbox="485 732 674 846"> <p><i>Sedimentation</i></p> </td> </tr> <tr> <td data-bbox="195 846 346 992"> <p><i>The component in top layer is</i></p> </td> <td data-bbox="346 846 485 992"></td> <td data-bbox="485 846 674 992"> <p><i>Decantation</i></p> </td> </tr> </table>	<p><i>Mixture of different sizes is</i></p>		<p><i>Sieving</i></p>	<p><i>Oil and water mix is</i></p>	<p><i>separated by</i></p>	<p><i>Sedimentation</i></p>	<p><i>The component in top layer is</i></p>		<p><i>Decantation</i></p>	<p><i>Write similar lines like a substitution table on the board and give one model reading</i> <i>Mixture of different sizes is separated by sieving.</i> <i>Oil and water mix is separated by sedimentation</i></p>	<p><i>Read similar sentences in groups.</i> <ul style="list-style-type: none"> • <i>Add some more lines to the substitution table</i> • <i>Prepare their own similar lines based on the text</i> </p>	<p><i>Read lines individually</i></p>
<p><i>Mixture of different sizes is</i></p>		<p><i>Sieving</i></p>										
<p><i>Oil and water mix is</i></p>	<p><i>separated by</i></p>	<p><i>Sedimentation</i></p>										
<p><i>The component in top layer is</i></p>		<p><i>Decantation</i></p>										
<p>Synopsis reading <i>1. . Sieving is used when components of a mixture have different sizes.</i> <i>2.The heavier component in a mixture settles down after water is added to it, the process is called sedimentation.</i> <i>3.When the water (along with the dust) is removed, the process is called decantation</i></p>	<p><i>Write synopsis based on key words and similar lines on the board and give one model reading.</i></p>	<p><i>Write synopsis on their own</i> <ul style="list-style-type: none"> • <i>Read synopsis in groups.</i> </p>	<p><i>Read synopsis individually</i></p>									
<p>Writing / editing</p>	<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own.</i></p>									

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Teaching Period – 4

<p>Key words</p> <p>Filtration Evaporation, condensation, Saturation</p>	<p>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</p> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	<p>Read key words in groups – peer group reading</p>	<p>Read key words individually</p> <ul style="list-style-type: none"> • Copy the key words in their note book.
<p>Conceptual understanding /Learning activities</p> <p>Conduct Activity 4</p>  <p>Conduct Activity 6</p> 	<p>Teacher shows the pictures and ask them</p> <ol style="list-style-type: none"> 1.What do you observe in the picture? 2.What is a filter paper? 3. How Fruit juices are filtered ? 4.How is Panneer prepared at home ? <ol style="list-style-type: none"> 1.How do we get salt from sea water? 2.What happens if salt water heated for some time ? 3.What do you find at bottom of the beaker ? 4.What is the process known as ? <p>https://youtu.be/VINE6w1twaw</p>	<p>Students discuss and give their answers.</p> <p>Students note down the readings and discuss</p> <p>Students discuss and give their answers</p>	<p>Students write their answers.</p> <p>Students write their answers.</p>

<p>Conduct Activity 7</p> 	<p>1. What do you observe the water vapour when it cools? 2. What is your observation ? 3. Have you seen this while boiling of water in a vessel? 4. What do we call this Process ? https://youtu.be/SCXj4n2m7Fw</p>	<p>Watch the video and understand the concepts</p>	<p>Students write their answers.</p>
<p>Recapitulation/ Summary/ synopsis readings 1. A filter paper has tiny pores and useful for separate small size impurities 2. The conversion of Water into vapour is called Evaporation. 3. The process of conversion of water vapour into its liquid form is called condensation.</p>	<p>Ask few questions like</p> <ol style="list-style-type: none"> 1. Give examples for transparent objects 2. Correct the following statement Stone is transparent. Glass is Opaque 3. Why do we need to group materials at home or at shops? 	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually • Copy the synopsis in their note books.</p>

Practice period – 4

<p>Key words reading Filtration Evaporation, condensation,</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>								
<table border="1"> <tr> <td data-bbox="191 1268 296 1382">Water turns into</td> <td data-bbox="296 1268 401 1382">vapour</td> <td data-bbox="401 1268 485 1382">is</td> <td data-bbox="485 1268 676 1382">Evaporation</td> </tr> <tr> <td data-bbox="191 1382 296 1490">water vapour turns</td> <td data-bbox="296 1382 401 1490">water</td> <td data-bbox="401 1382 485 1490">called</td> <td data-bbox="485 1382 676 1490">Condensation</td> </tr> </table>	Water turns into	vapour	is	Evaporation	water vapour turns	water	called	Condensation	<p>Water turns into vapour is called Evaporation Water vapour turns into water is called condensation.</p>	<p>Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text</p>	<p>Read lines individually</p>
Water turns into	vapour	is	Evaporation								
water vapour turns	water	called	Condensation								

into						
Synopsis reading <i>.A filter paper has tiny pores and useful for separate small size impurities</i> 2.The conversion of Water into vapour is called Evaporation. 3. The process of conversion of water vapour into its liquid form is called condensation.				<i>Write synopsis based on key words and similar lines on the board and give one model reading.</i>	<i>Write synopsis on their own</i> <ul style="list-style-type: none"> • Read synopsis in groups. 	<i>Read synopsis individually</i>
Writing / editing				<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own</i>

Teaching Period – 5

Key words <i>Solution, Saturated Solution</i> <i>dissolve, undissolve</i>	<i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	<i>Read key words in groups – peer group reading</i>	<i>Read key words individually</i> <ul style="list-style-type: none"> • Copy the key words in their note book.
Conceptual understanding /Learning activities Conduct Activity 8	<i>Teacher conduct the activity and ask them the following questions</i> 1.What happens when you mix a spoon of salt in a glass of water? 2.What do you call this liquid ?	<i>Students discuss and give their answers.</i>	<i>Students write their answers.</i>



Conduct Activity 9
Heat the solution to dissolve more substance in it.

Conduct Activity 10

Substance	No of Spoons of substance that dissolved in water
Salt	
sugar	
Jaggery	

3.If we add some more spoons of Salt or sugar what do you observe ?
4.Does the sugar/salt dissolves completely ?

Have you seen the preparation of Gulab jamoon ?
How is the sugar solution prepared ?
What is the use of heating solution ?
Can we add some more substance to the solution ?

Teacher conduct the activity and ask them the following questions

1.Does water dissolves all substances equally?

2.What is your observation ?
<https://youtu.be/OkZFNxiB-FM>

Students note down the readings and discuss

Students discuss and give their answers

Watch the video and understand the concepts

Students write their answers.

Students write their answers.

Recapitulation/ Summary/ synopsis readings
1.Water dissolves different substances in different amounts.
2.A solution is said to be saturated if it cannot dissolve more of the substance

Ask few questions like
1.What is present in large quantity in a solution?
2.Correct the following statement
Saturated solution dissolves more

Read synopsis in group and discuss about the concepts they learnt

Read synopsis individually
• Copy the synopsis in their note books.

<i>in it.</i> 3. Water dissolves more substance when heat it	<i>substance</i>		
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Practice period – 5

<p>Key words reading Solution, Saturated Solution dissolve, undissolve</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>												
<p>Similar lines reading</p> <table border="1" data-bbox="193 695 709 1073"> <tr> <td>A solution</td> <td>is</td> <td>a mixture</td> <td></td> </tr> <tr> <td></td> <td>dissolves</td> <td></td> <td>on heating</td> </tr> <tr> <td>A saturated solution</td> <td>cannot dissolve</td> <td>extra substance</td> <td></td> </tr> </table>	A solution	is	a mixture			dissolves		on heating	A saturated solution	cannot dissolve	extra substance		<p>A solution is a mixture A saturated solution can not dissolve extra substance A solution dissolve extra substance on heating</p>	<p>Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text</p>	<p>Read lines individually</p>
A solution	is	a mixture													
	dissolves		on heating												
A saturated solution	cannot dissolve	extra substance													
<p>Synopsis reading 1. 1. Water dissolves different substances in different amounts. 2. A solution is said to be saturated if it cannot dissolve more of the substance in it. 3. Water dissolves more substance when heat it</p>	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own • Read synopsis in groups.</p>	<p>Read synopsis individually</p>												
<p>Writing / editing</p>	<p>Conduct seen / unseen</p>	<p>Conduct editing in</p>	<p>Write explanation or</p>												

	<i>dictation on keywords / similar lines</i>	<i>groups</i>	<i>meaning of key words on their own</i>
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Signature of the teacher

Signature of visiting officer

Signature of Head Master

Lesson Plan – 6th Class

NAME OF THE TEACHER:

NAME OF THE SCHOOL:

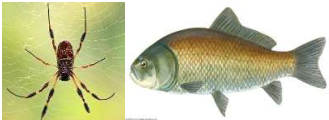
<i>Name of the Lesson/Unit</i>	<i>Topic</i>	<i>No.of Periods Required</i>	<i>Timelineforteaching</i>		<i>Any specific Information</i>
			<i>From</i>	<i>to</i>	

6. THE LIVING ORGANISMS – CHARACTERISTICS AND HABITATS.	<i>Prerequisites, Introduction & Concept mapping</i>	<i>1+1(1 Teaching Period + 1 Practice Period)</i>			
	<i>6.1 Organisms and their surroundings.</i>	<i>1+1</i>			
	<i>6.2 Habitat and adaptation, Biotic and abiotic.</i>				
	<i>6.3 A journey through different habitats.</i>	<i>1+1</i>			<i>the different climatic conditions species adaptations.</i>
	<i>6.4 Characteristics of organisms, Summary, Key words and exercises.</i>	<i>1+1</i>			
	<i>Total</i>	08			

Learning Outcomes: Students will be able to

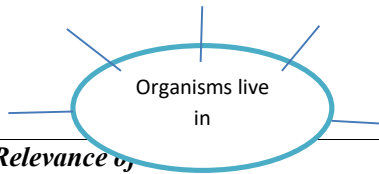
- 15. Explain the characteristics of living things.*
- 16. Differentiates materials and organisms on the basis of their properties.*
- 17. Classify organisms and components of habitat as biotic and abiotic.*
- 18. Know the different habitats and organisms living there.*
- 19. Take necessary steps to protect habitats.*

**Strategies for Teaching Period
Teaching Period 1**

Step	I Do	We Do	You Do
<p>Pre requisites:</p> <p><i>Showing some toys of organisms.</i></p> 	<ul style="list-style-type: none"> • <i>Teacher show some pictures and ask questions to elicit prerequisites like explain in brief.</i> • <i>Name these toys?</i> • <i>Are they live in same?</i> • <i>Where do they live?</i> <p><i>Teacher writes prerequisites on the board, guide</i></p>	<p><i>Students discuss in groups their understanding about prerequisites</i></p>	<p><i>write the prerequisites in their note books</i></p>



the students to discuss in their group and present <https://www.youtube.com/watch?v=OAcUiXVKLFw>



Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.

Discuss and give answers

Relevance of,

Concept map

Terrestrial	Desert	Aquatic
Mnago	Cactus	Lotus
Nerium	Opuntia	Hyacinth
Cow	Camel	Fish
Humans	Sand wider snake	Whale

Teacher explains why we learn this lesson

Teacher writes the concepts map of the chapter / unit step by step in a table form.

Students practice questions & Activities:

3. Make a table showing the concepts of habitats.

Assessment:

What is the relationship between organisms and habitat.

Students study the table in groups

List out all the various organisms and their habitats around you.

Copy the table in their note books.
• Explain connection between concepts in the Table.

Strategies for Practice period -I

Key words reading
Habitat, characteristics, surroundings, organisms.

Write key words from the text what they learnt in the previous period and read them.

Read key words and discuss meaning in groups. Identify this picture and discuss in groups.

Read key words individually with spelling and Syllables division. Write some sentences on this picture.

Similar lines reading	<ul style="list-style-type: none"> • Different climatic conditions and different regions on the earth. • Aquatic organisms uses dissolved air present in the water. • In every habitat both biotic and abiotic factors are interdependent on each other. 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table. • Prepare their own similar lines based on the text. 	Read lines individually.
Synopsis reading <ul style="list-style-type: none"> • Very smallest to the largest organisms live in any habitat. • There is a difference in surroundings between other habitats and our house. • Different species live in a single habitat. • The place where organisms live is called habitat. 	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Ask some comprehension question on the synopsis like. • What is habitat? • What do you observe in a habitat? 	Write synopsis on their own <ul style="list-style-type: none"> • Read synopsis in groups. 	Read synopsis individually
Writing / editing	Conduct seen / unseen dictation on keywords / similar	Conduct editing in groups	Write explanation or meaning of key words

	lines		on their own
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Teaching Period – 2

<p>Key words <i>Adaptation, biotic, abiotic, terrestrial habitat, aquatic habitat.</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly.</i></p> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<p><i>Read key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i></p> <ul style="list-style-type: none"> • <i>Copy the key words in their note book</i> 																
<p>Conceptual understanding / Learning activities</p> <table border="1" data-bbox="264 824 728 1130"> <tr> <td>Forest</td> <td>Mountains</td> <td>Desert</td> <td>Sea</td> </tr> <tr> <td>Lion</td> <td>Yak</td> <td>Opuntia</td> <td>Fish</td> </tr> <tr> <td>Deer</td> <td>Snow leopard</td> <td>Cactus</td> <td>Whale</td> </tr> <tr> <td>Neem</td> <td>Eucalyptus</td> <td>Camel</td> <td>Star fish</td> </tr> </table>	Forest	Mountains	Desert	Sea	Lion	Yak	Opuntia	Fish	Deer	Snow leopard	Cactus	Whale	Neem	Eucalyptus	Camel	Star fish	<p><i>Teacher explains the concept – The living organisms – characteristics and habitats in a discussion mode by asking questions like</i></p> <ul style="list-style-type: none"> • <i>What is adaptation?</i> • <i>What are biotic and abiotic components?</i> • <i>What is terrestrial habitat?</i> • <i>What is aquatic habitat?</i> • <i>What are the differences between terrestrial and aquatic habitats?</i> <p>https://www.youtube.com/watch?v=m-zXiOsBQU</p>	<p><i>Write brief notes on what they observed in the display.</i></p>	<p><i>Prepare answers for the question on their own.</i></p>
Forest	Mountains	Desert	Sea																
Lion	Yak	Opuntia	Fish																
Deer	Snow leopard	Cactus	Whale																
Neem	Eucalyptus	Camel	Star fish																
<p>Recapitulation/ Summary/ synopsis readings</p>	<p><i>A few questions like</i></p> <ul style="list-style-type: none"> • <i>What is the relationship between biotic and abiotic components?</i> • <i>Name some mountain region species?</i> • <i>Where does starfish live?</i> <p>Assessment:</p>	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i></p> <ul style="list-style-type: none"> • <i>Copy the synopsis in their note books</i> 																

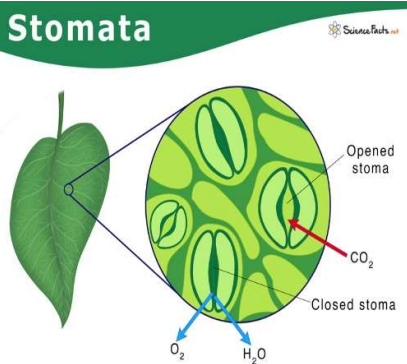
	<ul style="list-style-type: none"> • What are the differences between desert and mountain habitat? • Draw a picture of any habitat. 		
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Practice period -2

<p>Key words reading Adaptation, biotic, abiotic, terrestrial habitat, aquatic habitat.</p>	Write key words from the text what they learnt in the previous period and read them with syllables division	Read key words and discuss meaning in group	Read key words individually with spelling and Syllables division. • Explain key words orally
<p>Similar lines reading</p>	<ul style="list-style-type: none"> • A morphological or physiological modification in an organism to fit easily in its habitat is called adaptation. • The organisms both plants and animals living in a habitat are its biotic components. • The non living things such as rocks, soil, air and water in the habitat constitute its abiotic components. 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	Read lines individually
<p>Synopsis reading</p> <ul style="list-style-type: none"> • Some aquatic plants float on water, some have the roots fixed in the soil at the bottom, some are submerged in the water. • Many sea animals have streamlined bodies to help them move easily in water. • Fishes have gills to help them use oxygen dissolved in 	Write synopsis based on key words and similar lines on the board and give one model reading	Write synopsis on their own Read synopsis in groups.	Read synopsis individually

<i>water.</i>			
Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>

Teaching Period – 3

<p>Key words <i>Desert habitat, mountain regions, transpiration, prey and predator.</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i></p> <ul style="list-style-type: none"> <i>Teacher reads the selected concept or para loudly.</i> 	<i>Read key words in groups – peer group reading</i>	<i>Read key words individually</i> <ul style="list-style-type: none"><i>Copy the key words in their note book.</i>
<p>Conceptual understanding / Learning activities</p> 	<p><i>Teacher instructs the students to study the picture given in the table in group and present their understanding.</i></p> <p><i>Teacher explains the concept and Ask some questions</i></p> <ul style="list-style-type: none"> <i>What is transpiration?</i> <i>Where does the transpiration happen in plants?</i> <i>What is prey?</i> <i>What is predator?</i> <i>What are the differences between prey and predator?</i> <i>Name some species living in mountain region.</i> <p>https://www.youtube.com/watch?v=5jJLfwTkGe8</p>	<i>Read the given concept in textbook and present their understandings</i>	<i>Students discuss and give their answers.</i> <i>Students write their answers.</i>
Recapitulation/ Summary/ synopsis readings	<p><i>Ask few questions like</i></p> <ul style="list-style-type: none"> <i>What is stomata and where it is located?</i> <i>Name some species living in a desert habitat?</i> <p>Assesment:</p>	<i>Read synopsis in group and discuss about the concepts they learnt</i>	<i>Read synopsis individually</i> <ul style="list-style-type: none"><i>Copy the synopsis in their note books.</i>



	<ul style="list-style-type: none"> • Write some adaptations in desert organisms. • Draw a diagram of stomata. 		
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Practice period -3

Key words reading	Write key words from the text what they learnt in the previous period and read them with syllables division.	Read key words and discuss meaning in groups	Read key words individually with spelling and Syllables division. • Explain key words orally
Similar lines reading	Write similar lines like a substitution table on the board and give one model reading <ul style="list-style-type: none"> • The evaporation of excess water from the surface of leaves through stomata is called transpiration. • An organism that is caught and killed by another for food is called prey. • An animal that naturally preys on another organism for the food is called predator. 	Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text	Read lines individually
Synopsis reading <ul style="list-style-type: none"> • Stomata occurs in plants, it helps in transpiration and exchange of gases. • In cactus and opuntia the leaves are modified into spines and stem acts as a 	Write synopsis based on key words and similar lines on the board and give one model reading.	Write synopsis on their own • Read synopsis in groups.	Read synopsis individually

<p><i>photosynthetic organ.</i></p> <ul style="list-style-type: none"> • <i>Yaks and snow leopard are living in the mountain regions.</i> 			
Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>

Teaching Period – 4

<p>Key words <i>Energy, response, stimuli, excretion, breathing, reproduction, living and non-living things.</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i></p> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<p><i>Read key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i></p> <ul style="list-style-type: none"> • <i>Copy the key words in their note book.</i>
<p>Conceptual understanding / Learning activities</p> 	<p><i>Teacher instructs the students to study the picture given in the table.</i></p> <p><i>Teacher explains the concept and</i></p> <p><i>Ask some questions</i></p> <ul style="list-style-type: none"> • <i>What is the importance of food in all organisms?</i> • <i>What are characteristics?</i> • <i>List out some non-living thing characteristics.</i> 	<p><i>Read the given concept in textbook and present their understandings</i></p> <p><i>Students discuss and give their answers.</i></p> 	<p><i>Write few sentences on this picture in notebooks.</i></p> <p><i>Students write their answers.</i></p>

	<ul style="list-style-type: none"> How do you respond if you suddenly step on a sharp thorn? 		
Recapitulation/ Summary/ synopsis readings	<p>Ask few questions like</p> <ul style="list-style-type: none"> What is photosynthesis? What is stimuli? What is excretion? What is reproduction? What is respiration? <p>Assesment:</p> <ul style="list-style-type: none"> Write few sentences on importance of excretion. Draw a picture of plant germination from seed step wise. 	Read synopsis in group and discuss about the concepts they learnt	<p>Read synopsis individually</p> <ul style="list-style-type: none"> Copy the synopsis in their note books.

Practice period – 4

Key words reading	Write key words from the text what they learnt in the previous period and read them with syllables division.	Read key words and discuss meaning in groups	<p>Read key words individually with spelling and Syllables division.</p> <ul style="list-style-type: none"> Explain key words orally 												
Similar lines reading	<table border="1"> <tr> <td>Stone</td> <td>is an</td> <td>Living thing.</td> </tr> <tr> <td>Human</td> <td>example</td> <td></td> </tr> <tr> <td>Paper</td> <td>of</td> <td>Non-living thing.</td> </tr> <tr> <td>Cactus</td> <td></td> <td></td> </tr> </table>	Stone	is an	Living thing.	Human	example		Paper	of	Non-living thing.	Cactus			<p>Read similar sentences in groups.</p> <ul style="list-style-type: none"> Add some more lines to the substitution table Prepare their own similar lines based on the text 	Read lines individually
Stone	is an	Living thing.													
Human	example														
Paper	of	Non-living thing.													
Cactus															
Synopsis reading	<ul style="list-style-type: none"> Food gives us energy. <p>Write synopsis based on key</p>	Write synopsis on their own	Read synopsis individually												

<ul style="list-style-type: none"> • <i>Breathing is part of a process in organisms.</i> • <i>Plants make their own food by the process of photosynthesis.</i> • <i>Changes in our surroundings that makes us respond to them is called stimuli.</i> • <i>The process of getting rid of wastes by organisms is known as excretion.</i> • <i>Animals give birth to young ones or eggs whereas plants differ in the process.</i> 	<p><i>words and similar lines on the board and give one model reading.</i></p>	<ul style="list-style-type: none"> • <i>Read synopsis in groups.</i> 	
<p><i>Writing / editing</i></p>	<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own.</i></p>

SIGNATURE OF THE TEACHER:

SIGNATURE OF THE HEADMASTER:

SIGNATURE OF THE SUPERVISER

Lesson Plan – 6th Class

NAME OF THE TEACHER:

NAME OF THE SCHOOL:

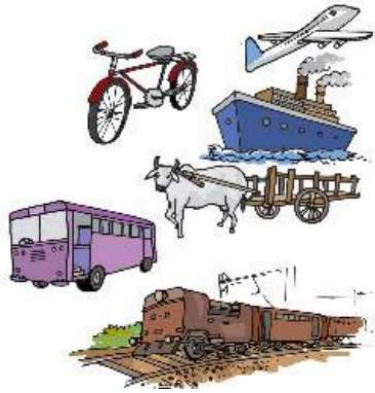
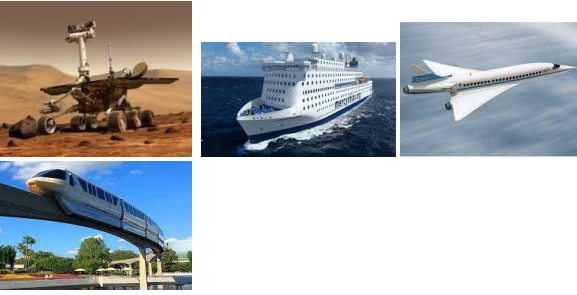
<i>Name of the Lesson/Unit</i>	<i>Topic</i>	<i>No. of Periods Required</i>	<i>Time line for teaching</i>		<i>Any specific Information</i>
			<i>From</i>	<i>to</i>	
7. Motion and Movement	<i>Prerequisites and Means of Transport</i>	<i>1+1</i>			<i>Space crafts, Supersonic Aeroplanes</i>
	<i>Measuring the length of a desk</i>	<i>1+1</i>			<i>Metric system</i>
	<i>Some measurements</i>	<i>1+1</i>			<i>Indus civilization</i>
	<i>Correct Measurement of Length, Motion</i>	<i>1+1</i>			<i>Egypt</i>
	<i>Types of Motion</i>	<i>1+1</i>			
	<i>Total</i>	<i>10</i>			

Learning Outcomes: Students will be able to

20. *Learn about the ancient and modern Means of transport*
21. *Learn about Old methods of Measuring*
22. *Understand the importance of uniform measurements*
23. *Explain the process of Measuring lengths using Meter scale*
24. *Understand different types of Motion*
25. *Identify the objects of moving and in rest*
26. *Give examples for different types of Motion*
27. *Appreciate the different motions around us*

***Stratagies for Teaching Period
Teaching Period 1***

<i>Step</i>	<i>I Do</i>	<i>We Do</i>	<i>You Do</i>
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<p>Pre Requisites <i>Bus, Train, Boat, Aeroplane, Bullock cart</i> <i>Other Transport used in Ancient times</i></p>  	<ul style="list-style-type: none"> • <i>Teacher starts discussion on what children did in summer vacation.</i> • <i>Where did you go in holidays?</i> • <i>How did you go ?</i> • <i>Name some Means of Transport we use?</i> • <i>How much the ticket ?</i> • <i>How many of you travelled by Aeroplane?</i> <p><i>Teacher writes prerequisites on the board, guide the students to discuss in their group and present</i></p>	<p><i>Students discuss in groups their understanding about prerequisites</i></p>	<p><i>write the prerequisites in their note books .</i></p>
	<p><i>Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.</i></p>	<p><i>Discuss and give answers</i></p>	
<p>Relevance of the lesson</p> <p>Concept map</p>	<p><i>Teacher explains why do we learn this lesson</i></p> <p><i>Teacher writes the concepts map of the</i></p>	<p><i>Students study the flow chart in groups</i></p>	<p><i>Copy the flow chart in their note books.</i></p>

Means of Transport				<i>chapter / unit step by step in a flow chart form.</i> Students practice questions & Activities: 4. Make a flow chart showing the Means of Transport of Ancient and Modern times Assessment: Arrange the Modes of Transport from ancient times to present		
Air	Road	Water	Railway			
Aeroplane Helicopter	Car Bus Cycle Bullock Cart	Boat Ship	Monorail Electrical Train Seam Engine Train Diesel Engine Train			

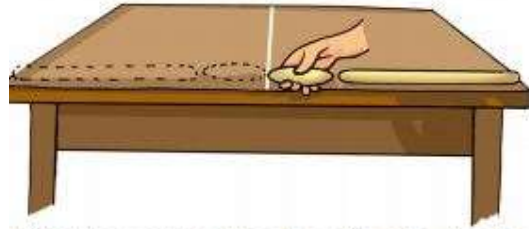
Strategies for Practice period -I

Key words reading <i>Means of transport, Space Craft, Supersonic aeroplane, Electric Train, Ancient times, Bullock cart</i>	<i>Write key words from the text and read them.</i>	<i>Read key words and discuss meaning in groups</i>	<i>Read key words individually with spelling and Syllables division. Explain key words orally</i>									
Similar lines reading <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><i>People used</i></td> <td style="text-align: center;"><i>Bullock cart</i></td> <td style="text-align: center;"><i>For transport</i></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>Horse</i></td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;"><i>Donkeys</i></td> <td></td> </tr> </table>	<i>People used</i>	<i>Bullock cart</i>	<i>For transport</i>		<i>Horse</i>			<i>Donkeys</i>		<ul style="list-style-type: none"> • <i>People used bullock carts for transportation</i> <p style="text-align: center;"><i>People used Horse for transportation</i></p> <p style="text-align: center;"><i>People used Donkeys for transportation</i></p>	<ul style="list-style-type: none"> • <i>Read similar sentences in groups.</i> • <i>Add some more lines to the substitution table</i> • <i>Prepare their own similar lines based on the text</i> 	<i>Read lines individually</i>
<i>People used</i>	<i>Bullock cart</i>	<i>For transport</i>										
	<i>Horse</i>											
	<i>Donkeys</i>											
Synopsis reading <i>People did not have means of Transport. They used to go on foot and carry goods on their back.</i>	<ul style="list-style-type: none"> • <i>Write synopsis based on key words and similar lines on the board and give one</i> 	<i>Write synopsis on their own</i> <ul style="list-style-type: none"> • <i>Read synopsis in groups.</i> 	<i>Read synopsis individually</i>									

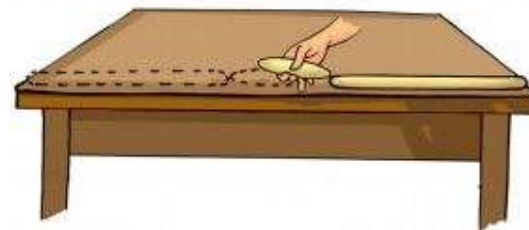
<p><i>Later they used animals for transportation. Invention of Wheel made great change in transportation.</i></p>	<p><i>model reading.</i></p> <ul style="list-style-type: none"> • <i>Ask some comprehension question on the synapses like</i> • <i>How did the people of ancient times go to far away places?</i> • <i>What effect the Wheel brought in transportation ?.</i> 		
<p>Writing / editing</p>	<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own .</i></p>

Teaching Period – 2

<p>Key words <i>Distance, Measure, Gilli, Danda, String Length. Scale</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly.</i></p> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<p><i>Reed key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i></p> <ul style="list-style-type: none"> • <i>Copy the key words in their note book</i>
<p>Conceptual understanding / Learning activities</p>	<p><i>Teacher asks the following questions and discuss</i> <i>How long is this room?</i> <i>How far is your village to school?</i> <i>Teacher explains the concept – Measuring of Objects like Table or</i></p>	<p><i>Write brief notes on what they observed in the display.</i></p>	<p><i>Prepare answers for the question on their own.</i></p>



7.2 Measuring the length of a desk with gilli and danda



7.3 Measuring the length of the desk with a different set of gilli and danda

*Bench in the class room.
What do you observe this picture?*

How was the length of the desk measured?

Is the desk divided equally?

Is it the better way of measuring the desk?

*Now observe the picture.
What do you observe here ?*

Using different Gilli, Danda give the same result ?

Is it the right way of measuring any objects?

*Now observe the picture.
What do you observe here ?*


*Can we use String lengths to measure the desk correctly ?
What could we do if small length is remained?
Do you have any idea of using other instruments to measure the length easily?*

Students participate in discussion and give the answers

and points note down their note books

Students participate in discussion and give the answers

Student participate in discussion and note the points

 <p>7.4 Measuring the length of the desk with string lengths</p>												
<p>Recapitulation/ Summary/ synopsis readings</p> <p><i>We have to measure the lengths or distances. We can use different measuring methods. Gilli, Danda or Ropes or Strings can be used. There may be a difference using such type of things to measure the lengths or distances</i></p>	<p>Assessment: <i>What are the things used to measure lengths in this lesson?</i></p>	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i> • <i>Copy the synopsis in their note books</i></p>									
<p>Key words reading Distance, Measure, Gilli,Danda, String Length. Scale</p>	<p><i>Write key words from the text what they learnt in the previous period and read them with syllables division</i></p>	<p><i>Read key words and discuss meaning in group</i></p>	<p><i>Read key words individually with spelling and Syllables division.</i> • <i>Explain key words orally</i></p>									
<p>Similar lines reading</p> <table border="1" data-bbox="264 1349 825 1474"> <tr> <td><i>We use</i></td> <td><i>sticks</i></td> <td><i>For measuring</i></td> </tr> <tr> <td></td> <td><i>Strings</i></td> <td></td> </tr> <tr> <td></td> <td><i>Ropes</i></td> <td></td> </tr> </table>	<i>We use</i>	<i>sticks</i>	<i>For measuring</i>		<i>Strings</i>			<i>Ropes</i>		<p><i>We use sticks for measuring</i> <i>We use Strings for measuring</i></p>	<ul style="list-style-type: none"> • <i>Read similar sentences in groups.</i> • <i>Add some more lines to the</i> 	<p><i>Read lines individually</i></p>
<i>We use</i>	<i>sticks</i>	<i>For measuring</i>										
	<i>Strings</i>											
	<i>Ropes</i>											

	<i>We use ropes for measuring</i>	<i>substitution table</i> <ul style="list-style-type: none"> • <i>Prepare their own similar lines based on the text</i> 	
Synopsis reading <i>We have to measure the lengths or distances. We can use different measuring methods. Gilli, Danda or Ropes or Strings can be used. There may be a difference using such type of things to measure the lengths or distances</i>	<i>Write synopsis based on key words and similar lines on the board and give one model reading</i>	<i>Write synopsis on their own</i> <i>Read synopsis in groups.</i>	<i>Read synopsis individually</i>
Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>

Teaching Period – 3

Key words <i>Measure, Length Breadth Foot Handspan Unit</i>	<i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<i>Reed key words in groups – peer group reading</i>	<i>Read key words individually</i> <ul style="list-style-type: none"> • <i>Copy the key words in their note book.</i> 							
Conceptual understanding / Learning activities <table border="1" data-bbox="268 1360 653 1474"> <tr> <td>Sl . No</td> <td>Name of the student</td> <td>Length of classroom</td> <td>Width of room</td> </tr> </table>	Sl . No	Name of the student	Length of classroom	Width of room	https://youtu.be/thdS9ZiMX1c <i>Teacher instructs the students to measure the classroom individually using their foot and fill in the data in</i>	<i>Understand the instructions of the teacher students do the work and fill in the data</i>	<i>Note the data in their note books</i> <table border="1" data-bbox="1499 1360 1824 1474"> <tr> <td>Sl . No</td> <td>Name of the student</td> <td>Length of classroom</td> </tr> </table>	Sl . No	Name of the student	Length of classroom
Sl . No	Name of the student	Length of classroom	Width of room							
Sl . No	Name of the student	Length of classroom								

1				table 7.1 given in the	Students follow the instructions and do the activity	1				
2				textbook		2				
3						3				
Sl	Who	No of hand		Teacher instructs the	Students write their answers.	Sl	Who	No of hand		
.	measured	spans		students to measure the class		.	measured	spans		
N	the width of			room individually using their		N	the width of			
o	the table			hand span and fill in the data	o	the table				
1				in table 7.2 given in the	1					
2				textbook	2					
3				What is the length of the	3					
				class room ?						
				Is it same for all students ?						
				How many foot spans or						
				Hand spans are taken for						
				measuring the table?						
				Do you find any differences						
				among all measurements ?						
Recapitulation/ Summary/ synopsis readings				Ask few questions like	Read synopsis in group and discuss about the concepts they learnt	Read synopsis individually				
1. We use Foot Span, Hand Span for measuring lengths				1. Is Foot or Hand span give equal measurement for all?		• Copy the synopsis in their note books.				
2. measurement means the comparison of an unknown quantity with some known quantity				2. What is a Unit?						
3. Known fixed quantity is Unit				3. Why do we need a standard measurement ?						

Practice period -3

Key words reading Measure,	Write key words from the text	Read key words and	Read key words individually with
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Length Breadth Foot Handspan Unit	what they learnt in the previous period and read them with syllables division.	discuss meaning in groups	spelling and Syllables division. • Explain key words orally									
Similar lines reading <table border="1" style="margin-left: 20px;"> <tr> <td></td> <td>Foot</td> <td>To measure the length</td> </tr> <tr> <td>We use</td> <td>Handspan</td> <td></td> </tr> <tr> <td></td> <td>Fist</td> <td></td> </tr> </table>		Foot	To measure the length	We use	Handspan			Fist		Write similar lines like a substitution table on the board and give one model reading We use Foot To measure the length We use Handspan To measure the length We use Fist To measure the length	Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text	Read lines individually
	Foot	To measure the length										
We use	Handspan											
	Fist											
Synopsis reading 1. We use Foot Span, Hand Span, Fist for measuring lengths 2. Measurement means the comparison of an unknown quantity with some known quantity 3. Known fixed quantity is Unit	Write synopsis based on key words and similar lines on the board and give one model reading.	Write synopsis on their own • Read synopsis in groups.	Read synopsis individually									
Writing / editing	Conduct seen / unseen dictation on keywords / similar lines	Conduct editing in groups	Write explanation or meaning of key words on their own.									

Teaching Period – 4

Key words Excavations, Cubit, Yard, Metric System,	Teacher writes key words from the concepts going to teach in this period on the	Reed key words in groups – peer group reading	Read key words individually • Copy the key words in their note book.
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<p>SI Units,</p>	<p>board and explain briefly.</p> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 																																		
<p>Conceptual understanding /Learning activities</p>  <table border="1" data-bbox="193 898 646 1117"> <thead> <tr> <th>Sl. No</th> <th>Name of the student</th> <th>Length of classroom</th> <th>Width of Class room</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="193 1144 646 1364"> <thead> <tr> <th>Sl. No</th> <th>Name of the student</th> <th>Height in CMS</th> <th>Height in Handspans</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>7.6 Measuring the length of a curved Line</p>	Sl. No	Name of the student	Length of classroom	Width of Class room	1				2				3				Sl. No	Name of the student	Height in CMS	Height in Handspans	1				2				3				<p>Teacher shows the pictures and ask them</p> <ol style="list-style-type: none"> 1.What do you observe in the picture? 2.Can we use them in measuring similar things or different? 3.Can we use these for measuring Long distances ? 4.Who use the tape for measuring ? <p>Students are asked to measure the classroom with a scale and note down the readings</p> <p>Students are asked to measure the heights of students with a scale and with handspan and note down the readings</p>	<p>Students discuss and give their answers.</p> <p>Students note down the readings and discuss</p> <p>Students discuss and</p>	<p>Students write their answers.</p>
Sl. No	Name of the student	Length of classroom	Width of Class room																																
1																																			
2																																			
3																																			
Sl. No	Name of the student	Height in CMS	Height in Handspans																																
1																																			
2																																			
3																																			



Fig. 7.10 Measuring the length of a curved line with a thread

Objects at rest	Objects in Motion
House	Bird

Observe the movement of an ant



1. How do we measure a curved line?
2. Can we measure it with a scale?

Name some Objects and fill in the data in the table

Conduct the activity of ant movement along with a paper using sugar on it

give their answers

Students discuss and give their answers

Objects at rest	Objects in Motion
House	Bird

Recapitulation/ Summary/ synopsis readings
1. Scientists accepted standard units of measurements for uniformity
2. For measuring large distances we use KM as a unit
3. 1 Metre = 100 cms
1CM = 10 mm.
1KM = 1000 metres
4. SI unit of length is Metre
5. The change of position of an object with respect to time is called Motion

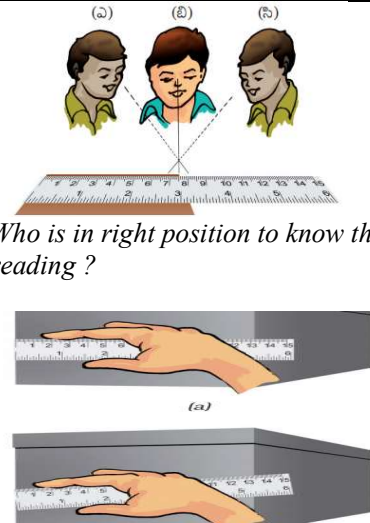
Ask few questions like
 1. Have you find any difference in the readings measured by a scale?
 2. What is the difference you find in using the scale and foot or handspan?
 3. Are all objects in movement or in rest?
 4. How does an ant move in a straight line or zig zag?

Read synopsis in group and discuss about the concepts they learnt

Read synopsis individually
 • Copy the synopsis in their note books.

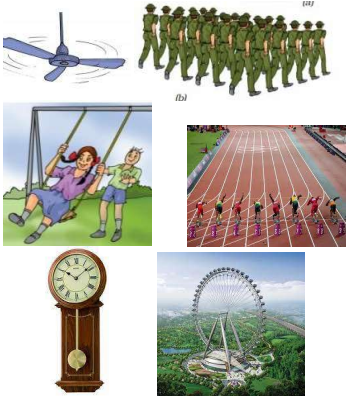
Practice period – 4

<p>Key words reading Excavations, Cubit, Yard, Metric System, SI Units, Motion</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>						
<p>Similar lines reading</p> <table border="1" data-bbox="195 724 663 870"> <tr> <td>S.I unit of distance is</td> <td></td> </tr> <tr> <td>100 cm equals to</td> <td>Metre</td> </tr> <tr> <td>1 KM is equal to</td> <td>1000</td> </tr> </table>	S.I unit of distance is		100 cm equals to	Metre	1 KM is equal to	1000	<p>S.I. unit of distance is Metre</p>	<p>Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text</p>	<p>Read lines individually</p>
S.I unit of distance is									
100 cm equals to	Metre								
1 KM is equal to	1000								
<p>Synopsis reading 1.Scientists accepted standard units of measurements for uniformity 2.For measuring large distances we use KM as a unit 3.1Meter = 100 cms 1CM=10 mm. 1KM= 1000 metres 4.SI unit of length is Metre 5.The change of position of an object with respect to time is called Motion</p>	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own • Read synopsis in groups.</p>	<p>Read synopsis individually</p>						
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own.</p>						

	 <p>Who is in right position to know the reading ?</p> <p>Which is right of using a scale ?</p>		
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Teaching Period – 5

<p>Key words Circular Motion Rectilinear Motion Periodic Motion Sprinters Track March past Parade</p>	<p>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</p> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	<p>Read key words in groups – peer group reading</p>	<p>Read key words individually</p> <ul style="list-style-type: none"> • Copy the key words in their note book.
<p>Conceptual understanding /Learning activities</p>	<p>https://youtu.be/8qh--3X6E5w https://youtu.be/7J_Pi4Xuk7Y</p> <p>Teacher shows the pictures and</p>	<p>Read the given concept in textbook and present their understandings</p>	<p>Students write their answers</p>

 <p>Conduct activity 7 in the lesson</p> <p>Some Objects show combination of different Motions .</p>	<p>vedeos and ask them</p> <ol style="list-style-type: none"> 1.What do you observe in the pictures? 2.The motion in these pictures are same or not? 3.Could you find the similar ones in these pictures ? <ol style="list-style-type: none"> 1.Observe the motion of the stone tied with a thread 2.Is the distance changed in motion ? 	<p>Students discuss and give their answers.</p> <p>Student participate in the activity</p> <p>Students discuss and give their answers.</p>	<p>Students write their answers</p>
<p>Recapitulation/ Summary/ synopsis readings</p> <ol style="list-style-type: none"> 1.The Motion along a straight line is called Rectilinear Motion 2. The movement of the body in a circular path is called Circular Motion 3. A motion that repeats itself at regular intervals is called Periodic Motion <p>Some Objects show combination of different Motions .</p>	<p>Ask few questions like</p> <ol style="list-style-type: none"> 1.What is Rectilinear Motion ? 2.Give examples for Circular Motion ? 3.What type of Motions you observe in a car wheel when it is in movement. 	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually</p> <ul style="list-style-type: none"> • Copy the synopsis in their note books.

Practice period – 5

<p>Key words reading</p> <p>Circular Motion</p> <p>Rectilinear Motion</p> <p>Periodic Motion</p> <p>Sprinters</p> <p>Track</p> <p>March past,Parade</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division.</p> <ul style="list-style-type: none"> • Explain key words orally
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<p>Similar lines reading</p> <table border="1" data-bbox="237 318 642 513"> <tr><td>Soldiers</td><td rowspan="5">move</td><td rowspan="5">in Rectilinear motion</td></tr> <tr><td>Cars</td></tr> <tr><td>Buses</td></tr> <tr><td>Sprinters</td></tr> <tr><td>Trains</td></tr> </table> <table border="1" data-bbox="237 574 695 786"> <tr><td>Fan blades</td><td rowspan="4">show</td><td rowspan="4">Circular motion</td></tr> <tr><td>Giant Wheel</td></tr> <tr><td>Clock Hands</td></tr> <tr><td>Pottery wheel</td></tr> </table> <table border="1" data-bbox="237 847 716 1062"> <tr><td>Swing</td><td rowspan="4">shows</td><td rowspan="4">Periodic motion</td></tr> <tr><td>Pendulum</td></tr> <tr><td>Branch of a Tree</td></tr> <tr><td>Strings of Guitar</td></tr> </table>	Soldiers	move	in Rectilinear motion	Cars	Buses	Sprinters	Trains	Fan blades	show	Circular motion	Giant Wheel	Clock Hands	Pottery wheel	Swing	shows	Periodic motion	Pendulum	Branch of a Tree	Strings of Guitar	<p><i>1.Soldiers move in Rectilinear Motion.</i></p> <p><i>2.Cars move in Rectilinear motion</i></p> <p><i>.1.Fan blades show circular Motion</i></p> <p><i>2.Pottery wheel shows circular Motion</i></p> <p><i>1.Swing shows Periodic Motion</i></p> <p><i>2.Strings of Guitar shows Periodic motion</i></p>	<p><i>Read similar sentences in groups.</i></p> <ul style="list-style-type: none"> <i>• Add some more lines to the substitution table</i> <i>• Prepare their own similar lines based on the text</i> 	<p><i>Read lines individually</i></p>
Soldiers	move			in Rectilinear motion																		
Cars																						
Buses																						
Sprinters																						
Trains																						
Fan blades	show	Circular motion																				
Giant Wheel																						
Clock Hands																						
Pottery wheel																						
Swing	shows	Periodic motion																				
Pendulum																						
Branch of a Tree																						
Strings of Guitar																						
<p>Synopsis reading</p> <p>1.The Motion along a straight line is called Rectilinear Motion</p> <p>2. The movement of the body in a circular path is called Circular Motion</p> <p>3. A motion that repeats itself at regular intervals is called Periodic Motion</p> <p>4. Some Objects show combination of different Motions</p>	<p><i>Write synopsis based on key words and similar lines on the board and give one model reading.</i></p>	<p><i>Write synopsis on their own</i></p> <ul style="list-style-type: none"> <i>• Read synopsis in groups.</i> 	<p><i>Read synopsis individually</i></p>																			
<p>Writing / editing</p>																						

	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>
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Signature of the teacher

Signature of visiting officer

Signature of Head Master

Lesson Plan – 6th Class

NAME OF THE TEACHER:

NAME OF THE SCHOOL:

<i>Name of the Lesson/Unit</i>	<i>Topic</i>	<i>No.of Periods Required</i>	<i>Time line for teaching</i>		<i>Any specific Information</i>
			<i>From</i>	<i>to</i>	
<i>8. Light shadows</i>	<i>Prerequisites and type of objects</i>	<i>1+1</i>			<i>Solar eclipse</i>
	<i>What are shadows</i>	<i>1+1</i>			
	<i>Pinhole camera</i>	<i>1+1</i>			

and reflection	<i>Reflections</i>	<i>1+1</i>			
	<i>Total</i>	8			

Learning Outcomes: Students will be able to

- 28. Learn about the importance of Light in our life*
- 29. Learn about the different objects which allow light through them.*
- 30. Understand the importance of Luminous Objects*
- 31. Understand the light property of reflection*
- 32. Explain how shadows are formed*
- 33. Prepare the Pinhole camera on his own*
- 34. Make fun of doing different shadows using his body parts.*
- 35. Appreciate the light property of reflection and its usage in our daily life.*

**Strategies for Teaching Period
Teaching Period 1**

Step	I Do	We Do	You Do
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Pre Requisites

Light, Candle, Torch, Sun, Stars, Moon, Transparent, Opaque, Translucent



Object	Can see through the Object	Transparent/Opaque/Translucent
Paper		
Eraser		
Bottle		

- Teacher starts discussion on what are the objects around us
- How do we see these objects?
- Conducting Activity 1
- Can we see the objects in dark ?
- What do we call those give light?
- Can we see the colours of the objects in dark ?
- What do you think is useful to see an object?
- Name some objects which give us light ?

Teacher writes prerequisites on the board, guide the students to discuss in their group and present

Students discuss in groups their understanding about prerequisites

write the prerequisites in their note books .

Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.

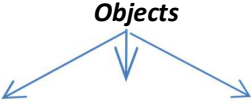
Discuss and give answers

Relevance of the lesson

Teacher explains why do we learn this lesson

Students study the flow

Copy the flow chart in

<p>Concept map</p>  <p>Transparent Opaque Translucent</p>	<p>Teacher writes the concepts map of the chapter / unit step by step in a flow chart form.</p> <p>Students practice questions & Activities:</p> <p>5. Make a flow chart showing the Objects of different kind depend upon passing light through them.</p> <p>Assessment: Glass tumbler is an example for _____</p>	<p>chart in groups</p>	<p>their note books.</p>
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Strategies for Practice period -I

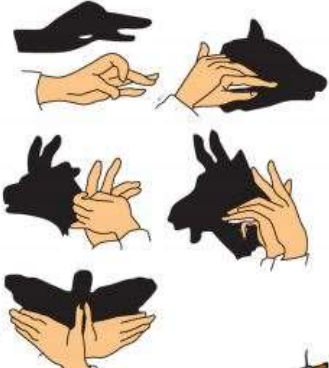
<p>Key words reading Transparent , Opaque, Translucent, Luminous</p>	<p>Write key words from the text and read them.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. Explain key words orally</p>						
<p>Similar lines reading</p> <table border="1" data-bbox="193 1279 676 1463"> <tr> <td>Transparent Objects</td> <td></td> <td rowspan="2">allow light</td> <td rowspan="2">through them</td> </tr> <tr> <td>Opaque Objects</td> <td>do not</td> </tr> </table>	Transparent Objects		allow light	through them	Opaque Objects	do not	<ul style="list-style-type: none"> Transparent Objects allow light through them. Opaque Objects do not allow light through them Translucent Objects partially allow light through 	<ul style="list-style-type: none"> Read similar sentences in groups. Add some more lines to the substitution table Prepare their own similar lines based on the text 	<p>Read lines individually</p>
Transparent Objects		allow light			through them				
Opaque Objects	do not								

Translucent Objects	partially			<i>them.</i>		
<p>Synopsis reading 1. Opaque objects do not allow light to pass through them. 2. Transparent objects allow light to pass through them and we can see through these objects clearly. 3. Translucent objects allow light to pass through them partially. 4. Objects that give out or emit light of their own are called luminous objects.</p>				<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Ask some comprehension question on the synapses like • Give examples for Transparent Objects? • Rough glass is----- ----- in nature ?. 	<p>Write synopsis on their own</p> <ul style="list-style-type: none"> • Read synopsis in groups. 	<p>Read synopsis individually</p>
<p>Writing / editing</p>				<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own .</p>

Teaching Period – 2

<p>Key words <i>Light, Shadow, Screen, Shape, Angle</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on</i></p>	<p><i>Reed key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i> <ul style="list-style-type: none"> • Copy the key words in </p>
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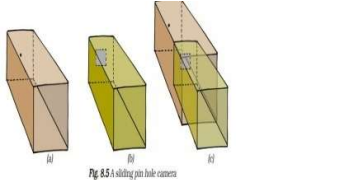
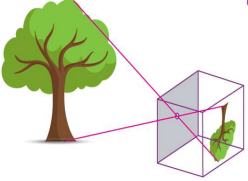

	<p><i>the board, read them for the students and explain briefly.</i></p> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 		<p><i>their note book</i></p>
<p><i>Conceptual understanding / Learning activities:</i></p> <p><i>Conduct the Activity 2 in the lesson showing the formation of Shadows using the Opaque objects.</i></p>  <p><i>Conduct the Activity 3 in the lesson showing the obtaining the Shadows only on Screens.</i></p>	<p><i>Teacher asks the students to draw out lines of the shadow and ask the following questions and discuss</i></p> <ol style="list-style-type: none"> <i>1.Can we identify the Object by seeing the shadow?</i> <i>2.Do you observe your shadow at night without light?</i> <i>3.Can we obtain shadow at night with out a screen back side of the object?</i> <p><i>Now observe the picture. What do you observe here ?</i></p> <ol style="list-style-type: none"> <i>1.Can we say what object it is by Looking at the shadows?</i> <i>2.Are the shadows always give correct information ?</i> <i>3.What will happen if we change the angle of the</i> 	<p><i>Write brief notes on what they observed</i></p> <p><i>Students participate in discussion and give the answers</i></p> <p><i>and points note down their note books</i></p> <p><i>Students participate in discussion and give the answers</i></p>	<p><i>Prepare answers for the question on their own.</i></p> <p><i>Student participate in discussion and note the points</i></p>

	<p>object ? 4.Do you find any difference regarding colour ,smell of an object in its shadow ?</p>								
<p>Recapitulation/ Summary/ synopsis readings</p> <p>1.We need a source of light and an opaque object, to see a shadow. 2.. A shadow is obtained only on a screen 3.Sometimes shadow of an object gives an idea about its shape. 4.shadows can also mislead us about the shape of the object.</p>	<p>Assessment: 1.What are we need to form shadow? 2.Can we obtain shadow at open site at night?</p>	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually • Copy the synopsis in their note books</p>						
<p>Key words reading Light, Shadow,Screen,Shape, Angle</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division</p>	<p>Read key words and discuss meaning in group</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>						
<table border="1"> <tr> <td data-bbox="268 1312 451 1414">Shadow</td> <td data-bbox="451 1312 640 1414">is formed</td> <td data-bbox="640 1312 821 1414">with Opaque objects</td> </tr> <tr> <td data-bbox="268 1414 451 1495"></td> <td data-bbox="451 1414 640 1495"></td> <td data-bbox="640 1414 821 1495">in different sizes and</td> </tr> </table>	Shadow	is formed	with Opaque objects			in different sizes and	<p>Shadow is formed with opaque objects</p> <p>Shadow is formed in different sizes and shapes</p>	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own 	<p>Read lines individually</p>
Shadow	is formed	with Opaque objects							
		in different sizes and							

		<i>shapes</i>	<i>Shadow is formed on screen</i>	<i>similar lines based on the text</i>	
		<i>on screen</i>			
<p>Synopsis reading</p> <p>1. We need a source of light and an opaque object, to see a shadow.</p> <p>2.. A shadow is obtained only on a screen</p> <p>3.Sometimes shadow of an object gives an idea about its shape.</p> <p>4.shadows can also mislead us about the shape of the object.</p>			<p><i>Write synopsis based on key words and similar lines on the board and give one model reading</i></p>	<p><i>Write synopsis on their own</i> <i>Read synopsis in groups.</i></p>	<p><i>Read synopsis individually</i></p>
<p>Writing / editing</p>			<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own.</i></p>

Teaching Period – 3

<p>Key words Pinhole camera Eclipse Straight inverse</p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i> • <i>Teacher reads the</i></p>	<p><i>Read key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i> • <i>Copy the key words in their note book.</i></p>
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	<p><i>selected concept or para loudly.</i></p>		
<p>Conceptual understanding /Learning activities Conduct the Activity 5 in the lesson showing the making of a Pinhole camera.</p>   	<p>https://youtu.be/4jbjolpz2BQ</p> <p><i>Teacher displays the video of making a Pinhole camera</i> <i>Teacher shows the usage of pinhole camera and ask the students some questions like</i></p> <ol style="list-style-type: none"> <i>1.Can we see the colour of the objects ?</i> <i>2.How was the Objects look like ?</i> <i>3.What are the precautions you take to use a pinhole camera ?</i> <i>4.Can we see the sun with pinhole camera at the time of eclipse ?</i> <i>5.Observe the picture.what do you find ?</i> 	<p><i>Students observe the video and participate in the activity</i></p> <p><i>Students follow the instructions and do the activity</i></p>	<p><i>Note the procedure of making the Pinhole camera</i></p> <p><i>Students write their answers.</i></p>
<p>Recapitulation/ Summary/ synopsis readings</p> <p>1.The image formed by a pinhole camera may be</p>	<p><i>Ask few questions like</i></p> <p>1.What is the use of a pinhole camera?</p>	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i></p> <ul style="list-style-type: none"> <i>• Copy the synopsis in their note books.</i>

<p>projected onto a translucent screen for a real-time viewing</p> <p>2. It is used for safe observation of the solar eclipse</p> <p>3.A common use of pinhole photography is to capture the movement of the sun over a long period of time.</p> <p>4.the image formed by a pinhole camera is a real image</p>	<p>2.How was the image formed in a pinhole camera ?</p>		
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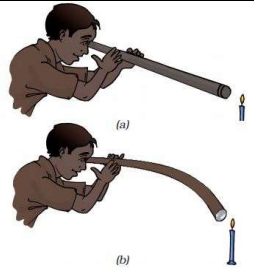

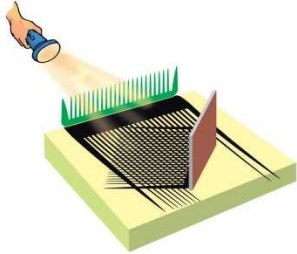
Practice period -3

<p>Key words reading</p> <p>Pinhole camera Eclipse Straight inverse</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division.</p> <ul style="list-style-type: none"> • Explain key words orally 									
<p>Similar lines reading</p> <table border="1" data-bbox="191 964 585 1390"> <tr> <td></td> <td></td> <td>Observing Eclipse</td> </tr> <tr> <td>Pinhole camera</td> <td>is useful for</td> <td>capturing the movement of sun</td> </tr> <tr> <td></td> <td></td> <td>capturing the real image</td> </tr> </table>			Observing Eclipse	Pinhole camera	is useful for	capturing the movement of sun			capturing the real image	<p>Write similar lines like a substitution table on the board and give one model reading</p> <p>1.Pinhole camera is useful for observing eclipse.</p> <p>2.Pinhole camera is useful for capturing the real image.</p>	<p>Read similar sentences in groups.</p> <ul style="list-style-type: none"> • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p>Read lines individually</p>
		Observing Eclipse										
Pinhole camera	is useful for	capturing the movement of sun										
		capturing the real image										
<p>Synopsis reading</p>												

<p>1. The image formed by a pinhole camera may be projected onto a translucent screen for a real-time viewing</p> <p>2. It is used for safe observation of the solar eclipse</p> <p>3. A common use of pinhole photography is to capture the movement of the sun over a long period of time.</p> <p>4. the image formed by a pinhole camera is a real image</p>	<p><i>Write synopsis based on key words and similar lines on the board and give one model reading.</i></p>	<p><i>Write synopsis on their own</i></p> <ul style="list-style-type: none"> • <i>Read synopsis in groups.</i> 	<p><i>Read synopsis individually</i></p>
<p>Writing / editing</p>	<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own.</i></p>

Teaching Period – 4

<p>Key words</p> <p><i>Light , Mirror Straight line, Travel Direction, Reflection</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i></p> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<p><i>Reed key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i></p> <ul style="list-style-type: none"> • <i>Copy the key words in their note book.</i>
<p>Conceptual understanding /Learning activities</p>	<p><i>Teacher shows the pictures and ask them</i></p> <ol style="list-style-type: none"> <i>1. What do you observe in the picture?</i> <i>2. Can the boy in figure 2 see the light of</i> 	<p><i>Students discuss and give their answers.</i></p>	<p><i>Students write their answers.</i></p>

 <p>(a)</p> <p>(b)</p>	<p>the candle?</p> <p>3. Can the boy in figure 1 see the light of the candle?</p> <p>4. What does it mean ?</p> <p>5. Is it shows the path way of the light ?</p> <p>6. If the light travels in curve line who can see the candle ?</p>		
<p>Conduct the activity 7 in a dark room</p> 	<p>Teacher shows the pictures and ask them</p> <p>1. What do you observe in the picture?</p> <p>2. What is the process known as ?</p> <p>2. Can a mirror changes the direction of light that falls on it ?</p> <p>3. If we use more mirrors to change the direction of light from one source of light ?</p>	<p>Students discuss and give their answers</p>	<p>Students write their answers</p>
<p>Conduct the activity 7</p> 	<p>Teacher shows the pictures and ask them</p> <p>1. What do you observe in the picture?</p> <p>2. How is the light travel?</p> <p>3. Is the light reflected from a mirror ?</p>	<p>Students discuss and give their answers</p>	<p>Students write their answers</p>
<p>Recapitulation/ Summary/ synopsis readings</p>	<p>Ask few questions like</p> <p>1. Light travels in a _____ line.</p>	<p>Read synopsis in group</p>	<p>Read synopsis individually</p>

<p>1.Light travels in straight line 2.Light reflects when it falls on a mirror 3.We see our face reflected in a mirror 4.Light reflects on water or a plain surface.</p>	<p>2.We use _____for seeing our faces. 3.What will happens if light does not reflect ?</p>	<p>and discuss about the concepts they learnt</p>	<p>• Copy the synopsis in their note books.</p>
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Practice period – 4

<p>Key words reading Light , Mirror Straight line, Travel Direction, Reflection</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>									
<p>Similar lines reading</p> <table border="1" data-bbox="191 787 512 1055"> <tr> <td data-bbox="191 787 285 901">Light</td> <td data-bbox="285 787 380 901">travels</td> <td data-bbox="380 787 512 901">in a straight line</td> </tr> <tr> <td data-bbox="191 901 285 982"></td> <td data-bbox="285 901 380 982">reflects</td> <td data-bbox="380 901 512 982">from mirrors</td> </tr> <tr> <td data-bbox="191 982 285 1055"></td> <td data-bbox="285 982 380 1055">is useful</td> <td data-bbox="380 982 512 1055">to see objects</td> </tr> </table>	Light	travels	in a straight line		reflects	from mirrors		is useful	to see objects	<p>1.Light travels in a straight line 2.Light reflects from mirror</p>	<p>Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text</p>	<p>Read lines individually</p>
Light	travels	in a straight line										
	reflects	from mirrors										
	is useful	to see objects										
<p>Synopsis reading 1.Light travels in straight line 2.Light reflects when it falls on a mirror 3.We see our face reflected in a mirror 4.Light reflects on water or a plain surface.</p>	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own • Read synopsis in groups.</p>	<p>Read synopsis individually</p>									
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own.</p>									

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Signature of the teacher

Signature of visiting officer

Signature of Head Master

Lesson Plan

NAME OF THE TEACHER:

NAME OF THE SCHOOL:


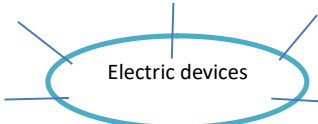
<i>Name of the Lesson/Unit</i>	<i>Topic</i>	<i>No. of Periods Required</i>	<i>Timeline for teaching</i>		<i>Any specific Information</i>
			<i>From</i>	<i>to</i>	
9. Electricity and circuits	<i>Prerequisites, Introduction & Concept mapping</i>	<i>1+1 (1 Teaching Period + 1 Practice Period)</i>			
	<i>9.1 Electric cell</i>	<i>1+1</i>			
	<i>9.2 A bulb connected to an electric cell</i>				
	<i>9.3 An electric circuit</i>	<i>1+1</i>			<i>Save energy save future.</i>
	<i>9.4 Electric switch</i>	<i>1+1</i>			
	<i>9.5 Electric conductors and insulators</i>	<i>1+1</i>			
	<i>Total</i>	<i>10</i>			

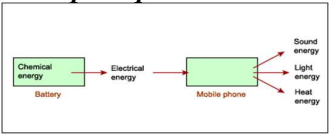
Learning Outcomes: Students will be able to

- 1. Identify basic electrical components.*
- 2. Classify the materials as insulators and conductors.*

3. Explain the differences between insulators and conductors.
4. Identify the importance of power saving and safe usage.
5. Understand open and closed circuits.
6. Draw electric circuit diagrams.
7. Connect components in a circuit.
8. Appreciate the electric instruments and their makers.

**Strategies for Teaching Period
Teaching Period 1**

Step	I Do	We Do	You Do
<p>Pre Requisites</p> <ul style="list-style-type: none"> • Show some electric devices. 	<ul style="list-style-type: none"> • Teacher show some pictures and ask questions to elicit prerequisites like explain in brief. • What is the primary source of light on earth? • What are the sources of light during night time? • Name some electric devices. • Why do we use torch lights? • When do we use torch lights? • Let us discuss <p>Teacher writes prerequisites on the board, guide the students to discuss in their group and present</p>	<p>Students discuss in groups their understanding about prerequisites</p>	<p>write the prerequisites in their note books .</p>
	<p>Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.</p>	<p>Discuss and give answers</p>	

<p>Relevance of the lesson</p> <p>Concept map</p> 	<p>Teacher explains why we learn this lesson</p> <p>Teacher writes the concepts map of the chapter / unit step by step in a flow chart form.</p> <p>Students practice questions & Activities:</p> <p>6. Make a flow chart showing the concepts of electricity and circuits.</p> <p>Assessment: What is the sequence of parts involved in an electric circuits?</p>	<p>Students study the flow chart in groups</p>	<p>Copy the flow chart in their note books.</p> <ul style="list-style-type: none"> • Explain connection between concepts in the flowchart.
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Strategies for Practice period -I

<p>Key words reading Cell, bulb, filament, connect.</p>	<p>Write key words from the text what they learnt in the previous period and read them.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. Explain key words orally</p>
<p>Similar lines reading</p>	<ul style="list-style-type: none"> • Cell is a device which converts chemical energy into electrical energy. • An electric bulb is a device which glows and emits light when electric current is passed through it. • The thin wire that gives off light is called 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p>Read lines individually</p>

	<i>the filament of the bulb.</i>		
Synopsis reading <ul style="list-style-type: none"> • <i>We use electricity for many purposes to make our works easier.</i> • <i>Electricity makes it possible to light our homes, roads, offices, markets and factories.</i> • <i>Electricity helps us to continue working at night.</i> • <i>A power station provides us with electricity.</i> 	<ul style="list-style-type: none"> • <i>Write synopsis based on key words and similar lines on the board and give one model reading.</i> • <i>Ask some comprehension question on the synapses like</i> • <i>What is electricity?</i> • <i>What are electric circuits?</i> 	<i>Write synopsis on their own</i> <ul style="list-style-type: none"> • <i>Read synopsis in groups.</i> 	<i>Read synopsis individually</i>
Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own</i>

Teaching Period – 2

Key words Positive (+), negative (-), terminals, chemicals, glow, electricians.	<i>Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly.</i> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<i>Read key words in groups – peer group reading</i>	<i>Read key words individually</i> <ul style="list-style-type: none"> • <i>Copy the key words in their note book</i>
Conceptual understanding / Learning activities	<i>Teacher explains the concept of</i> <ul style="list-style-type: none"> • <i>Why there are positive and negative terminals on a battery?</i> • <i>What are the</i> 	<i>Write brief notes on what they observed in the display.</i> <i>What are the uses of electric devices in the display?</i>	<i>Prepare answers for the question on their own.</i>

	<p>substances required to prepare a battery?</p> <ul style="list-style-type: none"> • What are the chemicals used in a battery? • What is glow? 		
<p>Recapitulation/ Summary/ synopsis readings</p>	<ul style="list-style-type: none"> • A few questions like • What is the another name for cell? • What is the work of electricians? • What are the uses of chemicals inside a battery? • Write the importance of terminals. <p>Assessment:</p> <ul style="list-style-type: none"> • Name some electric devices. • Write the parts of bulb. • Draw a picture of cell. 	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually</p> <ul style="list-style-type: none"> • Copy the synopsis in their note books

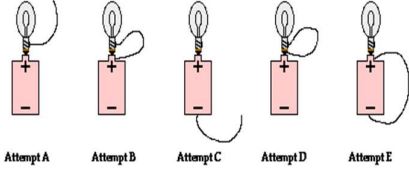
Practice period -2

<p>Key words reading Positive (+), negative(-), terminals, chemicals, glow, electricians.</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division</p>	<p>Read key words and discuss meaning in group</p>	<p>Read key words individually with spelling and Syllables division.</p> <ul style="list-style-type: none"> • Explain key words orally
<p>Similar lines reading</p>	<ul style="list-style-type: none"> • The metal cap is the positive terminal in the electric cell, the metal disc is the negative terminal. • An electric cell produce electricity 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on 	<p>Read lines individually</p>

	<p><i>from the chemicals stored inside it.</i></p> <ul style="list-style-type: none"> <i>To glow is to shine with light.</i> 	<i>the text</i>	
<p>Synopsis reading</p> <ul style="list-style-type: none"> <i>The person who installs and maintains electrical equipment is called electrician.</i> <i>Executing plans of electrical wiring for wall functioning, lighting, intercom and other electrical systems are responsibilities of electricians.</i> <i>The base of the bulb and the metal tip of the base are the two terminals of the bulb.</i> <i>The cell consists of a cylindrical metal can.</i> 	<p><i>Write synopsis based on key words and similar lines on the board and give one model reading</i></p>	<p><i>Write synopsis on their own</i> <i>Read synopsis in groups.</i></p>	<p><i>Read synopsis individually</i></p>
<p>Writing / editing</p>	<p><i>Conduct seen / unseen dictation on keywords / similar lines</i></p>	<p><i>Conduct editing in groups</i></p>	<p><i>Write explanation or meaning of key words on their own.</i></p>

Teaching Period – 3

<p>Key words <i>Electric circuit, current, direction, fuse.</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i></p> <ul style="list-style-type: none"> <i>Teacher reads the selected concept or para loudly.</i> 	<p><i>Read key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i></p> <ul style="list-style-type: none"> <i>Copy the key words in their note book.</i>
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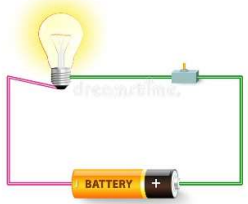
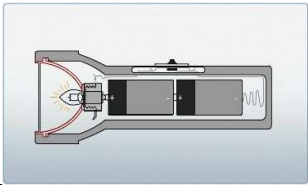
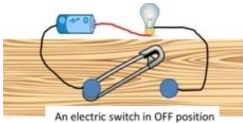
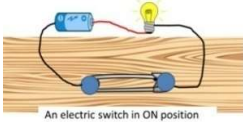
<p>Conceptual understanding /Learning activities</p> <p style="text-align: center;">Unsuccessful Attempts at Lighting the Light Bulb</p>  <p style="text-align: center;">Attempt A Attempt B Attempt C Attempt D Attempt E</p>	<p>Teacher instructs the students to study the picture given in the textbook in group and present their understanding. Teacher explains the concept and</p> <p>Ask some questions</p> <ul style="list-style-type: none"> • What is electric circuit? • What is current? • What are the uses of current? • What is the use of electric circuit? • What is the use of fuse? 	<p>Read the given concept in textbook and present their understandings</p> <p>Students discuss and give their answers.</p>	<p>Students write their answers.</p>
<p>Recapitulation/ Summary/ synopsis readings</p>	<p>Ask few questions like</p> <ul style="list-style-type: none"> • What is the use torch light? • What materials are required in a torch light? • What is the use of electric fuse? <p>Assesment</p> <ul style="list-style-type: none"> • What is the direction of current in the electric circuit? • Draw the diagram of electric circuit with the help of bulb, cell, wires and switch. 	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually</p> <ul style="list-style-type: none"> • Copy the synopsis in their note books.

Practice period -3

<p>Key words reading</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. • Explain key words orally</p>
<p>Similar lines reading</p>	<p>Write similar lines like a substitution table on the board and give one model reading</p> <ul style="list-style-type: none"> • An electric circuit provides a complete path for electricity to flow between the cell and the bulb. • The direction of current is taken to be from the positive to the negative terminal of the electric cell. 	<p>Read similar sentences in groups.</p> <ul style="list-style-type: none"> • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p>Read lines individually</p>
<p>Synopsis reading</p> <ul style="list-style-type: none"> • The electric cell is also called as the electrochemical cell or voltaic cell. • Path from one terminal of the electric cell to the other terminal of the electric cell through wires passing to and from the electric bulb is called electric circuit. • The direction of an electric current away from the positive terminal and towards the negative terminal of the battery. 	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own</p> <ul style="list-style-type: none"> • Read synopsis in groups. 	<p>Read synopsis individually</p>

Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>
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Teaching Period – 4

<p>Key words Devices, safety, switch, thermocolsheeth.</p>	<p><i>Teacher writes keywords from the concepts going to teach in this period on the board and explain briefly.</i> <i>Teacher reads the selected concept or para loudly.</i></p>	<p><i>Read key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i> • <i>Copy the key words in their note book.</i></p>
<p>Conceptual understanding / Learning activities</p> <p>SIMPLE ELECTRIC CIRCUIT</p>  	<p><i>Teacher instructs the students to study the pictures given in the textbook in group and present</i> <i>Teacher explains the concept and</i> <i>Ask some questions</i></p> <ul style="list-style-type: none"> • <i>What is the use of switch in an electric circuit/</i> • <i>What is the use of thermocolsheeth in an electric circuit?</i> • <i>What does a torch consists of?</i> • <i>What makes a torch bulb glow?</i> 	<p><i>Read the given concept in textbook and present their understandings</i> <i>Students discuss and give their answers.</i></p>  	<p><i>Students write their answers.</i></p>
<p>Recapitulation/ Summary/ synopsis readings</p>	<p><i>Ask few questions like</i></p> <ul style="list-style-type: none"> • <i>What is switch?</i> • <i>What materials are</i> 	<p><i>Read synopsis in group and discuss about the concepts they learnt</i></p>	<p><i>Read synopsis individually</i> • <i>Copy the synopsis in their</i></p>

	<p>required in an electric circuit?</p> <ul style="list-style-type: none"> • What is source of current in torch light? • How could safety pin acts as a switch? <p>Assesment</p> <ul style="list-style-type: none"> • What is switch? • Draw the diagram of inside view of a torch light? 		note books.
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Practice period – 4

Key words reading	Write key words from the text what they learnt in the previous period and read them with syllables division.	Read key words and discuss meaning in groups	Read key words individually with spelling and Syllables division. • Explain key words orally									
Similar lines reading	<table border="1"> <tr> <td>Switch</td> <td rowspan="4">is a component of</td> <td>Bulb</td> </tr> <tr> <td>Filament</td> <td>Cell</td> </tr> <tr> <td>Fuse</td> <td>Torch light</td> </tr> <tr> <td>Terminal</td> <td>Circuit</td> </tr> </table>	Switch	is a component of	Bulb	Filament	Cell	Fuse	Torch light	Terminal	Circuit	Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text	Read lines individually
Switch	is a component of	Bulb										
Filament		Cell										
Fuse		Torch light										
Terminal		Circuit										
Synopsis reading	<ul style="list-style-type: none"> • The flow of electricity in a circuit is called a current. • The safety pin is used to close or open in the circuit. • The torch light is used as a source of light. • The parts of a torch light are a hollow cylindrical barrel, cells, bulb, switch, glass cover and a metal 	Write synopsis based on key words and similar lines on the board and give one model reading.	Write synopsis on their own • Read synopsis in groups.	Read synopsis individually								

<p><i>spring.</i></p> <ul style="list-style-type: none"> • <i>We use switches to put on or put off the torch light.</i> • <i>We use various switches in our house to put on or put off the electric bulbs, fans etc.</i> 			
Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>

Teaching Period – 5

<p>Key words <i>Conductors, insulators, tester</i></p>	<p><i>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</i></p> <ul style="list-style-type: none"> • <i>Teacher reads the selected concept or para loudly.</i> 	<p><i>Read key words in groups – peer group reading</i></p>	<p><i>Read key words individually</i></p> <ul style="list-style-type: none"> • <i>Copy the key words in their note book.</i>
<p>Conceptual understanding / Learning activities</p>	<p><i>Teacher explains the concept and Ask some questions</i></p> <ul style="list-style-type: none"> • <i>What materials do we find in electric wires?</i> • <i>Why do not we use the wires without removing the plastic covering?</i> • <i>What are conductors?</i> • <i>What are insulators?</i> 	<p><i>Read the given concept in textbook and present their understandings</i> <i>Students discuss and give their answers.</i></p>	<p><i>Students write their answers</i></p>

<p>Recapitulation/ Summary/ synopsis readings</p>	<p>Ask few questions like</p> <ul style="list-style-type: none"> • Write some examples of conductors. • Write some examples of insulators. • What are the differences between conductors and insulators? <p>Assesment</p> <ul style="list-style-type: none"> • Why do we use skull symbol in highly electric areas? • Why are we adviced to wear rubber chappals while working with electricity. 	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually</p> <ul style="list-style-type: none"> • Copy the synopsis in their note books.
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Practice period – 5

<p>Key words reading</p>	<p>Write key words from the text what they learnt in the previous period and read them with syllables division.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division.</p> <ul style="list-style-type: none"> • Explain key words orally
<p>Similar lines reading</p>	<ul style="list-style-type: none"> • Substances which allow electric current to flow through them are known as conductors of electricity. • Substances which do not allow electric current to flow through them are known as insulators. • Electric wires are made up of copper. 	<p>Read similar sentences in groups.</p> <ul style="list-style-type: none"> • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p>Read lines individually</p>
<p>Synopsis reading</p> <ul style="list-style-type: none"> • Copper, iron, water, human body are some of the conductors. • A device which is used to 	<p>Write synopsis based on key words and similar lines on the board and give one model reading.</p>	<p>Write synopsis on their own</p> <ul style="list-style-type: none"> • Read synopsis in groups. 	<p>Read synopsis individually</p>

<p><i>find whether there is electricity or not is called tester.</i></p> <ul style="list-style-type: none"> <i>Wood, cotton, rubber, paper, plastic and glass are some of the insulators.</i> 			
Writing / editing	<i>Conduct seen / unseen dictation on keywords / similar lines</i>	<i>Conduct editing in groups</i>	<i>Write explanation or meaning of key words on their own.</i>

SIGNATURE OF THE TEACHER:

SIGNATURE OF THE HEADMASTER:

Lesson Plan – 6th Class

No and Name of the chapter: 10. FUN WITH THE MAGNETS



Name of the teacher:

School:








Period allotment:

Topic	No. of periods required
<i>Pre requisites, Introduction & concept mapping</i>	<i>1+1</i>
<i>Discovery of magnets, Magnetic & non magnetic materials.</i>	<i>1+1</i>
<i>Poles of magnets & finding directions</i>	<i>1+1</i>
<i>Make your own magnet & and find attraction, repulsion between magnets, caution.</i>	<i>1+1</i>
TOTAL	4+4=8

Pre requisites:


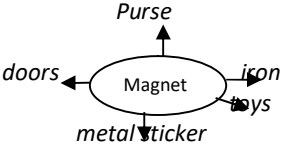
-  *Magnet- Magnet & non magnetic materials.*
-  *Iron fillings, compass, bucket, water, pins.*



Learning out comes:

-  *Recognize the magnets.*
-  *Know about the discovery of magnets.*
-  *Find directions through magnets.*
-  *Make your own magnet.*
-  *Know the importance of magnets in real life.*
-  *Apply use of magnets in making objects used by them.*
-  *Know the care of using magnets.*







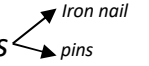
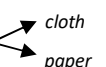







STRATEGIES FOR TEACHING AND PRACTICE PERIODS

TEACHING PERIOD-1










Step	I do	We do	You do
<p><i>Pre requisites:</i></p> 	<ul style="list-style-type: none"> ◆ <i>What objects do you observe on the table?</i> ◆ <i>How do the pins attached to the cap of box?</i> ◆ <i>Do you observe without any clip the photo attached to the rack?</i> 	<ul style="list-style-type: none"> ◆ <i>Discuss in groups and respond.</i> 	<ul style="list-style-type: none"> ◆ <i>Read and copy the pre requisites on their own</i>
<p><i>Mind map</i></p> 	<ul style="list-style-type: none"> 🔴 <i>Where do we find magnets?</i> 🔴 <i>Is all the material attracted to magnets?</i> 🔴 <i>Who first observed the attraction of magnets?</i> 	<ul style="list-style-type: none"> 🔴 <i>Give responses</i> 🔴 <i>Read mind map</i> 	<ul style="list-style-type: none"> 🔴 <i>Write mind map</i> 🔴 <i>Give responses individually</i>

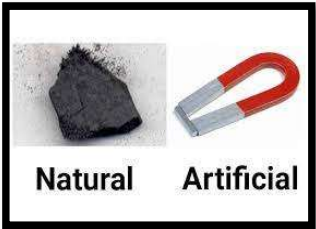
<p><i>Relevance of the lesson:</i></p> <ul style="list-style-type: none">  <i>Magnetic properties are helpful in finding direction.</i>  <i>In so many electronic materials magnets are using.</i> 	<p><i>Explain</i></p>	<p><i>Listen and discuss in groups and ask some questions</i></p>	<p><i>Write the concept and importance of the lesson.</i></p>
<p><i>Concept map:</i></p> <pre> graph TD A[Magnet and types] --> B[Materials attached by magnet and not attached by magnet] B --> C[Compass] C --> D[Importance of magnet] D --> E[Care of magnets] </pre>	<p><i>Make flow chart showing the concept of fun with magnets</i></p>	<p><i>Study and write the flow chart.</i></p>	<p><i>Copy the flow chart.</i></p>


PRACTICE PERIOD-1


<p><i>Key words reading:</i></p> <ul style="list-style-type: none">  <i>Iron junk</i>  <i>Magnet</i>  <i>Almirah</i>  <i>Pin holder</i> 	<ul style="list-style-type: none">  <i>Write key words from the text.</i>  <i>Model reading</i> 	<p><i>Read key words and discuss meanings</i></p>	<p><i>Read Key words and discuss individually with spelling.</i></p>
<p><i>Similar lines reading:</i></p>	<p><i>Magnet → attracts</i> </p> <p><i>Magnet → not attracts</i> </p>	<p><i>-Read similar lines in groups</i> <i>-Add some more lines to substitution table</i></p>	<p><i>Read and write lines.</i></p>
<p><i>Synopsis reading:</i></p> <ul style="list-style-type: none">  <i>Magnets are used in finding directions</i>  <i>Magnets are used in separation of iron junk from dump yard</i> 	<ul style="list-style-type: none">  <i>Write synopsis and model reading</i>  <i>Questions on concept</i>  <i>What properties do you find in magnets?</i> 	<ul style="list-style-type: none">  <i>Read and write synopsis</i> 	<ul style="list-style-type: none">  <i>Read and write synopsis individually</i>

<i>Writing/ editing:</i>	<i>Conduct dictation on the board</i>	<i>Read key words in groups</i>	<i>Read and write key words individually</i>
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TEACHING PERIOD- 2			
<p><i>Key words:</i></p> <ul style="list-style-type: none">  <i>Magnus</i>  <i>Shepherd</i>  <i>Magnetite</i>  <i>Property of attraction</i>  <i>Artificial magnet</i>  <i>Bar magnet</i>  <i>Cylindrical magnet</i>  <i>Horseshoe magnet</i> 	<i>Write key words on the board</i>	<i>Read key words in groups</i>	<i>Read and write key words individually</i>
<p><i>Conceptual understanding</i> <i>Learning activities:</i></p>	 <i>Model reading of the concept.</i>	<i>Read and present the concept under standing</i>	<i>Read lesson Respond individually</i>












 *What do you observe in the hand of shepherd?*








 *Why do the tip of the stick with metal cap attached to the stone?*



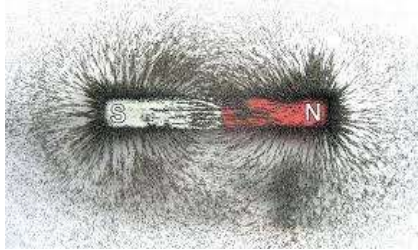













PRACICE PERIOD- 2




<p><i>Key words</i></p>	<ul style="list-style-type: none">  <i>Magnus</i>  <i>Shepherd</i>  <i>Magnetite</i>  <i>Property of attraction</i>  <i>Artificial magnet</i>  <i>Bar magnet</i>  <i>Cylindrical magnet</i>  <i>Horseshoe magnet</i> 	<p><i>Read key words in groups</i></p>	<p><i>Write and read key words individually</i></p>																							
<p><i>Similar lines reading</i></p>	<ul style="list-style-type: none">  <i>Are all the stones are attracted to iron end?</i>  <i>Are all the objects attracted by magnet?</i> <table border="1" data-bbox="457 1052 816 1208"> <tr> <td><i>Bar magnet</i></td> <td rowspan="3" style="text-align: center; vertical-align: middle;"><i>Is</i></td> <td rowspan="3" style="text-align: center; vertical-align: middle;"><i>An artificial magnet.</i></td> </tr> <tr> <td><i>Horse shoe magnet</i></td> </tr> <tr> <td><i>Cylindrical magnet</i></td> </tr> </table>	<i>Bar magnet</i>	<i>Is</i>	<i>An artificial magnet.</i>	<i>Horse shoe magnet</i>	<i>Cylindrical magnet</i>	<p><i>-Read similar lines</i> <i>-Add some more lines.</i></p>	<p><i>Read and write similar lines.</i></p> <table border="1" data-bbox="1096 883 1419 1143"> <thead> <tr> <th><i>Name of the object</i></th> <th><i>Object made of</i></th> <th><i>Attracted by magnet Yes/No</i></th> </tr> </thead> <tbody> <tr> <td><i>Scale</i></td> <td><i>Plastic</i></td> <td><i>No</i></td> </tr> <tr> <td><i>Shoe</i></td> <td><i>Leather</i></td> <td><i>No</i></td> </tr> <tr> <td><i>clip</i></td> <td><i>Iron</i></td> <td><i>Yes</i></td> </tr> <tr> <td><i>Nail</i></td> <td><i>Iron</i></td> <td><i>Yes</i></td> </tr> <tr> <td><i>Bag</i></td> <td><i>Cloth</i></td> <td><i>No</i></td> </tr> </tbody> </table>	<i>Name of the object</i>	<i>Object made of</i>	<i>Attracted by magnet Yes/No</i>	<i>Scale</i>	<i>Plastic</i>	<i>No</i>	<i>Shoe</i>	<i>Leather</i>	<i>No</i>	<i>clip</i>	<i>Iron</i>	<i>Yes</i>	<i>Nail</i>	<i>Iron</i>	<i>Yes</i>	<i>Bag</i>	<i>Cloth</i>	<i>No</i>
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Synopsis reading	<ul style="list-style-type: none">  The substance the property of attracting is known as magnet.  Artificial magnets are prepared from pieces of iron 	Read synopsis in groups	Read synopsis individually
Writing/editing	Conduct dictation on key words/synopsis/similar lines	Conduct editing in groups	Write meanings and explanation of the words
Synopsis reading/ summary	<ul style="list-style-type: none">  A Greece shepherd manges discovered magnet  The rocks which were attached to iron are called magnets  The substance having the property of attracting are known as magnets  Artificial magnets are prepared in different sizes <p>Questions on concept:</p> <ul style="list-style-type: none">  What is a magnet?  Name some artificial magnet  Find magnetic 	<p>Read the summary</p> <p>Discuss and respond to the questions</p> <p>Write and respond the questions</p> <p>Write and discuss questions from exercise</p>	<p>Read the summary</p> <p>Write question and answers from exercise</p>



	<i>material from the given objects?</i>		
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TEACHING PERIOD-3			
<i>Key words</i>	<ul style="list-style-type: none">  <i>Iron filings</i>  <i>Rubbed</i>  <i>Region</i>  <i>Direction</i>  <i>Chariot</i>  <i>Extended</i>  <i>Wooden stand</i> 	<i>Read key words in groups</i>	<i>Read individually & copy the words</i>









	<ul style="list-style-type: none">  Suspend  Instead of 		
<p>Conceptual understanding and learning activities</p> <p>https://youtu.be/j8XNHIV6Qxg</p> 	<ul style="list-style-type: none">  Model reading of the concept  What do you observe in the position of iron fillings at bar magnet?  How should we identify the direction of your house 	<ul style="list-style-type: none">  Read the concept present their understanding.  Note the responses in notes 	<ul style="list-style-type: none">  Read concept individually  Write responses individually
<p>Summary/synopsis reading:</p>	<ul style="list-style-type: none">  The ends of a bar magnet are called as poles  The magnet always comes to rest in the same direction in the north-south directions 	<ul style="list-style-type: none">  Read and write synopsis 	<ul style="list-style-type: none">  Read individually  Write and do the exercises individually  Complete notes about the concept

	<ul style="list-style-type: none">  <i>To which direction the bar magnet shows?</i>  <i>Where are poles of a bar magnet located</i> 	<ul style="list-style-type: none">  <i>Answer to the questions and exercises</i> 	
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PRACICE PERIOD-3									
<i>Key words reading:</i>	<ul style="list-style-type: none">  <i>Iron filings</i>  <i>Rubbed</i>  <i>Region</i>  <i>Direction</i>  <i>Chariot</i>  <i>Extended</i>  <i>Wooden stand</i>  <i>Suspend</i>  <i>Instead of</i> 	<i>Read key words in groups</i>	<i>Read individually and copy the words</i>						
<i>Similar lines reading and application of conceptual under standing</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;"><i>Name of the location</i></td> <td style="width: 50%;"><i>Did you find iron fillings sticking to the magnet</i></td> </tr> <tr> <td><i>colony</i></td> <td><i>Very few</i></td> </tr> <tr> <td><i>City</i></td> <td><i>None</i></td> </tr> </table>	<i>Name of the location</i>	<i>Did you find iron fillings sticking to the magnet</i>	<i>colony</i>	<i>Very few</i>	<i>City</i>	<i>None</i>	<ul style="list-style-type: none">  <i>Discuss and read the table and fill it with in groups</i>  <i>Their own location with</i> 	<i>Write and read the table</i>
<i>Name of the location</i>	<i>Did you find iron fillings sticking to the magnet</i>								
<i>colony</i>	<i>Very few</i>								
<i>City</i>	<i>None</i>								



Synopsis reading:	 A freely suspended magnet always comes to rest in the north and south directions  The ends of magnet are called poles	Write synopsis on groups	Write and read individually
Writing and editing:	Conduct dictation on key words and similar lines	Conduct editing in groups	Write meaning or explanation the key words




TEACHING PERIOD- 4


TEACHING PERIOD- 4			
Key words:	 Magnetize  Compass  Attraction  Repulsion  Observation  Cautions  Hammered  Dropped	Read and discuss key words in groups	Read and discuss key words in groups










learning activities:
<https://youtu.be/3UsFTDlxOmU>




















-  *Model reading of the concept*
-  *Which material can we use to make our compass*

-  *Read the concept*
-  *Present their understandings*
-  *Respond to the questions*

-  *Read the concept and ask some questions*

<p><i>Summary:</i></p>	<p><i>Synopsis:</i></p> <ul style="list-style-type: none">  <i>By moving the iron bar on bar magnet without lifting for 30-40 times in one direction iron bar will become a magnet this process is called magnetism</i>  <i>By using magnetized iron needle iron needle we can make our own compass at our home</i>  <i>Magnets loss their property by dropping heating and hammering</i>  <i>Two opposite poles of magnet attract each other</i>  <i>Two similar poles of magnet repel each other</i>  <i>Keep away magnets from electric devices/gadgets</i> 	<p><i>Read and understand synopsis</i></p>	<ul style="list-style-type: none">  <i>Read and write individually</i>  <i>Respond to the questions from the exercises</i>
	<ul style="list-style-type: none">  <i>Do the ends of each magnet attract or repel?</i> 	<p><i>Doing activity</i></p>	<p><i>Respond to the question</i></p>

PRACTICE PERIOD-4

<p><i>Key words:</i></p>	<ul style="list-style-type: none">  <i>Magnetize</i>  <i>Compass</i>  <i>Attraction</i>  <i>Repulsion</i>  <i>Observation</i>  <i>Cautions</i>  <i>Hammered</i>  <i>Dropped</i> 	<p><i>Read and discuss meanings in groups</i></p>	<p><i>Read and explain the meanings of key words</i></p>						
<p><i>Similar lines reading:</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">N-S S-N</td> <td style="padding: 2px; text-align: center;">Poles of a magnet</td> <td style="padding: 2px;">Attract each other</td> </tr> <tr> <td style="padding: 2px;">N-N S-S</td> <td style="padding: 2px;"></td> <td style="padding: 2px;">Repel each other</td> </tr> </table>	N-S S-N	Poles of a magnet	Attract each other	N-N S-S		Repel each other	<p> <i>Read and prepare some similar lines</i></p>	<p> <i>Read and write similar lines</i></p>
N-S S-N	Poles of a magnet	Attract each other							
N-N S-S		Repel each other							
<p><i>Read and write similar lines</i></p>	<ul style="list-style-type: none">  <i>By using magnetized iron needle iron needle we can make our own compass at our home</i>  <i>Two similar poles of magnet repel each other</i>  <i>Two opposite poles of magnet attract each other</i>  <i>Magnets should take care, because magnets loss their property by dropping heating and hammering</i> 	<ul style="list-style-type: none">  <i>Read synopsis in groups</i>  <i>Write on their own</i> 	<p> <i>Read and write synopsis</i></p>						

<i>Writing and editing</i>	<i>Conduct dictation in groups</i>	<i>Conduct editing in groups</i>	<i>Write meanings and explain key words</i>

Sign of teacher:

Sign of visiting officer:

Sign of HM:

Lesson Plan – 6th Class

NAME OF THE TEACHER:



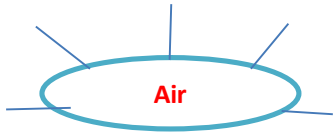
NAME OF THE SCHOOL:

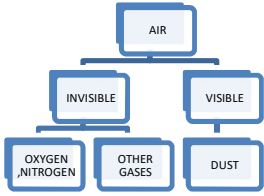
Name of the Lesson/Unit	Topic	No. of Periods Required	Timeline for teaching		Any specific Information
			From	to	
11. Air around us	Prerequisites, Introduction & Concept mapping	1+1 (1 Teaching Period + 1 Practice Period)			
	11.1 Is air present everywhere around us?	1+1			
	11.2 What is air made up of?	1+1			Elements of air
	11.3 How does oxygen become available to animals and plants living in water and soil?	1+1			
	11.4 How is the oxygen in the atmosphere replaced?	1+1			How oxygen created?
	Total	10			

Learning Outcomes: Students will be able to


36. Understand about different components of air
37. That air is required for all the organisms.
38. Explain about different elements of air.
39. Differentiate air components.
40. Appreciate the replacement of oxygen into the atmosphere.
41. Experiment that air will exert pressure.

**Strategies for Teaching Period
Teaching Period 1**

Step	I Do	We Do	You Do
<p>Pre Requisites Living things, surely, require, presence.</p>  	<ul style="list-style-type: none"> • Teacher show some pictures and ask questions to elicit prerequisites like explain in brief. • Name some living things? • What are the important things for living? • What are the different components in our surroundings? • Have you ever seen air? • Let us discuss <p>Teacher writes prerequisites on the board, guide the students to discuss in their group and present</p>	<p>Students discuss in groups their understanding about prerequisites</p>	<p>write the prerequisites in their note books .</p>
	<p>Teacher writes key word / title of the lesson on the board and ask triggering questions to share their experiences on the topic.</p>	<p>Discuss and give answers</p>	
<p>Relevance of the lesson</p> <p>Concept map</p>	<p>Teacher explains why we learn this lesson</p> <p>Teacher writes the concepts map of the chapter / unit step by step in a flow chart form.</p> <p>Students practice questions &</p>	<p>Students study the flow chart in groups</p>	<p>Copy the flow chart in their note books.</p> <ul style="list-style-type: none"> • Explain connection between concepts in the flowchart.


	<p>Activities:</p> <p>7. Make a flow chart showing the components of air?</p> <p>Assessment:</p> <p>What is air and its uses? Draw a picture of a weather cock?</p>		
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Strategies for Practice period -1

<p>Key words reading Fluttering , switched, winnowing, roof tops and firki.</p> 	<p>Write key words from the text what they learnt in the previous period and read them.</p>	<p>Read key words and discuss meaning in groups</p>	<p>Read key words individually with spelling and Syllables division. Explain key words orally</p>
<p>Similar lines reading</p>	<ul style="list-style-type: none"> • All living things require air. • We can't see air, but surely we must have felt its presence in so many ways. • Pages of an open book begin fluttering when the fan is switched on. 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	<p>Read lines individually</p>
<p>Synopsis reading</p> <ul style="list-style-type: none"> • Winnowing is more effective in moving air. • We may have noticed that during storms the wind blow at very high speed. It may even uproot trees and blow 	<ul style="list-style-type: none"> • Write synopsis based on key words and similar lines on the board and give one model reading. • Ask some 	<p>Write synopsis on their own</p> <ul style="list-style-type: none"> • Read synopsis in groups. 	<p>Read synopsis individually</p>

off the rooftops.	comprehension question on the synapses like <ul style="list-style-type: none"> • How can we notice air? • What is winnowing? 		
Writing / editing	Conduct seen / unseen dictation on keywords / similar lines	Conduct editing in groups	Write explanation or meaning of key words on their own


Teaching Period – 2

Key words Upside, inside, Slightly, bubbles, occupies, transparent.	Teacher writes key words from the concepts going to teach in this period on the board, read them for the students and explain briefly. <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	Reed key words in groups – peer group reading	Read key words individually <ul style="list-style-type: none"> • Copy the key words in their note book
Conceptual understanding / Learning activities 	Teacher explains the concept – air around us in a discussion mode by asking questions like <ul style="list-style-type: none"> • Observe the bottle. Does the water enter the bottle? • What are bubbles ? • How bubbles formed? • What is the direction of bubbles? 	Write brief notes on what they observed in the display.	Prepare answers for the question on their own.
Recapitulation/ Summary/ synopsis readings	A few questions like <ul style="list-style-type: none"> • What is air pressure? 	Read synopsis in group and	Read synopsis individually


	<ul style="list-style-type: none"> • What is transparent? • Does air occupies space? • Where does the bubbles come from? <p>Assessment:</p> <ul style="list-style-type: none"> • What is air pressure? • What are the differences between upside and inside? 	discuss about the concepts they learnt	<ul style="list-style-type: none"> • Copy the synopsis in their note books
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Practice period -2

<p>Key words reading</p> <p>Surrounded, kilometres, atmosphere, rare, oxygen cylinders, mountaineers.</p>	Write key words from the text what they learnt in the previous period and read them with syllables division	Read key words and discuss meaning in group	Read key words individually with spelling and Syllables division. <ul style="list-style-type: none"> • Explain key words orally
<p>Similar lines reading</p>	<ul style="list-style-type: none"> • Air has occupied space. • Air has no colour and no one can see through it. • It is transparent. 	<ul style="list-style-type: none"> • Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	Read lines individually
<p>Synopsis reading</p> <ul style="list-style-type: none"> • Our earth is surrounded by a thin layer of air. • Air layer extends upto many kilometres above the surface of the earth and is called atmosphere. • We move higher in the atmosphere the air gets rarer. • Mountainers carry oxygen 	Write synopsis based on key words and similar lines on the board and give one model reading	Write synopsis on their own Read synopsis in groups.	Read synopsis individually

<p>cylinders with them while climbing high mountains.</p> 			
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own.</p>

Teaching Period – 3

<p>Key words Substance, mixture, experiments, components, water vapour, condenses, surface, water cycle, inverted.</p>	<p>Teacher writes keywords from the concepts going to teach in this period on the board and explain briefly. Teacher reads the selected concept or para loudly.</p>	<p>Read key words in groups – peer group reading</p>	<p>Read key words individually • Copy the key words in their note book.</p>
<p>Conceptual understanding / Learning activities</p>  <p style="text-align: center;"><small>Fig. 15.6 Air has oxygen</small></p>	<p>Teacher instructs the students to study the following experiment . Teacher explains the concept and Ask some questions</p> <ul style="list-style-type: none"> • What is a mixture? • What are the components of air? • When will the water turns into vapour? • What is condensation? • What is surface? • what is inverted? 	<p>Read the given concept in textbook and present their understandings</p> <p>Students discuss and give their answers.</p>	<p>Students write their answers.</p>

Recapitulation/ Summary/ synopsis readings	<p>Ask few questions like</p> <ul style="list-style-type: none"> • Do you see some tiny shining particles moving in the beam of sunlight? • What is water cycle? • What kind of mixture is air? • What is burning gas in air? <p>Assesment:</p> <ul style="list-style-type: none"> • What are three states of water? • Draw a picture of air has oxygen experiment. 	Read synopsis in group and discuss about the concepts they learnt	Read synopsis individually • Copy the synopsis in their note books.

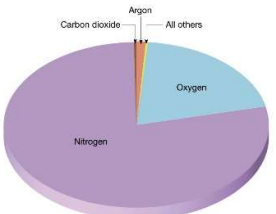

Practice period -3

Key words reading Extinguished, nitrogen, accumulation, respiration, harmful, particles, variation, merrily, pollute, consume, suffocation.	Write key words from the text what they learnt in the previous period and read them with syllables division.	Read key words and discuss meaning in groups	Read key words individually with spelling and Syllables division. • Explain key words orally
Similar lines reading	Write similar lines like a substitution table on the board and give one model reading <ul style="list-style-type: none"> • Air is a mixture of many gases. • Air contains watervapour. • Air comes in contact with a cool surface. • Water condenses and 	Read similar sentences in groups. • Add some more lines to the substitution table • Prepare their own similar lines based on the text	Read lines individually

	drops of water appear on the surface.		
Synopsis reading <ul style="list-style-type: none"> • The presence of watervapour in air is important for the water cycle in nature. • In a closed room, if there is some material that is burning, we may have felt suffocation. • Carbondioxide makes up a small composition of the air around us. • The burning of fuel produces smoke. • The presence of dust particles in air varies from time to time and from place to place. 	Write synopsis based on key words and similar lines on the board and give one model reading.	Write synopsis on their own • Read synopsis in groups.	Read synopsis individually
Writing / editing	Conduct seen / unseen dictation on keywords / similar lines	Conduct editing in groups	Write explanation or meaning of key words on their own.

Teaching Period – 4

Key words Dissolved, escape, respiration, organisms, indicate, earthworms, burrows, displaces.	Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.	Reed key words in groups – peer group reading	Read key words individually • Copy the key words in their note book.
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	Teacher reads the selected concept or para loudly.		
<p>Conceptual understanding /Learning activities</p> 	<p>Teacher instructs the students to study the pie diagram mentioned.</p> <p>Teacher explains the concept and</p> <p>Ask some questions</p> <ul style="list-style-type: none"> • What is indicator? • Where does the earthworms live? • Name some organisms live in soil. • What is respiration? 	<p>Read the given concept in textbook and present their understandings</p> <p>Students discuss and give their answers.</p> 	<p>Students write their answers.</p>
<p>Recapitulation/ Summary/ synopsis readings</p>	<p>Ask few questions like</p> <ul style="list-style-type: none"> • How does oxygen become available to the animals and plants living in the water and soil? • Do you see tiny bubbles on the inner surface of the hot water container? • Name some air dissolved substances? • Where does the aquatic animals get the oxygen? <p>Assesment</p>	<p>Read synopsis in group and discuss about the concepts they learnt</p>	<p>Read synopsis individually</p> <ul style="list-style-type: none"> • Copy the synopsis in their note books.


	<ul style="list-style-type: none"> • Who is refilling the oxygen in the atmosphere? • Draw a pie diagram of composition of air? 		
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Practice period – 4

Key words reading	Read key words and discuss meaning in groups	Read key words individually with spelling and Syllables division. • Explain key words orally
Similar lines reading	<p>Bubbles come from the air dissolved in water. Some organisms live in soil also need oxygen to respire. Water is poured on the lump of soil, it displaces the air which is seen in the form of bubbles. Read similar sentences in groups.</p> <ul style="list-style-type: none"> • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	Read lines individually
<p>Synopsis reading Organisms inside soil will come out for respiration during rains. Plants absorb oxygen in the soil through roots. Earthworms lives by making burrows in the soil.</p>	<p>Write synopsis on their own</p> <ul style="list-style-type: none"> • Read synopsis in groups. 	Read synopsis individually

Writing / editing	Conduct editing in groups	Write explanation or meaning of key words on their own.

Teaching Period – 5

<p>Key words Photosynthesis, produce, obvious, windmill, tubewells, sailing yachts, gliders, parachutes, dispersal, aeroplanes.</p>	<p>Teacher writes key words from the concepts going to teach in this period on the board and explain briefly.</p> <ul style="list-style-type: none"> • Teacher reads the selected concept or para loudly. 	<p>Reed key words in groups – peer group reading</p>	<p>Read key words individually</p> <ul style="list-style-type: none"> • Copy the key words in their note book.
<p>Conceptual understanding /Learning activities</p> 	<p>Teacher instructs the students to study about the wind mills and its uses. Teacher explains the concept and Ask some questions</p> <ul style="list-style-type: none"> • What is photosynthesis? • Which substance is produced in photosynthesis? • Which factors are used in photosynthesis? • Which gas is released in photosynthesis? 	<p>Read the given concept in textbook and present their understandings Students discuss and give their answers.</p>	<p>Students write their answers</p>
<p>Recapitulation/ Summary/ synopsis readings</p>	<p>Ask few questions like</p> <ul style="list-style-type: none"> • Name some air 	<p>Read synopsis in group and discuss about the concepts</p>	<p>Read synopsis individually</p>

	dispersals? <ul style="list-style-type: none"> • Who are called as gliders? • Who are called as sailing yachts? 	they learnt	<ul style="list-style-type: none"> • Copy the synopsis in their note books.
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Practice period – 5

Key words reading	Write key words from the text what they learnt in the previous period and read them with syllables division.	Read key words and discuss meaning in groups	Read key words individually with spelling and Syllables division. • Explain key words orally
Similar lines reading	<ul style="list-style-type: none"> • Air plays an important role in water cycle. • Air also helps in the dispersal of seeds and pollen. • Plants make their own food and oxygen is produced during photosynthesis. • Plants also consume oxygen for respiration. • Animals cannot live without plants. • Air helps in the movement of sailing yachts, gliders, parachutes and aeroplanes. • Birds, bats and insects can fly due to the presence of air. 	Read similar sentences in groups. <ul style="list-style-type: none"> • Add some more lines to the substitution table • Prepare their own similar lines based on the text 	Read lines individually
Synopsis reading • The balance of oxygen	Write synopsis based on key	Write synopsis on their own	Read synopsis individually

<p>and carbondioxide in the atmosphere is maintained through respiration in plants and animals and by the photosynthesis in the plants.</p> <ul style="list-style-type: none"> • The wind makes the wind mill rotate. • The wind mill is used to draw water from tubewells and to run floormills. • Wind mills are also used to generate electricity. 	<p>words and similar lines on the board and give one model reading.</p>	<ul style="list-style-type: none"> • Read synopsis in groups. 	
<p>Writing / editing</p>	<p>Conduct seen / unseen dictation on keywords / similar lines</p>	<p>Conduct editing in groups</p>	<p>Write explanation or meaning of key words on their own.</p>

Signature of the teacher :

Signature of the Head Master :

