

CLASS – VI
LESSON PLAN
CHAPTER –8: BODY MOVEMENTS

Unit	Chapter –8: Body Movements
Class Transaction	Total: 8 PERIODS (Approx. 35 min each)
Pre-requisite for the course	Students are required to have the basic knowledge of- Joints, muscles and movements in different animals.
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Group Discussion 4. HW notebook
Objective	<i>Students will be able to</i> • List the various joints of our body • Differentiate between various kinds of joints • Explain the functions of ribcage and skeleton • Illustrate the working of muscles. • Describe movements of other animals
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Different kinds of joints • Functions of ribcage, skeleton and backbone • Role of muscles in the movement of bones • Human body and its movements • Body movements of other animals <u>SKILLS AND COMPETENCIES-</u> <i>Students would be able to</i> • Develop the ability to differentiate between various kinds of joints and their functions. • Critically analyze the movement of other animals. • Design Creative methods to show different parts of joints • Collaborate with each other to discuss the working of muscles and appreciate their role in movements
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable,	Transaction would proceed in the following manner- <i>Brain Storming-</i>The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic-</i> PPT and Digital Content would be shared. Some questions can be asked to introduce the topic-

and can use any other too.)	• Are there any movements taking place in our body when we are sitting in one place? • What would have happened if all the bones were straight without any joint? Active learning – Cubing: is an active learning strategy that asks students to consider a concept from variety of different concepts. The class is divided into groups and each group will be given one Joint: Ball and socket, Hinge joint, Pivot joint and fixed joint. They will study it under direction of rotation like up, down, left, right and in all directions. Group learning – Jig Saw- The class will be divided into various groups and each group comprises of six students. Different animals will be assigned to each student in the group like earthworm, snail, fish, cockroach, birds and snake. Students will be given time to read their topic at least twice. Form temporary expert group by having one student from each jig saw group join other students who have been assigned the same topic. Give students in these expert groups time to discuss the main points of their topic and to rehearse the presentations they will make to their jig-saw group. Bring them back to their jig-saw groups where each student will again explain their topic and teacher can intervene if group is not going in right direction (Critical thinking, communication, collaboration and character) Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Lab Activities
Resources	Text Book NCERT text book for Science Reference Book NCERT Science Exemplar.
Self- Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3 marks

	It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS (25, 25, 25, 25).....100 Marks HALF YEARLY EXAMINATION..... 80 Marks ANNUAL BOARD EXAMINATION..... 80 Marks INTERNAL ASSESSMENTS..... 40 Marks PERIODIC TEST By administering pen paper test we assess creativity and critical thinking. 80 Marks Subject Enrichment 10 Marks With the help of subject enrichment activities we assess communication collaboration, character building and citizenship. Note Book Submission 10 Marks
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups: <i>For gifted students:</i> • Encouragement for referring other resources • Presenting them with questions involving HOTS <i>For weak students:</i> • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE
	The following questions will be asked to the students- Q.1 What is a joint? Q.2. Why our elbow cannot move backwards? Q.3. How do muscles work together to move a bone? Q.4. What do you think would have happened if the backbone had only one long bone instead of many vertebrae? Q.5. Describe in brief the movement in the snake.

Unit	CH-8 Body Movement
Class Transaction	DAY -1 35min
Topic	Ball and socket joint
Pre-requisite for the course	The topic requires basic knowledge of joints
Assessment of qualifying knowledge	Written test Group Discussion HW notebook
Objective	Students will be able to identify Ball and socket joint and its working
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand about Ball and socket joint</i> SKILLS- <i>Students would be able to</i> <i>Explain</i> <i>the importance and working of Ball and socket</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- The facilitator will use smart board and ask the students to draw a neat and well labeled diagram of human skeleton and showing ball and socket joints Think pair and Share- After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding. Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner.
Assessments	Assessment will be done on the basis of oral test
Marks	The weightage would be given by CBSE
Unit	CH-8 Body Movement
Class Transaction	DAY -2 35min
Topic	Hinge joint

Pre-requisite for the course	The topic requires basic knowledge of joints
Assessment of qualifying knowledge	Written test Group Discussion HW notebook
Objective	Students will be able to identify Hinge joint and its working
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand about Hinge joint</i> SKILLS- <i>Students would be able to</i> <i>Explain the importance and working of Hinge joint</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- The facilitator will use smart board and ask the students to draw a neat and well labeled diagram of human skeleton and showing hinge joints . Think pair and Share- After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding. Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner.
Assessments	Assessment will be done on the basis of oral test
Marks	The weightage would be given by CBSE
Unit	CH-8 Body Movement
Class Transaction	DAY -3 35min
Topic	Pivot joint
Pre-requisite for the course	The topic requires basic knowledge of joints
Assessment of qualifying knowledge	Written test Group Discussion HW notebook
Objective	Students will be able to identify Pivot joint and its functions.

Learning Outcomes	KNOWLEDGE- <i>Students will know and understand about Pivot joint</i> SKILLS- <i>Students would be able to</i> <i>Explain the importance and working of Pivot joint</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- The facilitator will use smart board and ask the students to draw a neat and well labeled diagram of human skeleton and showing Pivot joint Think pair and Share-After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding. Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner.
Assessments	Assessment will be done on the basis of oral test
Marks	The weightage would be given by CBSE

Unit	CH-8 Body Movement
Class Transaction	DAY -4 35min
Topic	Fixed joint
Pre-requisite for the course	The topic requires basic knowledge of joints
Assessment of qualifying knowledge	Written test Group Discussion HW notebook
Objective	Students will be able to identify and explain Fixed joint and its importance.
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand about Fixed joint</i> SKILLS- <i>Students would be able to</i> Explain <i>the importance and working of Fixed joint</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- The facilitator will use smart board and ask the students to draw a neat and well labeled diagram of human skeleton and showing Fixed joint Think pair and Share- After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding. Techniques to be used: Quiz Daily Practice Problem Student-teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner.
Assessments	Assessment will be done on the basis of oral test
Marks	The weightage would be given by CBSE
Unit	Ch-8 Body Movements
Class Transaction	DAY 5 35min

Topic	Cartilage and muscles
Pre-requisite for the course	The topic requires basic knowledge of human muscles
Assessment of qualifying knowledge	Facilitator will ask the students about the presence and functions of muscles and cartilage in human skeleton
Objective	Students will be able to understand the importance of muscles and cartilage in human skeleton
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Importance of cartilage and muscles in a joint • Role of muscles in the movement of bones SKILLS- <i>Students would be able to</i> • <i>Explain the importance of cartilage and muscles in a joint</i> • <i>Analyze critically the working of muscles.</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- After student -teacher interaction and explanation by the teacher, following strategies will be followed for concept building . Questioning- Multiple level question- Teacher will prepare a list of question about the conservation of water resources and will ask these questions during discussions. (Critical thinking, Communication) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner.
Assessments	Assessment will be done on the basis of one -minute test
Marks	The weightage would be given by CBSE
Unit	Ch-8 Body Movements
Class Transaction	DAY 6 35min
Topic	Ribcage and backbone
Pre-requisite for the course	The topic requires basic knowledge of human skeleton

Assessment of qualifying knowledge	Facilitator will ask the students about the previous day's lesson
Objective	Students will be able to understand • The structure and importance of ribcage • The structure and importance of backbone
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Importance of ribcage in our body • Role of backbone in the movement SKILLS- <i>Students would be able to</i> • <i>Explain the structure and importance of ribcage</i> • <i>Analyze critically the structure and importance of backbone</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- After student -teacher interaction and explanation by the teacher, following strategies will be followed for concept building . Questioning- Multiple level question- Teacher will prepare a list of question about the conservation of water resources and will ask these questions during discussions. (Critical thinking, Communication) Techniques to be used: Quiz Daily Practice Problem Student -teacher interaction, silent/ loud reading, collaborative learning, <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom.
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner.
Assessments	Assessment will be done on the basis of one minute test
Marks	The weightage would be given by CBSE

Unit	CH 8 : Body movements
Class Transaction	DAY 7 35 min
Topic	Movement in earthworm and snail

Pre-requisite for the course	This topic requires basic knowledge of movement in animals.
Assessment of qualifying knowledge	Facilitator asks the students to make a list of animals and how they move from one place to other
Objective	<i>Students will be able to</i> understand the body parts required for movement in earthworm and snail
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand</i> • Body movements in earthworm and snail • Explain the parts required for movement. SKILLS- <i>Students would be able to</i> • Collaboratively discuss the body movements in earthworm and snail
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- The facilitator initiates a conversation with the learner by asking them about human body parts The facilitator will start with body movements and take examples of different body parts. The facilitator will relate human body parts with other animals by taking examples of other animals body movements and the parts involved. After discussing body movements the facilitator will help students with vertebrates and invertebrates After the discussion the students will be made aware of body parts involved in the movements The following questions will be asked to check their understanding Q.1 Do all animals have skeletons? Q.2 List some vertebrates and invertebrates. Q.3 How do bones move with the help of muscles? <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction / loud reading, collaborative learning
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks from NCERT questions
Assessments	Assessment will be done on the basis of class test

Closure	Summarization by the students.
Marks	The weightage would be given by CBSE

Unit	DAY 8 – Gait of animals
Class Transaction	35 min
Pre-requisite for the course	The topic requires basic knowledge of the movements of birds, fish and snake
Assessment of qualifying knowledge	Facilitator will ask the recap questions about the movements of earthworm and snail
Objective	Students will be able to appreciate gait of animals
Learning Outcomes	KNOWLEDGE- <i>Students will know and understand-</i> • the body parts required for the movement of birds • How the bone of a bird is different from other animals SKILLS- <i>Students would be able to</i> <i>Critically categorize the function of bones and muscles in the body movements of birds and other animals</i>
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Brain storming on comparison of movement in earthworm and snail (Communication, Collaboration) Think pair and Share-After student teacher interaction, students will read the concept from the book and then think for a minute and share it with their partner for better understanding. ACTIVITY:-diagram of bone in a bird COMPETENCY MAPPED: Creative and Critical thinking Techniques to be used: Daily Practice Problem Student -teacher interaction,
Resources	Text Book NCERT text book for Science Reference Book NCERT Exemplar
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebook from NCERT book
Assessments	Assessment will be done on the basis of the peer assessment.
Closure	Recap of characteristics features in fish, birds and reptiles for movement.
Marks	The weightage would be given by CBSE