

CLASS – VI
LESSON PLAN
CHAPTER-14: WATER

Unit	CHAPTER-14: WATER
Class Transaction	Total: 5 periods (approx. 40 min each)
Pre-requisite for the course	The teacher will refer to the prior knowledge. Q.1 List some uses of water. Q.2 What would happen if we do not have easy access to water for long period of time? (The class will be divided into smaller groups. Each group having 5 members.)
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Subject enrichment Students would be able to, thereby inculcating competencies like collaboration, critical thinking and creativity
Learning Outcomes	KNOWLEDGE: Students will be able to: 1. List sources of water 2. Explain the term water cycle 3. Explain the consequences of heavy and no rainfall. 4. List some methods for conserving water SKILLS and COMPETENCIES 1) Critical thinking and problem solving (working effectively with others), 2) Character building (Taking tasks fearlessly and achieves goals.) 3) Communication (evaluating the information critically and competently. 4) Collaboration (responding open mindedly to different ideas) 5) Creativity (developing ,implementing and communicating new ideas)
Transaction ,Methodology (The teacher can use the mentioned techniques, wherever applicable ,and can use any other too.)	Strategies used- Inductive -deductive reasoning, muddiest point discussion, think pair share. Dimensions Of Learning- D4 (E-I Investigation) D3 (Compare) Transaction would proceed in the following manner- Brain Storming-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 <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 Lab Activities Any Other												
Resources	Text Book: NCERT text book for Science												
Self Study,Home work Assignments	Independent Practice: Students would do the given questions and diagrams in their notebooks. 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	Through Pen Paper Test Students will be assessed creatively and critically <table> <tr> <td>4 UNIT TESTS</td> <td>25 Marks each</td> </tr> <tr> <td>HALF YEARLY EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>ANNUAL EXAMINATION</td> <td>80 Marks</td> </tr> <tr> <td>INTERNAL ASSESSMENT</td> <td>10 Marks</td> </tr> <tr> <td>• Note Book Submission</td> <td>5 Marks</td> </tr> <tr> <td>• Lab Practical (Subject Enrichment)</td> <td>5 Marks</td> </tr> </table> Through lab Practical Students are assessed for Collaboration, Critical thinking.	4 UNIT TESTS	25 Marks each	HALF YEARLY EXAMINATION	80 Marks	ANNUAL EXAMINATION	80 Marks	INTERNAL ASSESSMENT	10 Marks	• Note Book Submission	5 Marks	• Lab Practical (Subject Enrichment)	5 Marks
4 UNIT TESTS	25 Marks each												
HALF YEARLY EXAMINATION	80 Marks												
ANNUAL EXAMINATION	80 Marks												
INTERNAL ASSESSMENT	10 Marks												
• Note Book Submission	5 Marks												
• Lab Practical (Subject Enrichment)	5 Marks												
	Due to various social backgrounds and multiple intelligence , the classroom might be a diverse arena. The following techniques can be used for various groups:												

Addressing Classroom Diversity	<i>For gifted students:</i> • High order thinking skills questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Short answers to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes • Encourage and motivate them at every level.
Marks	The weightage would be given by CBSE.

	After explaining the concept , the students would be assessed by asking the following questions:
Q1	How is evaporation dependent on temperature?
Q2	Why is conservation of water necessary?
Q3	Loss in the level of ground water is worrisome! Why?
Q4	Why is the Sea water is not fit for drinking?
Q5	The boiling point of water is 100 degree Celsius. But a sample when boiled boils at 130 degree Celsius. What does this imply?

TOPIC	DAY ONE :
Pre- Requisite for the course	Students recall the various sources of water and their uses.
Assessment of qualifying knowledge	This topic requires a basic knowledge of water and its importance.
Objective	To be able to know about various sources of water, their uses and daily conservation of water.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and understand: ● Sources of water ● Uses of water ● Daily conservation of water <u>SKILLS and COMPETENCIES</u>- Students will be able to: ● Collaboratively discuss about the basic requirement of water on daily

	basis. ● Critically analyse per day consumption of water.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Think pair share. Dimensions Of Learning- D1, D2 Transaction would proceed in the following manner- Anticipatory Set: 10 min The facilitator initiates a conversation with the learner by asking them about the estimation of the amount of water used by a family in a day. After the conversation the amount of water used on daily basis would be estimated. The facilitator will now discuss about the sources of water. The facilitator will explain why water is not fit for drinking. Discussion of topic and Guided Practice 20 min <u>Inquiry based learning</u> (Critical Thinking and Problem Solving) The facilitator would take rounds and help the students in answering questions. Independent Practice: Students will go through the activities in NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for Science
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their notebooks.
Assessments	Oral Test (5 minutes)
TOPIC	DAY TWO
Pre- Requisite for the course	This topic requires knowledge of evaporation and condensation.
Assessment of qualifying knowledge	Knowledge testing by asking students to write the process of formation of clouds.
Objective	The students will be able to know about the process of transpiration, evaporation and condensation.
Learning Outcomes	<u>KNOWLEDGE</u>- The students will be able to know about the process of transpiration, evaporation and condensation and how they help in the formation of clouds. <u>SKILLS and COMPETENCIES</u>- Critically analyse the factors impacting the rate of evaporation.
Transaction	Strategies used- Think pair share.

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Dimensions Of Learning- D1,D2 Transaction would proceed in the following manner- Recapitulation: <u>5 min</u> Brainstorming on the previously taught concept would be done by asking some Questions like: Q.1 List few more uses of water. Q.2 Are there regions where people do not get adequate amount of water? How do they manage? Discussion of topic through Collaborative Learning: <u>15 min</u> (Critical Thinking, Collaboration) The facilitator initiates a conversation by asking the students about the reason behind disappearing water. The facilitator will explain about the process of evaporation and the factors impacting the rate of evaporation. The facilitator will also discuss about loss of water by plants and will explain the process of transpiration. The facilitator will now explain about how clouds are formed. Guided practice: <u>15 min</u> The students, with the help of the facilitator, will solve the questions from in their notebook in the class. The teacher would ensure that each student tries to be independent at the work as well as be under the teacher's guidance. Independent Practice: Students will complete the question and answers. Students who would have difficulty in answering the questions would solve with the help of their buddies. Closure: <u>5 min</u> A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for science
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their notebooks and also make diagrams.
Assessments	Oral quiz (5 minutes)
TOPIC	DAY THREE
Pre- Requisite for the course	This topic requires knowledge of water cycle.
Assessment of qualifying knowledge	Knowledge testing by asking students to discuss about the processes involved in water cycle.
Objective	The students will able to know about the various processes involved in water cycle.
Learning Outcomes	<u>KNOWLEDGE</u> - The students will be able to know about the processes

	involved in water cycle. <u>SKILLS and COMPETENCIES-</u> Critically analyse each process.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Think pair share. Dimensions Of Learning- D1,D2 The facilitator initiates a conversation by asking the students about how water comes back to the oceans. And also explains about one of the most important sources of water, i.e. groundwater. The facilitator explains the uses of ground water and how it can be conserved and therefore explains the process of water cycle. Transaction would proceed in the following manner- Recapitulation: <u>5 min</u> Oral test on the previous concept would be taken up. Discussion of topic through Collaborative Learning: <u>15 min</u> (Critical thinking) Activities would be discussed and students would solve different questions per group and then the questions would be crosschecked. Digital content would be used. The facilitator would take rounds and help students with their doubts. Guided Practice: <u>15 min</u> The students will answer the questions in their notebook in the class with the help of their teacher. The teacher would ensure that each student tries to be independent at the work as well as be under the teacher's guidance. Independent Practice: Students will complete the diagrams and revise the answers done in the notebook. A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for science
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their notebooks.
Assessments	Q1.How the plants make use of water? Q2. Two plates having equal amount of water are kept in different places, one in sunlight and other under shade from which plate does the water disappear first and why? What is the source of heat? Q3. Water from wet roads, roof tops, clothes and a few other places also disappears after the rains. Where does this water go? Q4. How are clouds formed?
TOPIC	DAY FOUR
Pre- Requisite for the course	This topic requires basic knowledge of flood and drought.
Assessment of qualifying knowledge	Questions from the previous class about the related topic would be asked for the whole class group.
Objective	Students will be able to learn about the condition of flood and drought.

Learning Outcomes	<u>KNOWLEDGE</u>- The students will be able to know about flood and drought. <u>SKILLS and COMPETENCIES</u>- Critically analyse the reason that leads to flood and drought.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Think pair share. Dimensions Of Learning- D1,D2 Transaction would proceed in the following manner- Recapitulation: 5 min Quick revision on the previous concept would be taken up. Discussion of topic through Collaborative Learning: 15 min (Creativity, Collaboration) The facilitator will explain what is flood and drought and explain the reasons that lead to such a condition. The facilitator also explains the consequences and measures to prevent them. The facilitator will conduct One minute quiz to recap the learning of previous day and check the understanding. Guided Practice: 15 min The students will answer the questions from book in their notebook in the class with the help of their facilitator. The facilitator would take rounds and help the students in solving the questions. Independent Practice: Students will answer the various problems independently. Closure: 5 min Discussion of muddiest point.
Resources	Text Book: NCERT text book for science
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their notebooks.
Assessments	Written test (5 minutes)

TOPIC	DAY FIVE
Pre- Requisite for the course	This topic requires knowledge of conservation of water.
Assessment of qualifying knowledge	Knowledge testing by asking students to discuss about the ways to conserve water.
Objective	Students will be able to learn about the ways of conserving rain water.
Learning Outcomes	<u>KNOWLEDGE</u>- The students will be able to know about techniques of saving rain water. <u>SKILLS and COMPETENCIES</u>- Critically analyse the term rainwater harvesting.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies used- Think pair share. Dimensions Of Learning- D1,D2 Transaction would proceed in the following manner- Recapitulation: <u>5 min</u> Quick revision on the previous concept would be taken up. Discussion of topic through Collaborative Learning: <u>15 min</u> (Creativity, Collaboration) The facilitator now explains about the ways of conserving rain water. And also the causes of decrease in amount of fresh water. The facilitator now explains about the 2 techniques of rainwater harvesting. The facilitator will conduct One minute quiz to recap the learning of previous day and check the understanding. Guided Practice: <u>15 min</u> The students will answer the questions from book in their notebook in the class with the help of their facilitator. The facilitator would take rounds and help the students in solving the questions. Independent Practice: Students will answer the various problems independently. Closure: <u>5 min</u> Discussion of muddiest point.
Resources	Text Book: NCERT text book for science
Self Study, Home Work, Assignments	Independent Practice: Students would do the given questions in their notebooks.
Assessments	Written test (5 minutes)