

LESSON PLAN
CLASS – VII
CHAPTER-3 Fibre to fabric

Unit	Chapter 3: Fibre to fabric
Class Transaction	Total: 10 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires previous knowledge of- • Differences between a fibre and fabric. • Natural and synthetic fibre. • Uses of fibre and fabric in daily life.
Assessment of qualifying knowledge	1. Written test 2. Lab activity 3. Group Discussion 4. HW notebook
Objective	• Given the content (chapter) the learners will be able to give the various examples of fibres and explain their specific and related characteristics and identify the type of fibre from different materials and write in notebook with 90% accuracy. • Given the reading of the topic, the learners will be able to describe and explain the different types of fibre and write the balanced chemical equations for the same in their notebook with 90% accuracy. • Comprehend the principles behind process of separation of wool and silk.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> 1. Characteristics of different sources and examples of fibres. 2. Understand and explain the processing of wool. 3. Understand the life cycle of silkmoth and various changes involved in cycle. 4. Process by which silk thread is obtained from silk fibre. <u>SKILLS AND COMPETENCIES</u> - <i>Students would be able to</i> 1. Express characteristics of different sources of fibres and develop collaboration in the process. 2. Built character and citizenship amongst themselves by discussing (communicating) the processing of wool and silk hence strengthening nation's economy. 3. Develop the ability to analyze and differentiate types of fibres. 4. Apply the concepts learnt in everyday problems. 5. Able to draw flow chart on processing of silk and develop critical thinking and creativity in the process.
Transaction Methodology (The teacher can use the mentioned techniques,	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

wherever applicable, and can use any other too.)	the topic that they would be studying. <i>Introduction of the topic-</i> classroom discussion on fibres . <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, Wipro- G.O.s(web chart, flow chart and differentiation table,compare-contrast matrix), silent/ loud reading, collaborative learning,
Resources	NCERT Science CBSE Exemplar
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W note books as mentioned in the monthly planner by which we can assess their critical thinking and creativity HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 Rubrics On time submission.....1 mark Presentation/ Neatness.....1 mark Content(critical thinking and creativity)..... 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	Unit tests: 1. Unit Test 1 (25 marks) 2. Unit Test 2 (25 marks) 3. Unit Test 3 (25 marks) 4. Unit Test 4 (25 marks) Half Yearly Exam (80 marks) Annual Exam (80 marks) PERIODIC TEST By administering pen paper test we assess understanding, conceptual knowledge and critical thinking.

	INTERNAL ASSESSMENT 20 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 By writing the answers for relevant question we can assess their knowledge, critical thinking and understanding.
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> • EXEMPLAR questions to be done. • HOTS questions will be discussed. • Encouragement for referring other resources <i>For weak students:</i> • NCERT 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
Marks	The weightage would be given by CBSE.
Questions for assessment during closure	1. Which variety of fleece is more preferred to make woolen sweaters? 2. In what form wool is obtained from animal skin? 3. What is the significance of selective breeding in wool production? 4. What is the difference between reeling and yarning?

Topic	DAY 1- Subtopic-Introduction to fibre
Class Transaction	40 min
Pre-requisite for the course	This topic requires basic knowledge of fibre and fabric which students had already learnt in class VI

Assessment of qualifying knowledge	Knowledge testing by asking them to name the fibres from the uniform worn by them.
Objective	Student will be able to suggest the different fibres which they see around them in daily lives.
Learning Outcomes	<u>KNOWLEDGE</u> - <i>Students will know and understand</i> The meaning of the term fabric,fibre etc. <u>SKILLS AND COMPETENCIES</u> - <i>Students would be able to</i> • Define and explain the term fibre and fabric.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 min *Demo by teacher - classroom demonstration on fabric. * Students observe and justify why is fabric an important part of our daily life.Students also will be able to recall the change in usage of fabric according to conditions. DOL 1,2,3 Discussion of topic through Collaborative Learning: 15 min (Critical Thinking and Problem Solving) Think, pair share Students in group write about fabric and suggest other examples in when changes in fabric according to available surroundings are observed. Guided practice: 10 min Students will write the list of objects which are made using fabric. Independent Practice: EXEMPLAR Questions Closure: 5 min Involving students in summarizing by asking them to prepare questions based on the topic.A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Note book & Assignment
Topic	DAY 2- Animal Fibre: Types
Class Transaction	40 min
Pre-requisite for the course	This topic requires basic knowledge of fibre obtained from animals.
Assessment of qualifying knowledge	Knowledge testing by asking students to write the names of animals from which fabric is obtained.
Objective	Students will be able to understand different fibre yielding animals.

Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to • Identify different sources of animal fibre and explain their significance for animals.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 5 min Teacher asks questions based on previous day learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking and Problem Solving and collaboration) • Class will be divided into groups of 6 students each. • Each group will discuss the about different animals which yield fibre. • They will be asked to name any five animals which yield fibre . • The students will then be helped by facilitator for understanding how animal fibre is obtained from fleece. Guided practice: 10 min. The following questions will be asked to reinforce their understanding: 1. Write the names of five fibre yielding animals. 2. What is fleece? 3. How is fleece used for obtaining fibre? Independent Practice: EXEMPLAR Questions Closure: 5 min Involving students in summarizing by asking them to prepare questions based on the topic.
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Peer assessment
Topic	Day 3 - Animal fibre: Rearing and breeding of sheep.
Class Transaction	40 min
Pre-requisite for the course	This topic requires knowledge of animals which give us useful products.
Assessment of qualifying knowledge	Knowledge testing by asking questions based on previous day learning
Objective	Students will be able to explain the significance of selective breeding in animals.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to develop the ability to define selective breeding and cite relevant examples.

Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking and Problem Solving , collaboration and communication) Think, pair share : Students in groups of six will discuss the need for rearing of animals in their groups. They will be asked to find the names of animals which are reared for commercial purposes . They will also give some products obtained from these animals. Teaching strategy – Demo by teacher, Discussion, think pair share, explanation by teacher Guided practice: 10 min Relevant NCERT Questions and EXEMPLAR Questions Closure: 5 min Summarization by students Independent Practice- Students will complete related questions of EXEMPLAR.
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing the topic
Self Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Quiz
Topic	DAY 4 -Processing of wool fibre into fabric
Class Transaction	40 min
Pre-requisite for the course	This topic requires basic knowledge of preparing cloth from fibre.
Assessment of qualifying knowledge	Knowledge testing by asking students to write the processes involved in conversion of fibre to fabric.
Objective	Students will be able to explain the different processes involved in conversion of fibre to fabric.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to develop communication and citizenship during the discussion. The ability to analyze the steps involved in conversion of fibre to fabric.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking and Problem Solving, collaboration and

applicable, and can use any other too.)	communication) Rally Robin Students in pairs will find the different steps involved in conversion of fibre to fabric Teaching strategy – Demo by teacher, Discussion, think pair share, explanation by teacher Guided practice: 10 min Relevant NCERT Questions and NCERT Questions Closure: 5 min Summarization by students Independent Practice -Students will complete related questions of EXEMPLAR
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Questioning

Topic	DAY 5-Life history of silk moth
Class Transaction	40 min
Pre-requisite for the course	This topic requires basic knowledge of different stages in the life history.
Assessment of qualifying knowledge	Knowledge testing by asking students to write names of different stages of silk worm.
Objective	Students will be able to understand life cycle of silk moth and will be able to explain using flowchart and diagram.
Learning Outcomes	SKILLS AND COMPETENCIES - Students would be able to effectively interpret the observation and identify the stages observed during lifecycle.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 25 min (Critical Thinking and Problem Solving, collaboration) Collaborative work, students will discuss different stages of life history of silkworm in their groups. Class will be divided into groups of 6 students each.Groups will be asked to prepare presentation on allotted topics. Each group will be given 4

	minutes to give presentation. • Group 1- Characteristics of I Stage • Group 2- Characteristics of II Stage • Group 3 - Characteristics of III Stage • Group 4 -Characteristics of IV Stage • Group 5- Sequence of different stages • Group 6- Summary of different stages Guided practice: 5 min Students will write the characteristic of each stage Independent Practice: EXEMPLAR Questions Closure: 5 min Involving students in summarizing by asking them to prepare questions based on the topic
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Oral Test
Topic	DAY 6- Types of silk fibre
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge of fibres which students had already learnt in class VI.
Assessment of qualifying knowledge	Knowledge testing by asking students to write various types of silk fibres which they see around them.
Objective	Students will be able to write different varieties of silk fibre which we see around us.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to Communicate and Collaborate to discuss different types of silk.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking and Problem Solving, collaboration, communication and character) Instructional Input: Collaborative work, students will discuss-Page10 and 11 of NCERT in their groups. Teaching strategy – Class will be divided into groups of 8 students each. Groups will be asked to prepare play enacting different varieties of silk

	by wearing a cloth made from each variety of silk. Each group will be given 5 minutes to give presentation. Presentation by groups followed by discussion Guided practice: 10 min NCERT Questions and NCERT Questions Independent Practice: Students will complete related questions EXEMPLAR. Closure: 5 min Summarization by students with the muddiest point discussed by the teacher.
Resources	NCERT Science CBSE Exemplar
Closure	Summarization by students with the muddiest point discussed by the teacher.
Self-Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Oral Test
Topic	Day 7- Obtaining silk from silk worm: Rearing of silkworm
Class Transaction	40 min
Pre-requisite for the course	This topic requires basic knowledge of processes involved in obtaining silk from moth.
Assessment of qualifying knowledge	Recording of the observations made in lab in chart
Objective	Students will be able to describe the rearing of silkworm and various steps involved in it.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to: ➤ enhance their ability to understand formation of silk ➤ Develop the ability to analyze different stages of silk formation.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking and Problem Solving, collaboration and Character building: Comes prepared to learn Teaching strategy: Discussion and tabulation Instructional Input: Teacher will explain the processes, Collaborative work; Students will work in group of three students each

	Guided practice: 10 min Students will observe and record their observation in tabular form. Closure: 5 min Summarization by students Independent Practice -Students will complete assignment in their notebooks and answer related questions.
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Quiz
Topic	DAY 8 Obtaining silk from silk worm: Rearing of silkworm
Class Transaction	40 min
Pre-requisite for the course	This topic requires basic knowledge of taking care of animals for commercial purpose.
Assessment of qualifying knowledge	Knowledge testing by asking students to write the names of other animals which are reared for commercial purposes.
Objective	Students will be able to define the process of sericulture. They will also relate these terms to their daily life.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to develop the ability to analyze various processes involved in obtaining silk from moth.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning DOL 1,2,3 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking, collaboration and communication) Collaborative work, students will discuss process of obtaining silk in their groups. Presentation by groups followed by discussion Guided practice: 10 min Relevant NCERT Questions and EXEMPLAR Questions Closure: 5 min Summarization by students with the muddiest point discussed by the teacher. Independent Practice -Students will complete related questions of

	EXEMPLAR
Resources	NCERT Science CBSE Exemplar
Closure	Involving students in summarizing
Self-Study, HomeWork, Assignments	Independent Practice: EXEMPLAR Questions
Assessments	Oral Test
Topic	DAY 09: Closure by mind mapping and open discussion
Topic	DAY 10 - QUIZ