

DELHI PUBLIC SCHOOL GHAZIABAD
CLASS – X
LESSON PLAN
Chapter 2: Acids, Bases and Salts

Unit	Chapter 2: Acids, Bases and Salts
Class Transaction	Total: 12 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires previous knowledge of- • What is an indicator? • What are acids and bases?
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 • Answer questions based on the chemical properties of acids and bases with 90% accuracy. • Describe the method of preparation, properties and uses of common salt, bleaching powder, baking soda, washing soda and plaster of paris and write chemical equations for the same in their notebook with 95%
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students would be able to</i> 1. compare chemical properties of acids and bases, write equations and give illustration 2. analyze and compare pH of given solutions and find chemical nature of given solution 3. appreciate the importance of pH in daily life and apply neutralization/ pH to solve problems in day to day life . 4. identify strong and weak acids and bases 5. describe preparation of different salts and suggest their uses in day to day life . <u>SKILLS AND COMPETENCIES</u> - <i>Students would be able to</i> 1. Express the chemical properties through equations and illustration develop critical thinking and collaboration in the process. 2. Built character amongst themselves by discussing /communicating and applying neutralization/ pH to solve problems in day to day life . 3. Develop the ability to analyze and compare pH of given solutions. 4. Carry out practical in lab, develop character and collaboration in the process. 5. Prepare cluster web for the preparation, properties and uses of salts creatively
Transaction Methodology	Transaction would proceed in the following manner-

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	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. Active learning- Wipro Technique (KWL- <i>What you Know, What you will Learn, What you have learned</i>).. (Critical thinking) Students will be asked how much they know about acids and bases. Students' responses will be listed on the blackboard by using the KWL chart and handouts throughout the lesson. Group learning-. (Communication, Collaboration) <i>Circle the Sage</i>; Think, pair share; Experimentation Differentiation- (Character) Interest centres or interest group. Independent study Questioning- Pose, pause, pounce and bounce, <i>Multiple level question</i>-Teacher will prepare a list of questions on different topics and will ask these questions during discussions. (Critical thinking, Communication) Guided practice followed by Independent Practice- NCERT questions to be discussed in the classroom. Strategies Think- Pair and Share, group work - collaborative, tabulation, Wipro- G.O.s(web chart, flow chart and compare- contrast matrix), Experimentation DOL 1, 2, 3, 4 Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, silent/ loud reading, collaborative learning,
Resources	Text Book: NCERT text book for science Reference Book 1. CBSE Exemplar 2. Sample papers / last years papers
Self Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks 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 marks On time submission.....1 mark Presentation/ Neatness(creativity).....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	3 UNIT TESTS (20, 30, 30).....80 Marks MID TERM EXAMINATION.....80 Marks HALF YEARLY EXAMINATION.....80 Marks PRE BOARD-I EXAMINATION80 Marks PRE BOARD-II EXAMINATION.....80 Marks ANNUAL BOARD EXAMINATION.....80 Marks PERIODIC TEST By administering pen paper test we assess creativity and critical thinking. Average of the best two tests to be taken that will have a weightage of 10 marks. Best 2 Tests out of: Units tests, Midterm examination, Half Yearly examination. INTERNAL ASSESSMENT20 Marks Periodical Test 10 Marks By administering pen paper test we assess creativity and critical thinking. Subject Enrichment 05 Marks With the help of subject enrichment activities we assess communication ,collaboration, character building and citizenship Note Book Submission 05 Marks By writing the answers of three levels of spiral question we can assess their knowledge (Level 1 questions) critical thinking(Level 2 questions), creativity(Level 3 questions) Note Book Submission 05 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> • High order thinking questions • Encouragement for referring other resources

	<i>For weak students:</i> • Asset management classes • 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.
	Following questions will be asked to check students' understanding 1. What happens when dilute hydrochloric acid is added to a test tube containing a) Zinc granules b) NaOH solution c) Sodium bi carbonate Write chemical equations for the reactions. 2. Give reasons: a) dry HCl gas not change the colour of the dry litmus paper. b) Plaster of Paris should be stored in a moisture-proof container. c) While diluting an acid, why is it recommended that the acid should be added to water and not water to the acid? 3. A chemical compound having smell of chlorine is used to remove yellowness of white clothes in laundries. Name the compound and write the chemical equation involved in its preparation. 4. When electricity is passed through a common salt solution, sodium hydroxide is produced along with the liberation of two gases „X“ and „Y“. „X“ burns with a pop sound whereas „Y“ is used for disinfecting drinking water. (i) Identify X and Y. (ii) Give the chemical equation for the reaction stated above. (iii) State the reaction of Y with dry slaked lime. 5. A metal carbonate X on reacting with an acid gives a gas which when passed through a solution Y gives the carbonate back. On the other hand, a gas G that is obtained at anode during electrolysis of brine is passed on dry Y, it gives a compound Z, used for disinfecting drinking water. Identify X, Y, G and Z.

,

Topic	DAY 1- Introduction to indicators
Class Transaction	40 min each)
Pre-requisite for	This topic requires basic knowledge of indicators which students had

the course	already learnt in class VII
Assessment of qualifying knowledge	Knowledge testing by asking examples of indicators and their colour changes by teacher in class
Objective	Students will be able to identify different types of indicators and their uses.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> • Colour change given by some indicators with acids and bases <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the colour changes by various indicators for identification of acid and base.
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: <u>10 min</u> Wipro Technique (KWL- <i>What you Know, What you will Learn, What you have learned</i>). • Students' responses will be listed on the blackboard by using the KWL chart DOL 1, 2, 3 Discussion of topic through Collaborative Learning: <u>15 min</u> (Critical Thinking and Problem Solving) Think, pair share Students in pairs will name some indicators and classify them as natural and synthetic. Students in group of 5 students each will carry out activity 2.1 and 2.2 Teacher will discuss with the students and introduce the term Olfactory indicators. Students teacher interaction on the topic Teacher will ask questions based on activities Guided practice: <u>10 min</u> Students will record their observation and draw out the conclusion for the same. Independent Practice: NCERT Questions Closure: <u>5 min</u> Involving students in summarizing by asking them to prepare questions based on the topic.
Resources	Text Book: NCERT text book for Science. Reference Book -CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work,	Independent Practice: NCERT Questions

Assignments	
Assessments	Assignment
Topic	DAY 2- Chemical Properties of acids
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge of acids which students had already learnt in classes VII
Assessment of qualifying knowledge	Knowledge testing by asking students to write names of some acids
Objective	Students will be able to explain different chemical properties of acids.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to Write chemical equations for reactions shown by acids with metals and metal carbonates/ metal carbonates develop critical thinking and collaboration in the process.
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) Strategies Demo by teacher supported by PPT/ video group work - collaborative, tabulation Students in group of 5 students will observe activity 2.3 and 2.4 and note their observations The students will then draw out the conclusion and record it. Students teacher interaction on the topic Teacher will ask questions based on activities Guided practice: 10 min. Students will record their observation for properties of acids in tabular form. Independent Practice: NCERT Questions Closure: 5 min Summarization by students with the muddiest point discussed by the teacher
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Summarization by students with the muddiest point discussed by the teacher

Self Study, Home Work, Assignments	Independent Practice: NCERT Questions
Assessments	Peer assessment
Topic	Day 3 - Reaction of metal carbonates and metal bicarbonates with acids
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of writing balanced chemical equations
Assessment of qualifying knowledge	Knowledge testing by asking questions based on previous day learning
Objective	Students will be able to explain different chemical properties of acids.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to develop the ability to analyze reaction of metal carbonates and metal bicarbonates with acids Students will be able to identify carbon dioxide gas by carrying out a test
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) Strategies Demo by teacher supported by PPT/ video Think- Pair and Share, group work - collaborative, tabulation Think, pair share strategy Students in pairs will observe activity 2.5 note their observations The students will then draw out the conclusion and record it. Students teacher interaction on the topic Teacher will ask questions based on activities .Guided practice: 10 min Students will record their observation for properties of acids in tabular form. Closure: 5 min Summarization by students Independent Practice- NCERT Questions
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Involving students in summarizing the topic
Self Study, Home Work, Assignments	NCERT Questions

Assessments	Quiz
Topic	DAY 4 - Neutralisation reaction; reaction of non metallic oxide with base; reaction of metallic oxides with acid
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge of writing chemical equations
Assessment of qualifying knowledge	Knowledge testing by asking students to write chemical equations for given reaction
Objective	Students will be able to identify acids on the basis of their chemical properties
Learning Outcomes	KNOWLEDGE- Students will be able to suggest products of neutralization reactions and write equation for the same. SKILLS AND COMPETENCIES- Students would be able to develop the ability to analyze reaction of non metallic oxide with base and metallic oxides with acid and identify the chemical nature of metallic and non metallic oxides..
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, character and communication) Strategies Experimentation group work - collaborative, tabulation, Students will be divided in groups of 5 students each to study the chemical properties of acids. • Students will carry out the reactions of acids with base • Students will carry out the reactions to find the chemical nature of metallic oxides and non metallic oxides. • Students will record their observation . • Students teacher interaction on the activities • Teacher will reinforce their understanding by asking questions Guided practice: 10 min Students will record their observation for chemical properties of acids and bases in tabular form and write chemical equations Closure: 5 min Summarization by students Independent Practice- NCERT Questions
Resources	Text Book: NCERT text book for Science. Reference Book

	CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Questioning

Topic	DAY 5- Practical Properties of acids and bases.
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of chemical properties of acids and bases
Assessment of qualifying knowledge	Knowledge testing by asking students to write chemical equations for given reaction
Objective	To study the properties of acids (dilute hydrochloric acid) by their reaction with the following: a) Litmus solution (red/blue) b) Zinc metal c) Solid sodium carbonate
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to have hands on experiment and enhance their ability to make correct observations. develop the ability to compare chemical properties of acids and bases.
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 Strategies DEAL, Experimentation , group work - collaborative, tabulation, 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 and bringing of material on the day of lab visit and working as a team Teaching strategy – Hands on experiment, Discussion and tabulation Instructional Input : Teacher will explain the practical, Collaborative work; Students will work in group of three students each Teacher's role as a facilitator Guided practice: 10 min Students will observe and record their observation in tabular form. Closure: 5 min Summarization by students

	Independent Practice- NCERT Questions
Resources	Text Book: NCERT text book for Science. Reference Book -CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	Independent Practice: NCERT Questions
Assessments	Peer assessment
Topic	DAY 6- Subtopic - Dilution of acid and base
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge of concentrated and dilute solutions
Assessment of qualifying knowledge	Knowledge testing by asking questions related to concentrated and dilute solutions
Objective	Students will be able to understand the correct way of process of dilution of acids or base
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to • Critically analyse the the process of dilution and suggest correct way for dilution
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 Discussion of topic through Collaborative Learning: 20 min (Critical Thinking and Problem Solving, collaboration, communication and character) .Activity Pose, pause, pounce and bounce • Students will be divided in groups and read activity 2.10 to understand dilution of acids and bases. • Class discussion • Teacher will ask questions. Students will be able to tell the correct procedure to be followed for dilution. • Recording of the above on the basis of their understanding, Guided practice: 10 min Students will be able to tell the precautions to be taken while carrying out dilution. Independent Practice: NCERT Questions Closure: 5 min Summarization by students with the muddiest point discussed by the teacher.

Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Summarization by students with the muddiest point discussed by the teacher.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Oral Test
Topic	DAY 7- Subtopic - pH scale
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge of use of indicators to find chemical nature
Assessment of qualifying knowledge	Knowledge testing by asking students colour change with indicators
Objective	Students will be able to understand the strength of acidic and basic solution in terms of pH
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to • Critically analyse the colour produced by given solution on pH paper and interpret its chemical nature and compare strength with other solutions. • Identify given acids as strong acids or weak acids • Identify given bases as strong base or weak base
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) Strategies Group work - collaborative, tabulation, .Activity Students will be divided in groups and carry out activity 2.11 to know the pH values of different solutions. • Students will carry out the activity with different test solutions using pH paper. • Tabulation of the above on the basis of their observations. • Students teacher interaction • Students in group will prepare questions and ask the other groups • Teacher's role as a facilitator

	Guided practice: 10 min Students will record their observation for different solutions and write their nature. Independent Practice: NCERT Questions Closure: 5 min Summarization by students with the muddiest point discussed by the teacher.
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Summarization by students with the muddiest point discussed by the teacher.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Oral Test
Topic	Day 8-Practical
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of type of reactions
Assessment of qualifying knowledge	Recording of the observations made in lab
Objective	To find the pH of the following samples by using pH paper / universal indicator: a) Dilute hydrochloric acid solution (A) b) Dilute sodium hydroxide solution (B) c) Dilute ethanoic acid solution (C) d) Lemon juice (D) e) Water (E) f) Dilute sodium hydrogen carbonate solution (F)
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to have hands on experiment and enhance their ability to make correct observations. Critically analyse the colour produced by given solution on pH paper and interpret its chemical nature and compare strength with other solutions.
Transaction Methodology	Transaction would proceed in the following manner- Anticipatory Set: 5 min

(The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Recapitulation by asking questions based on previous day's learning Activity DEAL, , tabulation, 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 and bringing of material on the day of lab visit and working as a team Teaching strategy – Hands on experiment, Discussion and tabulation Instructional Input : Teacher will explain the practical, 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 practical in and answer related questions.
Resources	Text Book: NCERT text book for Science. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Observations recorded in the spiral
Topic	DAY 9 Subtopic Importance of pH in everyday life
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge of neutralization reactions
Assessment of qualifying knowledge	Questions based on neutralization reactions
Objective	Students will be able to explain the importance of pH in daily life
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to • Creatively make web cluster on Importance of pH in everyday life. • Apply neutralization and suggest solutions for the problem due to excess acid or base.
Transaction Methodology (The teacher can	Transaction would proceed in the following manner- Anticipatory Set: 5 min Recapitulation by asking questions based on previous day's learning

use the mentioned techniques, wherever applicable, and can use any other too.)	Strategies /Technique Questioning, group work - collaborative, DOL 1, 2, 3,4 Discussion of topic through Collaborative Learning: 20 min (Creative Thinking, collaboration and communication) - Students in the group of 5 will discuss Importance of pH in everyday life - Groups will give presentation - Students teacher interaction Questioning-Teacher will ask questions on the basis of uses of pH in day to day life - children will make web cluster on Importance of pH in everyday life - Teacher's role as a facilitator Guided practice: 10 min NCERT Questions Closure: 5 min Summarization by students with the muddiest point discussed by the teacher. Independent Practice- NCERT and exemplar Questions
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Involving students in summarizing
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Quiz
Topic	DAY 10- Subtopic Family of salts
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of chemical reactions
Assessment of qualifying knowledge	Knowledge testing by asking students question based on previous knowledge
Objective	Students will be able to explain preparation properties and uses different types of salts used by us.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to Describe the preparation, properties and uses of salts with the help of cluster web creatively

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, 3,4 Discussion of topic through Collaborative Learning: 25 min (Creative Thinking and collaboration,) Strategies /Technique Questioning, group work - collaborative, tabulation, The students in a group of 5 will discuss types of salts topic from NCERT. • They will classify salts on the basis of acid/ base from which have been produced, record this in their notebooks • They will discuss activity 2.14 in their groups and complete table 2.4 and find pH of given salts • Students teacher interaction • Teacher will ask questions to check their understanding Guided practice: 5 min NCERT Questions Independent Practice: NCERT Questions Closure: 5 min Involving students in summarizing by asking them to prepare questions based on the topic
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Oral Test
Topic	DAY 11- Chemicals obtained from common salt
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of chemical reactions
Assessment of qualifying knowledge	Knowledge testing by asking students question based on previous knowledge
Objective	Students will be able to explain preparation properties and uses different types of salts used by us.
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to Describe the preparation, properties and uses of salts with the help of cluster web creatively
Transaction	Transaction would proceed in the following manner-

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	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 (Creative Thinking, collaboration, character) Strategies /Technique Questioning, group work - collaborative, tabulation, Wipro- G.O.s(web chart, flow chart) - Class will be divided in groups of 5 students each and allotted one compound (caustic soda, bleaching powder and baking soda) - The students in group will discuss the preparation, properties and uses of allotted salt. Each group will give presentation on the topic - Other groups will add more information. - Students teacher interaction - Teacher will ask questions to check their understanding - children make web cluster on preparation, properties and uses of salts Guided practice: 5 min NCERT Questions Independent Practice: NCERT Questions Closure: 5 min Involving students in summarizing by asking them to prepare questions based on the topic
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Oral Test
Topic	DAY 12- Water of crystallization in salts, POP
Class Transaction	40 min each)
Pre-requisite for the course	This topic requires basic knowledge of chemical reactions
Assessment of qualifying knowledge	Knowledge testing by asking students question based on previous knowledge
Objective	Students will be able to explain the terms hydrated salts, anhydrous salts, Water of crystallization in salts
Learning Outcomes	SKILLS AND COMPETENCIES- Students would be able to compare the preparation, properties and uses of hydrated salts and develop

	collaboration and character in the process
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 One minute paper by asking questions based on previous day's learning Discussion of topic through demo by teacher, group activity, Questioning- Pose, pause, pounce and bounce: 25 min • Teacher will carry out activity 2.15 and introduce the terms hydrated salts, anhydrous salts, Water of crystallization in salts • Class will be divided in groups of 5 students each and allotted one compound (hydrated salts Washing soda and plaster of Paris) • The students in group will discuss the preparation, properties and uses of allotted salt. Each group will give presentation on the topic • Other groups will add more information. • Students teacher interaction • Teacher will ask questions to check their understanding • Children will complete web cluster on preparation, properties and uses of salts Guided practice: 5 min Students will record the observations made on heating hydrated salts. Independent Practice: NCERT Questions Closure: 5 min Involving students in summarizing by asking them to prepare questions based on the topic
Resources	Text Book: NCERT text book for Science. Reference Book CBSE Exemplar
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self Study, Home Work, Assignments	NCERT Questions
Assessments	Oral Test
	Closure of chapter by mind mapping and open discussion